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Participation Rate in Physical Education and Health
Education Among Middle School Students

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ABSTRACT

This survey measures the rate of participation and feelings about Physical education and Health among Middle school students. During the survey 150, 6-8 grade students were asked questions about participation in physical education and health classes. The use of this information can help me as a physical education and health teacher, to help children want to learn about their physical appearance and health. The results of this study can also make physical education and health more interesting and fun for our future, the children.

INTRODUCTION

What is Obesity? Obesity by definition is an increase in body weight brought about by an increase in body fat that has not been controlled. "The problem with Obesity is not weight or mass but excess adipose tissue (On Health)." "Obesity is a major energy store in the body and it only grows if the body's food intake is higher than its energy demands (On Health)." Furthermore, good nutritional habits and physical education should be a priority in schools. Although schools have been blamed for a lack of attention regarding these issues, physical education has remained important despite the statistics showing a increased weight of school aged children. Social implications as well as improper habitual eating have played significant roles in youth obesity. Some health factors that help cause obesity in youth's are; TV, radio and the Internet. But the cause of obesity is much more complex than that, the inactivity in school makes up more problems. "The number of overweight children in the United States has doubled over the past thirty years (Overweight Kids)." "Kids between the ages of six and seventeen are overweight due to low morale (Overweight Kids)." "Obese children who become obese adults are at a greater risk at a younger age for developing heart disease, diabetes, high blood pressure, psychological stress and low self esteem (Overweight Kids)." "In 1996, the Surgeon General

reported that fifty percent of young people age twelve to twenty-one are not vigorously active (Overweight Kids).” You do not need to be a super joke to inspire a child to stay fit. “Increasing their levels of physical activity is very important and is the main focus of the 22nd century (Overweight Kids).” “Now only about one-third of all schools offer physical education classes to students because of expense issues (Overweight Kids).” No matter what the issue is at hand, as educators and students we need this extracurricular activity at our disposal to better the health of our children. Nevertheless, nutrition and physical activities in school can help lower your cholesterol and obesity among youth significantly. Therefore, there is a strong need for physical education in schools. “A study of four hundred elementary school kids found that those who exercised three times a week and learned nutritional tips in class, watched their cholesterol levels drop twelve percent (Harrell).” One cause of the factors is school lunch systems in the United States. “Do school lunches make a good grade (On Health, p.1)?” “According to the U.S. Centers for Disease Control and Prevention, roughly ten to fifteen percent of school children are overweight and are at risk for severe health problems (On Health, p.2).” It appears that since Truman’s presidency school lunches have not made the grade. Too many grams of fat and low varieties of nutritious foods have helped children loose to obesity. However, there have been some steps made towards the right direction. “Arizona school districts have created deli-bars that display fruits, vegetables, and assorted Jell-o and pudding arrangements (Childhood Obesity, p.1).” This allows school children to eat as much as they like from healthy varieties of food. Social habits such as improper judgment in nutrition and lack of activity help twenty percent of school children become at risk for cardiovascular disease. By providing every child with an active, enjoyable, and successful physical education experience; one where action, learning, and fun are emphasized rather than winning at any cost. “Physical education and health teachers

should focus on the following in a middle school environment; design a program to increase physical skills, combine movements sequence, cardiovascular conditioning, muscle strength and endurance, flexibility, agility and balance (On Health, p.2)." Include cooperative games, which enhance social skills and group play (sportsmanship) stress components of physical fitness.

"Sports participation can improve fitness, coordination, self discipline and team work as well as promote a sense of personal satisfaction and accomplishment (On Health)." "Another factor is the fact that some parents do not feel that physical education should overshadow academics (On Health)."

"Therefore, when ignorance in regards to, physical education and nutrition is corrected, schools can act more in the direction of cleaning up the fitness issue for many pre-adolescent and adolescent children. Through the proper understanding of health facts and higher attention regarding physical education, there can be a difference in obesity. Nevertheless, the answer is simple children need to be taught the knowledge skills and attitudes necessary for them to lead healthy, active and productive lives (N.A.S.P.E. Director-source Amazon.com, p.3)."

METHOD

During the months of February and March of 1999, after observing at Bluefield Middle School, I noticed numerous cases of obesity. Thinking of a way to decrease this problem, I conducted a survey (Appendix) of 150 students ranging between the grades sixth through eighth. The survey consisted of fourteen questions related to physical education and health. Some questions were focused on why or why not the particular student participated in Physical Education and health. Others asked about controversial topics in health, what should be taught and if they should be separated (by sexes) when dealing with major topics such as sex. A number of surveys were passed out to the sixth, seventh, and eighth grade physical education

classes, the participants' confidentiality was guaranteed. The results were recorded into group scores of gender and grade.

RESULTS

The results of the survey are shown in tables 1-18 (Appendix). The survey shows that one hundred percent of the sixth grade boys participate in physical education (Table 1) while thirteen percent of the sixth grade girls do not because they don't want to be embarrassed. Seventy-one percent of the seventh grade boys participate in physical education. Fifty percent of the seventh grade boys do not participate because they do not want to get sweaty, the other fifty percent did not want to be embarrassed (Table 10). Sixty percent of the seventh grade girls participate in physical education while forty percent do not (Table 3). There are two reasons that the girls expressed they did not want to participate, half do not want to get sweaty and the other half do not want to be embarrassed (Table 10). One hundred percent of the eighth grade boys stated that they participate in physical education, but only eighty-nine percent of the eighth grade girls participate (Table 5). Of the eleven percent of the girls that do not participate thirty-three percent stated they do not want to get sweaty, thirty-three percent stated they don't want to get hurt, and the other thirty-four percent stated they do not want to be embarrassed (Table 12). In the sixth grade class sixteen percent of the boys thought that physical education class was just another recess time and the eighty-three percent of the boys did not (Table 1). Of the girls in the sixth grade twenty-five percent thought that physical education class was just another recess time while the other seventy-five percent of them did not (Table 1). In the seventh grade class forty-three percent of the boys felt that physical education was just another recess time, but fifty-seven percent felt that it was not (Table 3). Of the seventh grade girls, forty percent felt physical education was just another recess time while sixty percent did not (Table 3). In the eighth grade

class thirty-three percent of the boys felt that physical education was just another recess time and the other sixty-seven percent did not (Table 5). Eleven percent of the eighth grade girls felt that physical education was just another recess time while eighty-nine percent felt that physical education was not a recess time (Table 5).

In the sixth grade class fifty percent of the boys felt they should be kept out of Physical Education time for academic tutoring while the other fifty percent felt they should not (Table 1). Thirteen percent of the girls in the sixth grade felt they should be kept out of Physical Education for academic tutoring, eighty-seven percent felt they should not (Table 1). The seventh grade boys and girls were asked the same question and twenty-nine percent of the boys stated that they should be taken out of Physical Education for academic tutoring the other seventy-one percent of the boys felt they should not (Table 3). Of the girls in the seventh grade eighty percent felt that they should be taken out of Physical Education for tutoring while twenty percent felt they should not (Table 3). Fifty-three percent of the eighth grade boy's thought they should be taken out of Physical Education for tutoring, forty-seven percent felt they should not (Table 5).

Another question concerning the feelings of students was if they felt they should be kept out of Physical Education for punishment of bad behavior that occurred in the classroom. Thirty-three percent of the sixth grade boys stated yes, sixty-seven percent of the boys stated no (Table 1). Thirteen percent the sixth grade girls stated yes, eighty-seven percent said no (Table 1). Fourteen percent of the seventh grade boys stated yes, eighty-six percent stated no (Table 3). Forty percent of the seventh grade girls stated yes, sixty percent stated no (Table 3). The eighth grade students were also asked this question, forty percent of the boys stated yes, sixty percent stated no (Table 5). Thirty-three percent of eighth grade girls stated yes, sixty-seven percent stated no (Table 5). Another question concerning Physical Education is if students feel Physical

Education should be taken in middle school. One hundred percent of sixth grade boys and girls stated yes (Table 1). Eighty-six percent of seventh grade boys stated yes, fourteen percent stated no (Table 3). Eighty percent of seventh grade girls stated yes, twenty stated no (Table 3). Ninety-three percent of eighth grade boys stated yes, only seven stated no (Table 5).

A number of health related questions were also asked in this survey, one of which was, do the students feel that males and female should be separated for instruction of controversial subject matter in health? Fifty percent of sixth grade boys stated yes, fifty percent stated no (Table 2). Sixty-three percent of sixth grade girls stated yes, thirty-seven percent said no (Table 2). Fourteen percent of seventh grade boys stated yes, eighty-six percent stated no (Table 4). Forty percent of seventh grade girls stated yes, sixty percent stated no (Table 4). Thirteen percent of eighth grade boys stated yes, eighty-seven percent stated no (Table 6). Forty-four percent of eighth grade girls stated yes, fifty-six percent stated no (Table 6).

Fifty percent of sixth grade boys responded yes when asked if they felt parental permission should be granted for controversial topics in health, the other fifty percent stated no (Table 2). Thirty-seven percent of sixth grade girls felt they should have parental permission, sixty-three percent did not (Table 2). One hundred percent of seventh grade boys stated they should have parental permission, forty percent of the seventh grade girls agreed, and sixty percent did not (Table 4). Thirty-three percent of eighth grade boys thought they should have parental permission, sixty-seven percent disagreed (Table 6). Twenty-two percent of eighth grade girls felt they should have parental permission for controversial topics, seventy-eight percent disagreed (Table 6).

Thirty-three percent of sixth grade boys felt health education and physical education is the same thing, sixty-seven percent felt they are different (Table 2). Fifty percent of sixth grade girls

felt health education and physical education are the same, fifty percent disagreed (Table 2).

Fourteen percent of the seventh grade boys felt health education and physical education are the same, eighty-six percent felt they are different (Table 4). Twenty percent of seventh grade girls felt that health education and physical education were the same, eighty percent disagreed (Table 4). Forty percent of eighth grade boys felt health education and physical education were the same, sixty percent disagreed (Table 6). Thirty-three percent of eighth grade girls felt that health education and physical education are the same, sixty percent disagreed (Table 6). Thirty-three percent of sixth grade boys felt comfortable talking about sex with the opposite sex, sixty-seven percent did not (Table 2). Seventy-five percent of sixth grade girls felt comfortable talking about sex with their male counter parts, twenty-five percent do not (Table 2). Eighty-six percent of seventh grade boys feel comfortable talking about sex with the opposite sex, fourteen percent do not (Table 4). Eighty percent of seventh grade girls felt comfortable talking about sex with the opposite sex, twenty percent did not (Table 4). One-hundred percent of eighth grade boys felt comfortable talking about sex with the opposite sex, seventy-eight percent of the eighth grade girls felt comfortable talking about sex with their female counter parts, twenty-two percent did not (Table 6). Fifty percent of sixth grade boys thought males and females should be separated for instructional controversial subject matters in health, sixty-six percent felt matters about sex and thirty-seven percent felt matters about love (Table 7). Of the sixty-three percent of sixth grade girls that stated they should be separated for controversial subject matters in health, twenty-nine percent felt they should be separated when talking about sex, forty-three percent when talking about love, and twenty-eight percent when talking about sexually transmitted diseases (Table 7). Out of the fourteen percent of the seventh grade boys that felt they should be separated for different subject matters, one hundred percent wanted to be separate when talking

about drugs (Table 9). Of the forty percent of seventh grade girls that stated they should be separated for subject matter, one hundred percent felt they should be separated when talking about sex (Table 9). Of the thirteen percent of eighth grade boys that felt they should be separated for subject matters thirty-three percent felt they should be separated when talking about drugs. Thirty-three percent when talking about love, and thirty-four percent when talking about sexually transmitted diseases (Table 11). Of the forty-four percent of the eighth grade girls that felt they should be separated for subject matters in health, forty-two percent when talking about sex, twenty-nine percent when talking about love, and twenty-nine percent when talking about sexually transmitted diseases (Table 11).

While in Physical Education students participate in many activities, what are the most common activities? Fifty percent of sixth grade boys participate in basketball, twenty-five percent in walking, and twenty-five percent in talking with friends (Table 13). Sixty percent of sixth grade girls like talking with friends, twenty percent like playing basketball, ten percent walk, and ten percent play beach (ball) volleyball (Table 13). The most common activity among seventh grade boys are basketball in which eighty-six percent like to play and fourteen percent like to walk (Table 14). Forty percent of seventh grade girls like walking, forty percent like to talk with friends, and twenty percent like to play basketball (Table 14). The most common activity among eighth grade boys is basketball in which sixty percent of the boys play, twenty percent like to walk, thirteen percent like to talk with friends, and seven percent like to play beach (ball) volleyball (Table 15). The most common activities among eighth grade girls are basketball, forty-four percent like to play, forty-four percent like to walk, eleven percent likes to play beach (ball) volleyball, and one percent likes to talk with friends (Table 15).

Each student was asked to list three health topics that should be taught in health class.

The top three topics among the sixth grade student were sexually transmitted diseases (9), sex (9), and how to take care of the body (7) (Table 16). The top three topics that the seventh grader chose were sex (10), sexually transmitted diseases (9), and drugs (5) (Table 17) The top three topics chosen by the eighth grader were, sex (18), sexually transmitted diseases (16), and health (13) (Table 18).

CONCLUSION

Do middle school students feel Physical Education should be taken in middle school? Almost all sixth, seventh, and eighth grade students feel Physical Education should be taken in middle school. We can conclude that everyone thinks fitness and physical appearance can be increased from knowledge and participation. Obesity can be decreased with awareness of fitness, these are the keys to a healthy life. Do you think physical education is just another recess? More than half of sixth, seventh, and eighth grade students feel that it is not just another recess. Should male and females be separated for subject matters in health? In some cases more than half of sixth, seventh, and eighth grade student feel they should not be separated for subject matters, this means that our children in society are mature enough to talk about subject matter in school today. Do you feel parental permission should be granted for controversial topics in health? Again more than half of the sixth, seventh, and eighth grade students feel they do not need permission to talk about subject matters in health. Do you feel you should be kept out of Physical Education time for academic tutoring? About half of the students stated no, this show that the students interests are not on academics but on play. Do you feel you should be kept out of Physical Education time for punishment of bad behavior that occurred in the classroom? More than half answered no, meaning they do not think they should be taken out of any class for punishment. This is not so today, because of the program called in-school suspension where students are taken

out of class because of bad behavior. Almost all students thought that physical education and health education were different. Most students felt comfortable talking about sex with the opposite sex, except the sixth grade boys. Whether or not students participated in Physical Education they still managed to play or associate in some activity, basketball was the most common activity. Sex and sexually transmitted diseases were the most common health topics that student's thought should be taught in middle school. At this day in time physical education is deteriorating in our society by the lack of funds. Without physical education in our schools, the rate of obesity will increase, without physical education our children will be obese and develop bad health habits. Heart disease will rise, diabetes and high blood pressure will develop in our youth without the knowledge of health and the experiences of physical education. I would not change anything if I could do it all over again.

Appendix
Survey

Dear Students:

I am a junior at Concord College, I am conducting this survey on 6-8 grade students to determine the participation rate of students in Physical education/ Health.

The survey will take nothing but a couple of minutes of your time. You do not give your name anywhere on the paper.

Results of this study will be reported in terms of group scores such as sex, age, and grade.

Talking with friends

10. List three health topics that you think should absolutely be taught in a health class.

1.

2.

3.

11. What grade are you in?

 6th

 7th

 8th

12. What is your gender? Male or Female (Please circle one)

13. How old are you?

14. Do you feel P.E. should be taken in middle school? Y or N.

The following questions ask your opinion about participation in physical education and subjects being taught in health. Please answer each question as honestly as possible.

Mark Your Answers By Circling Y for Yes , and N for No.

1. When you think of physical education in general, do you feel it is just another recess time?
Y or N.

** controversial- to debate or talk about something.

2. Do you feel males and females should be separated for instruction of controversial subject matters in health? Y or N.

If yes, which one?

- Drugs
 Human Sexuality
 Love
 Sexually Transmitted Disease

3. Do you participate in P.E. class? Y or N.

If no, which one or ones.

- Don't want to get sweaty
 Don't want to mess up your clothes
 Don't want to mess up your hair
 Scared to get hurt
 Don't want to be embarrassed
 Don't want to break a nail

4. Do you feel parental permission should be granted for controversial topics in health?
Y or N.

5. Do you feel you should be kept out of P.E. time for academic tutoring? Y or N.

6. Do you feel you should be kept out of P.E. time for punishment of bad behavior that occurred in the classroom? Y or N.

7. Do you feel health education and physical education are the same thing? Y or N.

8. Do you feel comfortable talking about sex with the opposite sex? Y or N.

9. What is the most common activity you participate in while in P.E.

- Basketball
 Walking
 Beach Volleyball

**Appendix
Tables 1-18**

Table 1

Grade 6	P.E. Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 1	When you think of P.E. in general, do you feel it is just another recess time?	16%	83%	25%	75%
Question 3	Do you participate in P.E. class?	100%	0%	87%	13%
Question 5	Do you feel you should be kept out of P.E. time for academic tutoring?	50%	50%	13%	87%
Question 6	Do you feel you should be kept out of P.E. time for punishment of bad behavior that occurred in the classroom?	33%	67%	13%	87%
Question 14	Do you feel P.E. should be taken in Middle school?	100%	0%	100%	0%

Table 2

Grade 6	Health Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 2	Do you feel males and females should be separated for instruction of controversial subject matters in health?	50%	50%	63%	37%
Question 4	Do you feel parental permission should be granted for controversial topics in health?	50%	50%	37%	63%
Question 7	Do you feel health education and physical education are the same thing?	33%	67%	50%	50%
Question 8	Do you feel comfortable talking about sex with the opposite sex?	33%	67%	75%	25%

Table 3

Grade 7	P.E. Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 1	When you think of P.E. in general, do you feel it is just another recess time?	43%	57%	40%	60%
Question 3	Do you participate in P.E. class?	71%	29%	60%	40%
Question 5	Do you feel you should be kept out of P.E. time for academic tutoring?	29%	71%	80%	20%
Question 6	Do you feel you should be kept out of P.E. time for punishment of bad behavior that occurred in the classroom?	14%	86%	40%	60%
Question 14	Do you feel P.E. should be taken in Middle school?	86%	14%	80%	20%

Table 4

Grade 7	Health Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 2	Do you feel males and females should be separated for instruction of controversial subject matters in health?	14%	86%	40%	60%
Question 4	Do you feel parental permission should be granted for controversial topics in health?	0%	100%	40%	60%
Question 7	Do you feel health education and physical education are the same thing?	14%	86%	20%	80%
Question 8	Do you feel comfortable talking about sex with the opposite sex?	86%	14%	80%	20%

Table 5

Grade 8	P.E. Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 1	When you think of P.E. in general, do you feel it is just another recess time?	33%	67%	11%	89%
Question 3	Do you participate in P.E. class?	100%	0%	89%	11%
Question 5	Do you feel you should be kept out of P.E. time for academic tutoring?	53%	47%	22%	78%
Question 6	Do you feel you should be kept out of P.E. time for punishment of bad behavior that occurred in the classroom?	40%	60%	33%	67%
Question 14	Do you feel P.E. should be taken in Middle school?	93%	7%	89%	11%

Table 6

Grade 8	Health Questions	Boys/ Yes	Boys/ No	Girls/ Yes	Girls/ No
Question 2	Do you feel males and females should be separated for instruction of controversial subject matters in health?	13%	87%	44%	56%
Question 4	Do you feel parental permission should be granted for controversial topics in health?	33%	67%	22%	78%
Question 7	Do you feel health education and physical education are the same thing?	40%	60%	33%	67%
Question 8	Do you feel comfortable talking about sex with the opposite sex?	100%	0%	78%	22%

Table 7

Grade 6 Subject matters in health students feel males and females should be separated.	Boys	Girls
Drugs	0%	0%
Sex	66%	29%
Love	34%	43%
Sexually Transmitted Diseases	0%	28%

Table 8

Grade 6 Reasons why students do not participate in P.E.	Boys	Girls
Do not want to get sweaty	0%	0%
Do not want to mess up your clothes	0%	0%
Do not want to mess up your hair	0%	0%
Scared to get hurt	0%	0%
Do not want to be embarrassed	0%	100%
Do not want to break a nail	0%	0%

Table 9

Grade 7 Subject matters in health students feel males and females should be separated.	Boys	Girls
Drugs	100%	0%
Sex	0%	100%
Love	0%	0%
Sexually Transmitted Diseases	0%	0%

Table 10

Grade 7 Reasons why students do not participate in P.E.	Boys	Girls
Do not want to get sweaty	50%	50%
Do not want to mess up your clothes	0%	0%
Do not want to mess up your hair	0%	0%
Scared to get hurt	0%	0%
Do not want to be embarrassed	50%	50%
Do not want to break a nail	0%	0%

Table 11

Grade 8 Subject matters in health students feel males and females should be separated.	Boys	Girls
Drugs	33%	0%
Sex	0%	42%
Love	33%	29%
Sexually Transmitted Diseases	34%	29%

Table 12

Grade 8 Reasons why students do not participate in P.E.	Boys	Girls
Do not want to get sweaty	0%	33%
Do not want to mess up your clothes	0%	0%
Do not want to mess up your hair	0%	0%
Scared to get hurt	0%	33%
Do not want to be embarrassed	0%	34%
Do not want to break a nail	0%	0%

Table 13

Grade 6 Most common activity that students participate in	Boys	Girls
Basketball	50%	20%
Walking	25%	10%
Beach volleyball	0%	10%
Talking with friends	25%	60%

Table 14

Grade 7 Most common activity that students participate in	Boys	Girls
Basketball	86%	20%
Walking	14%	40%
Beach volleyball	0%	0%
Talking with friends	0%	40%

Table 15

Grade 8 Most common activity that students participate in	Boys	Girls
Basketball	60%	44%
Walking	20%	44%
Beach volleyball	7%	11%
Talking with friends	13%	1%

Table 16

Grade 6 Health topics that students think should be taught in health class	# of times listed
Sexually Transmitted Diseases	9
Sex	9
How to take care of your body	7
Drugs	5
Digestive system	2
Personal feelings	2
Inside of the body	2
Diseases	2
Health	1
Exercise	1
First Aid	1

Table 17

Grade 7 Health topics students think should be taught in health class	# of times listed
Sex	10
Sexually Transmitted Diseases	9
Drugs	5
Health	3
CPR	2
Diseases	2
Personal hygiene	1
Smoking	1

Table 18

Grade 8 Health topics students think should be taught in health class	# of times listed
Sex	18
Sexually Transmitted Diseases	16
Health	13
Drugs	11
Diseases	3
Alcohol	2
CPR	2
Nutrition	1
Prevention of diseases	1

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The Making of a Psychopath:
The Effects of Nature and Nurture
Ashli Taylor with Dr. Karen Griffiee
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Psychopaths are very common in the world today. But what are psychopaths? What causes someone to act in this manner? To best answer this question we must look in the past. In the early 1800's there was a French psychiatrist named Pinel. He coined the original label manie sans delire. This phrase described the people who displayed atypical and aggressive behavior. However it was not until the end of the nineteenth century the term psychopathic inferiority was used. In 1952 the American Psychiatric Association replaced "psychopath" with the term "sociopath." This was criticized given the definition of sociopath emphasized social maladjustment. Although it is true that sociopaths do not have the capability to socialize as normals do, there are other significant characteristics. There are certain characteristics that are common to most psychopaths. They do not learn from experience, lack a sense of responsibility, are unable to form meaningful relationships, lack control over impulses, lack moral sense, are chronically or recurrently antisocial (and punishment does not alter behavior). Further more, they are emotionally immature, are unable to experience

guilt, and are self centered. These characteristics best define a psychopath's behavior. (DSM IV,2002)

Where do they come from? Psychologists agree that most human behavior comes from both genetic inheritance (nature) and from learning (nurture). This relates to psychopaths in that both factors contribute to how they are formed. The issue of Nature Vs. Nurture is best explained by giving examples from each. Some believe that it is only the environment and family home life that causes psychopaths. Some psychopaths come from a very troubled youth; the popular belief is that this is how psychopaths are formed (Werlinder, 1978). To some extent this is true, having a troubled youth can cause children to become psychopaths. To support this we can look at case studies (i.e., individual life histories) and see what the youth of psychopaths was like. This is very hard to do considering psychopaths are not likely to be truthful. Psychopathy can begin in childhood; often the child starts out being treated cruelly or indifferently. A child growing up in a household where morals aren't instilled in early childhood grows up without a conscience. Since he was uncared for as a child he doesn't care, can't love and does not worry about being good or bad and has no idea what guilt is.

Childhood abuse and neglect may cause psychopathy. Without a stable adult the child may very well grow up a psychopath. Donald, a 30-year-old prison inmate suffers from psychopathy. In his youth Donald often misbehaved. He did such things as lying, cheating, petty theft and the bullying of smaller children. He showed no remorse for his actions and was able to talk his way out of things. His father was an alcoholic and would often fly into a rage and beat the children. His mother was a timid woman who always did what the father said. Is the scenario the basis for the forming of a psychopath? To fully understand we must delve further into the minds of the psychopaths.

The psychopath did not come out of nowhere; the changing quality of American life has formed him. Our changing culture, morals and values have helped form the psychopath. Our country is now accustomed to behavior that is obscene and inhuman. But how do you explain the ones who come from a seemingly normal home? Dr. Robert Hare has developed a theory that psychopathic children from normal homes may in fact have biological abnormalities in the brain. Currently there are studies being done to prove that psychopathy may be due to biological factors. These biological theories are more developed and easier to test than the "nurture" theories. We will be discussing these

theories more since they are more influential to this paper.

One of the first researchers to develop a theory of psychopathy was Dr. Quay. Quay's theory rests on two assumptions. One is that psychopaths are characterized by impairment in their physiological reactions to sensory input, which requires them to need higher levels of stimulation than normals. The second assumption is that because psychopaths' require a higher optimal level of stimulation, they necessarily will have an extremely high degree of motivation to increase sensory stimulation so as to compensate for their under arousal. In 1965 Quay described the psychopath as a pathological stimulation seeker due to physiological abnormalities. In 1977, Quay elaborated on his theory including environmental factors in the development of adult psychopaths. Despite this elaboration, Quay's focus remained on biological factors, stating that a psychopath starts life with an inborn hypo-reactive nervous system.

Quay used his stimulation seeking behavior theory to explain the psychopath's impulsivity, inability to delay gratification, and the tendency to create excitement for the moment without thought of the consequences. What this

means is that psychopaths cannot even comprehend their role in society. They only think of themselves and what they want. They do this by seeking more and more stimulation to make them feel anything.

Quay suggested two types of treatment plans for the psychopath. One was the use of drugs to increase the psychopath's basal reactivity or decrease their rapidity of adaptation to stimuli. The second treatment was an application of classical conditioning procedures. A complete description of classical conditioning can be found in any introductory psychology text. Quay's tactic was to use unconditioned stimuli to condition avoidance reactions in psychopaths. They learned to avoid their basic instincts about satisfying themselves instantly. They also used strong unconditioned stimuli coupled with reinforcement to condition appropriate approach reactions from persons exhibiting the psychopathic disorder. They learned to approach, or seek out people for closer relationships.

Quay's theory seems to account for many of the most critical symptoms, as described above. Support for this theory comes from Hare's work discussed later in this paper. However, using Quay's theory alone, it is not clear why psychopaths are unable to experience guilt or form relationships, lack a moral code, and have superficial

charm. In conclusion this theory is viewed as incomplete and inexplicit.

There is another prominent theory that may further explain the mystery of psychopaths. In 1948, Harrison G Gough suggested a theory of psychopathy that described psychopaths as suffering a "deficiency in role-playing ability which is particularly liable to manifestation in social relationships" (Gough, 1948) Gough defined role-playing as the capacity to look upon oneself as an object...or to identify with another's point of view. He states that psychopaths were seen as pathologically deficient in role taking skills. In literal terms, they cannot anticipate the reaction of others or even comprehend the role of the generalized other society in their daily lives. Two types of research have been used in testing Gough's theory. The first utilizes the Socialization (SO) scale of the California Psychological Inventory (CPI) (Gough, 1957). The second group of studies test the psychopath's lack of role understanding.

The SO scale of the CPI was derived from Gough's theory of role taking. Underlying the scale there is an assumption that the less socialized individual is "less

adept at sensing and interpreting the nuances and subtle cues of the interpersonal situation, and hence less able to evolve reliable and trustworthy residual control systems" (Gough & Sandhu). The items on the scale show how an individual considers his effect on others with his behavior before acting out the behavior. In a broader sense the scale measures the extent of society's values that have been employed in the life of the person. The second test of role understanding was researched by Reed and Caudra (1957). They tested this by using subjects who were student nurses at the Veterans Administration neuropsychiatric hospital. Each student was asked to describe themselves, the other three subjects in the room and to predict how they would describe her. Each description used an adjective checklist. A point was scored for an adjective predicted about oneself if at least two of the three peers had checked that adjective. The total score was the sum of these points. After the subjects were administered the CPI test, a correlation of +0.41 between the SO scale scores, the measure of psychopathy, and the predictive accuracy scores was obtained. This value was beyond the .01 levels, so the strength of the relationship between these variables is highly significant. There was one fault in the study; the

subjects did not represent a sample with even a small number of psychopaths. There were few studies done to disprove Gough's theory. One study that was done was by Palumbo (1976). The psychopaths in that study did not differ from normals in their ability to receive positive reinforcement and behave appropriately to the roles of task and social emotive leaders.

To try and further find out the mystery of the psychopath additional theories have been developed. Hans J. Eysenck's theory of psychopathy was based on a three-dimensional model of personality. This model states that there are three major personality variables, independent of each other; that these are in great measure genetically determined; and that in conjunction they can be used to allocate a given person to a particular point in this multidimensional space (Eysenck & Eysenck 1978). This means that each variable in the personality, when working together, lead the person to a level of psychopathy. The three factors are extraversion-introversion (E), neuroticism (N) and psychoticism. (P) To be introspective means to be reserved and distrusting of the impulse of the moment. Eysenck included psychoticism as a factor in order to be more comprehensive in his description of personality. Persons high in the psychoticism factor tend to have the

following characteristics: they are solitary, not caring of other people, troublesome, cruel, inhumane, lacking in feeling, insensitive, lacking in empathy and sensation seeking. Eysenck viewed psychopathy as "a half-way stage to psychosis, a dimension of personality which leads from outright psychosis through psychopathy to normality" (Eysenck 1977). Eysenck described psychopaths as people located within a specific space within a multidimensional model of personality defined by high extraversion (E), high neuroticism (N), and high psychoticism (P). This view was well supported by research using the criminal population and Eysenck's psychometric instruments. The Eysenck Personality Questionnaire (EPQ), is a test that gives scores on E, N, and P. Eysenck used this questionnaire on 2070 criminals and 2442 male controls. The findings highly supported the theoretical contention. Simply put, the criminals tended to be higher in each dimension than the controls. Eysenck's findings have been interpreted in many different ways.

One of the criticisms was that Eysenck used criminals instead of specifically psychopathic groups and generalized the results as supportive of a theory of psychopathy. While the theory has promoted much research the

contraindications and omissions make the theory's continued utility questionable (Doren 1987).

To delve further into the psychopaths mind we must look at experiments that study the biological factors of the psychopath's mind. One psychologist that is prominent in this field is Dr. Robert Hare. His study, done on the brains of psychopaths, is one of the critical studies on the biological aspects of the psychopath. Psychopaths' brains are not like the normal human brain. The brains of psychopaths underutilize regions that integrate emotion and memory with other information (Hare, 1977). Researchers have suspected that the psychopathic condition results from abnormal brain function in the processing of emotion and language rather than factors such as a traumatic childhood. Hare's findings supported the suspicion that the destructive behavior had a neurobiological basis. Hare also found that psychopaths have a specific brain dysfunction. Hare monitored subjects' brain waves and used random strings of letters alternating with uncharged words such as "table" and emotionally charged words such as "cancer." The normal subjects spent more time processing emotional words than nonemotional words. A normal person would process a word such as "love" longer than a word such as

"floor." But in the psychopath's brain they processed the words in the same amount of time. This suggests psychopaths are "emotionally color-blind." Being emotionally color-blind means psychopaths can't tell the difference between emotional and regular words. One example of this is a psychopath didn't see any difference between the words table and mother. They processed them the same way, unlike a normal person who takes longer to process the emotional words. In the test listed above the researchers timed how long the subjects took to respond to the words. In a similar test the researchers injected a radioactive tracer in the brain and scanned the color images of the subjects brain while administering the word test listed above. What they found was when the psychopaths processed the emotional words their brains remained inactive in the areas around the ventromedial frontal cortex and amygdala. These areas are what control impulses and long-term planning and are the seat of emotion. This suggests that psychopaths have problems in these areas in their lives and that they act on impulse. The normal subjects' brains lit up with activity when processing the emotion-laden words. These studies show that there is a possibility that psychopathy could in fact be a biological problem.

In 1970 Hare suggested that psychopaths have lesions (abnormalities) in the limbic area of their brains, and that such lesions cause the loss of inhibitory mechanism and such loss brings about the preservation of the situationally dominant behavior. Hare draws support for this theory from the literature review done by McCleary in 1966. Using an EEG (electroencephalograph), a systematic recording of the rhythmical and transient fluctuations of the electrical activity of the brain, they have studied the psychopaths' brains. The EEG research has been to a degree supportive of Hares theory. EEG research reviewed by Hare tended to show that psychopaths have atypical wave patterns. In addition, Hare's theory was to be tested by experimenters, they tested rats to see if the limbic system had an effect on the animal's behavior. They looked at how the animals behaved, did they become more aggressive, did they show signs of improvement when punished. They found that certain areas like the septum, hippocampus, amygdala and the anterior caudate and the insular cortex seem to have the same effect on passive avoidance learning. It's clear that lesions within the limbic system can cause a loss of the ability in animals to inhibit punished behavior. For example, the animals would not learn right from wrong, if punished the animals would not learn. The

punishment did not have an effect on the behavior, a characteristic common to psychopaths. Therefore, it seems likely that this could be true to humans as well.

Dr. Paul Frick is one of the newest theorists in the area of psychopathy. He has discovered that there are certain risk factors that influence the making of a psychopath. Psychopaths can be categorized into three different types: callous-unemotional, narcissist and impulsive. The risk factors for being any of these types include the following: a behavioral history of aggression, violence, fire starting, and cruelty to animals. There are more risk factors but these are the ones that are commonly associated with psychopathy. Frick states that there is no one single factor that determines psychopathy, instead all factors contribute. There is no one "thing" that causes this disorder. What can we gain from this? Frick's theory suggests that it is both nature and nurture that are the main causes for psychopathy. Together these form the making of a psychopath.

In conclusion we have reviewed the evidence on both sides of the Nature Vs. Nurture theories. It appears that regarding the topic of psychopathy, it's "nature" over

nurture. Nurture, or life experiences, does matter, in particular a history of abuse as a child and the lack of an instilment of moral codes can lead to psychopathy. However, there is more evidence supporting the nature contributions to psychopathy. Gough's theory states that the psychopath suffers from a deficiency in role-playing ability; psychopaths cannot anticipate the reactions of others and that they cannot even comprehend the role of the generalized society. Eysenck viewed psychopathy as a halfway point between psychosis and normality. Quay's theory states that the psychopath was viewed as a pathological stimulation seeker due to physiological abnormalities, but in 1977 Quay elaborated on his theory including environmental factors in the development of adult psychopaths. Finally, the theory that supports the most biological viewpoint was Hare's theory. His theory suggested that psychopaths had a lesion (abnormality) in the limbic area of there brain, and that the lesions within the limbic system can cause a loss of ability to inhibit punished behavior.

It appears that the biological factors are the most convincing of the theories presented. To study psychopaths it is essential to look at all factors. Evidence reviewed

suggests that some psychopaths that come from normal families and the best way to explain that is biologically.

It is interesting that some psychopaths are still children. In Hare's book Without Conscience, he has listed examples of children that have committed horrible acts. The parents are confused at how their child has become like this. It seems clear this may be due to biological factors. Hare's work best states how this is possible. Looking into the brain to find the explanation we found that psychopaths process things differently. They don't have emotions; they are in fact "emotionally color blind." Unlike normal people who's brains lit up with activity when processing emotional words, psychopath's brains show no activity when processing those same words. Child psychopaths are the most interesting cases to study. With all the youth violence of today these questions are the most prominent. Why do these children act the way they do? The biological factors are the only explanation that some people would accept, especially the parents of the child psychopaths. Some say that it is questionable that the children don't know what they are doing, that they don't know the difference between right and wrong, but the biological factors have strongest support. This explains why children

that come from a normal family who have good parents that instill a good moral code have children who turn out to be psychopaths. Frick's theory states that both nature and nurture cause psychopathy. This is to say that all factors contribute to the formation of a psychopath. In conclusion we have seen the results of the tests done to determine why psychopaths are the way they are. Biological factors are in fact the strongest theories out there to determine the cause of psychopaths.

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APSD
(Youth Version)

Name: _____

Date Completed: ____/____/____

Instructions: Please read each statement and decide how well it describes you. Mark your answer by circling the appropriate number (0-2) for each statement. Do not leave any statement unrated.

	Not at all True 0	Sometimes True 1	Definitely True 2
1. You blame others for your mistakes.	0	1	2
2. You engage in illegal activities.	0	1	2
3. You care about how well you do at school/work.	0	1	2
4. You act without thinking of the consequences.	0	1	2
5. Your emotions are shallow and fake.	0	1	2
6. You lie easily and skillfully.	0	1	2
7. You are good at keeping promises.	0	1	2
8. You brag a lot about your abilities, accomplishments, or possessions.	0	1	2
9. You get bored easily.	0	1	2
10. You use or "con" other people to get what you want.	0	1	2
11. You tease or make fun of other people.	0	1	2
12. You feel bad or guilty when you do something wrong.	0	1	2

Summary of the Major Risk Factors Associated with Antisocial and Delinquent Behavior in Youth

Dispositional Risk Factors	Exemplar Studies
Neurochemical abnormality	Kreusi et al., 1990
Autonomic irregularity	Raine, Venables, & Williams, 1990
Poor response inhibition/ impulsivity	Moffitt, Lynam, & Silva, 1994
Reward dominant response style	O'Brien & Frick, 1996
Low verbal intelligence	Loney, Frick, Ellis, & McCoy, 1998
Academic underachievement	Frick et al., 1991
Deficits in social cognition	Dodge, Bates, & Pettit, 1990

Contextual Risk Factors	Exemplar Studies
Parental psychopathology	Lahey et al., 1988
Family conflict	Arnato & Keith, 1991
Inadequate socialization practices	Shelton, Frick, & Wootton, 1996
Peer rejection	Coie, Dodge, & Kupersmidt, 1990
Association with a deviant peer group	Keenan et al., 1995.
Impoverished living conditions	Peeples & Loeber, 1994
Exposure to violence	Richlers & Martinez, 1993

Stage I: Temperament

Low behavioral inhibition

Poor arousal to misfortune of others

Insensitivity to parental and societal sanctions

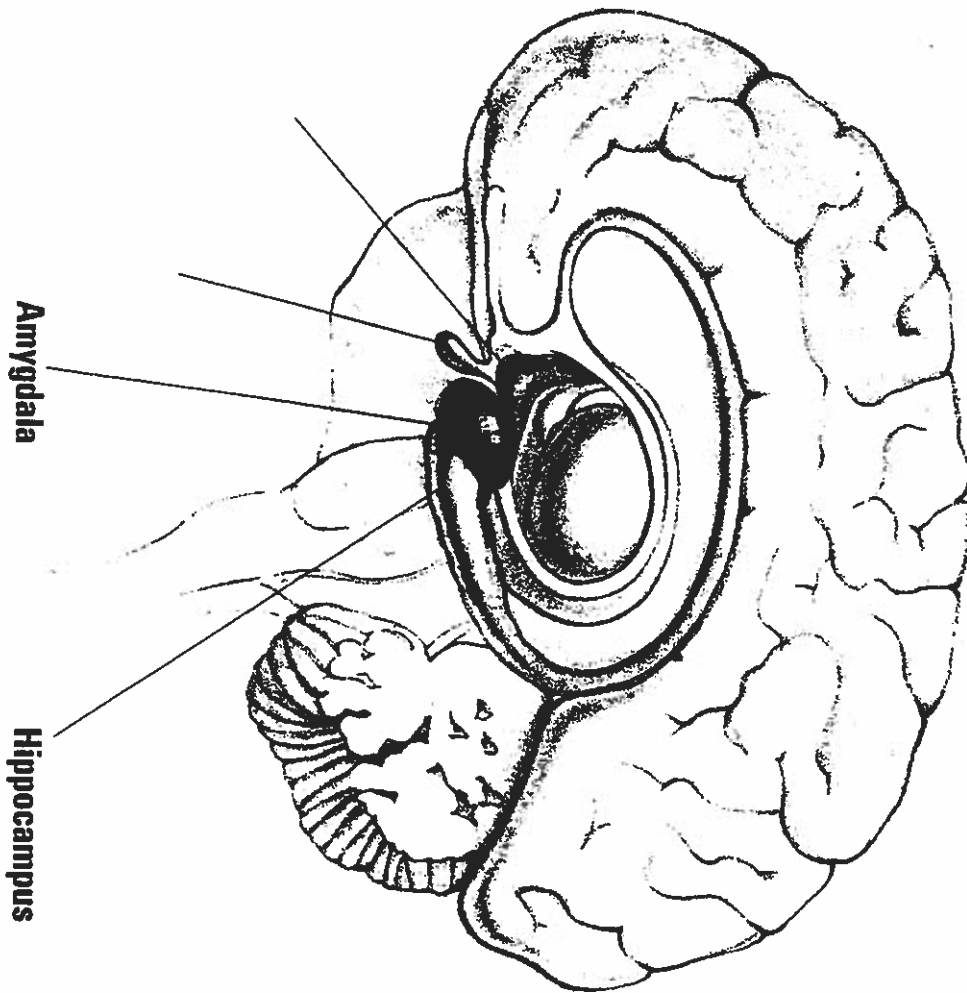
Insensitivity to the harmful effects of behavior on self and others

Stage II: Personality

Callous and unemotional interpersonal style

Stage III: Antisocial Behavior

Especially severe antisocial behavior which includes instrumental and premeditated aggression



Amygdala

Hippocampus

**Race to the Golden Dome: An analysis of the effects of
campaign contributions, incumbency, and party affiliation
on state House of Delegate elections in West Virginia?**

**Jeannie Underwood
Concord College**

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Literature Review and Research Design

Reflecting on his days of being a speechwriter for President Truman, Ken Hechler recalled what elections entailed during the 1940's and what they are becoming:

...campaigns were conversations with the voters; now they have degenerated into competition as to who can raise the most money. Politicians who ought to be concentrating on the issues now are dialing for dollars and spending most of their time raising funds for the next campaign. ¹

Now the Secretary of State in West Virginia, Hechler feels that campaigns are being transformed into an "arms race" and elections are "determined by the ability of candidates to raise and spend millions of dollars." Since his time as a member of congress, he has championed the cause to make elections fair by urging for spending and contribution limits. He took part in passing legislation that would set limits on contributions made by individuals, political parties, and PACs in 1974.² The legislation, however, was ruled unconstitutional in 1976 by the Supreme Court in *Buckley v. Valeo*.³ The Supreme Court ruled that the limits on spending and contributions interfered on the First Amendment right of freedom of speech. With the Supreme Court ruling states are also affected in their ability to limit campaign contributions in state elections. Thus, this research looks at how various forms of campaign contributions influence elections. However, campaign contributions are not the only factors influencing elections. Other factors expanded in

¹A letter to David Broder, of *The Washington Post*, about financing campaigns.

²*The FEC and the Federal Campaign Finance Law*. <http://www.fec.gov>. 1-2-98

this research are the effects of incumbency and party affiliation on election outcomes.

This paper explores the world of elections by examining literature in the areas of incumbency and campaign contributions. The first part of this literature review will investigate incumbency and a decline in marginal elections at both the Federal and State levels. The second part will examine campaign contributions. Specifically, it will analyze strategies used by contributors and the ability of incumbents to raise money.

Incumbency and Winning Elections

Elections can be examined at the federal and state levels with many similarities between both. One area of concentration in this stream of research examines how the incumbency advantage affects reelection efforts. The assumption is that it is more likely for an incumbent, a legislator running for reelection, to get a higher percentage of the two-party vote as opposed to challengers. One approach in examining the incumbency advantage has been to look at a decline in marginal elections.

The vanishing marginals is a theory that marginal districts have been on the decline which makes reelection for incumbents easier. Mayhew (1974) discovered a decline in marginal districts at the Federal level by using election data for 1956-1972. He outlined five hypotheses to explain this trend in voting. One looks at district line-drawing, three with candidate strategy in attracting votes, and the last with voter behavior alone (306-313). He finds that very few incumbents, at the federal level, have lost since 1966. Mayhew (1974) also looked at congressmen as single-mindedly seeking reelection (17). Incumbents will use certain strategies to enhance their ability in

³*Buckely vs. Valeo*, 424 U.S. 1 (1976)

getting reelected. One is advertising, which raises name recognition (49). A second strategy is credit claiming where the incumbent will point out his or her individual accomplishments (53). The third is position taking, which makes the incumbent “a speaker rather than a doer (62).” Other researchers have expanded this theory on the state level.

Using data from the ICPSR, which offers the election returns for the 1968-1986 period for 14 different states, Jewell and Breaux (1988) also find that incumbents are winning by increased percentages. They attribute this to the case of the vanishing marginals, showing a trend where incumbents won increasingly (512). They point out that this trend is more frequent in less professional state legislatures (512). In a more recent study, using data for the 1968-1986 primary and general elections for 11 southern and border states, Jewell and Breaux (1991) observe that there is a high rate of success for incumbents (139). They found most states had an overall success rate of 94%, except for states with a smaller number of minority party incumbents, which had a success rate of 85%(130). Interestingly, they found that in states like West Virginia with free-for-all multi-member districts, the proportion of incumbents running without opposition is low (141). However, a decline in marginals is not the only factor to aid a candidate seeking office.

Jewell (1994), using data gathered by the Inter-University Consortium for Political and Social Research (ICPSR) on elections for the 1968-1986 period, examined reelection rates of incumbents in state legislatures. He points out that incumbents who seek reelection have high rates of success, with higher reelection rates in the house (484-485). This has been a trend since 1968 and even more so in legislatures that have become more professional (485). He assumes

that quality challengers will run if the incumbent chooses not to run or is vulnerable, but points out that more research in that area is needed (505).

Some literature notes that politicians (particularly incumbents) use symbols of the bureaucracy which effects vote margins. Fiorina (1977) states that candidates at the Federal level use symbols in campaigns like the slave power, wall street, and the international communist conspiracy to effect voters (1). He notes that voter behavior changed as congressman aided the changing electoral environment. Incumbents face an advantage here. Assuming congressmen are single-mindedly interested in reelection, they focused more of their attention to pork barrel and casework activities, as opposed to programmatic (more controversial) activities. By changing their focus, they have created more friends and less enemies. This change in focus can be considered a "friend-maximizing" strategy. The changing electoral environment, according to Fiorina, may be a part of the vanishing marginals. Thus, elected office holders are acting strategically. There are some researchers who question the logic of the vanishing marginals.

In response to Mayhew's research on the vanishing marginals at the federal level, Jacobson (1987) asks the question if there is really any significance to the vanishing marginals phenomena. Jacobson finds that incumbents are not safer than they were 30 years ago (138). Because of such factors as diminishing partisan loyalties, new technology, candidate centered politics, and new sources of campaign funds, incumbents have been able to keep control, but that does not mean they have not had to work hard (138). Maintaining an image of invulnerability has worked in deterring strong challengers (139).

Another approach to studying incumbency has been to look at strategies used by

incumbents to increase their chances of winning. Jacobson (1997) looked at elections and the effects that different political phenomena have on elections. One of those factors is incumbency. He finds that "incumbency is a powerful advantage (33)." Reelection depends on the resources incumbents use, opposition (weak or strong), and what shapes the voters' judgements (38). These are factors legislators look at when considering running for reelection, according to Jacobson. Even with political factors like declining party loyalty and candidate-centered politics, incumbency offers a candidate an advantage (19-20). A strong advantage which shapes incumbents strategy is control of official resources (i.e. casework and franking) (34). Jacobson and Kernell (1983) studied the strategies used by politicians in relation to elections as well. By painting a candidate as a single-minded seekers of reelection, they point out that politicians look out for their best interest "within a commonly perceived structure that offers advantages and incentives (19-20)."

Research done on the state level has confirmed Jacobson's findings. Grarand (1991) used data collected for 16 different states to find the meaning of marginality. He finds that incumbents at the state level win by substantial proportions; however, higher success rates do not mean incumbents are safe (25).

Strategic politician theory has also been a subject of interest at the state level. Frances (1993), using assumptions of voter behavior, looks at the strategic politician theory with an interest in upward mobilization in state legislatures (House to Senate career movements). He states that House incumbents are selective about when they decide to run for the state Senate and are more victorious when they use a particular strategy. House incumbents can be selective about

when they run, because even though Senate seats are desirable, they are not much more attractive as than the seats House incumbents already possess (316-318).

Another aspect of incumbency is the ability members of congress have in warding off opposition at the federal level. Kranso and Green (1988) examine candidates backgrounds to gather information on a candidate's characteristic. They argue that an incumbent can have an "aura of electoral invincibility" (932). In other words, as incumbents win reelection, stronger challengers may see the incumbent as unbeatable and decide not to run (932). This, in return, creates safer districts where there may be no opposition (933).

Campaign Finance

A central activity in elections is campaigning. A part of campaigning is being able to raise significant funds to run a campaign. Contributors include individuals, PACs, candidates, and parties. Incumbents have a benefit in attracting contributions, which aid in their ability to win reelection. One tactic used is to raise money as part of a war chest. Part of the ability to raise large amounts of resources acts as a deterrent for quality challengers.

Incumbents have been known to build war chests in an effort to ward off opposition. Squire looks at how early money raising; such as, war chests or "scare-off" tactics (1991-1151) affects a challenger in deciding to run for office. He notes that early money may not deter a strong challenger, but it helps an incumbent to prepare to meet heavy opposition (1161). This may be a reason for building a war chest, or perhaps it is to prepare for a presidential bid (1159-1160).

Some research shows that seed money may not operate as a scare-off tactic, but it can serve an enterprising purpose. Herrnson (1992) examines the effect that seed money can have on a campaign. Herrnson specifically looks at the effect professional organizations (the organizations the seed money buys) have on raising money from parties, PACs, and individuals. He finds that campaign professionalism increases the amount of contributions from contributors (866). Herrnson (1995) also looks at other pre-elective strategies used by incumbents in an effort to build support and ward off opposition (32). He finds incumbents are mostly dependent on PACs. This dependency, however, only helps when an incumbent is in trouble (210).

Researchers have taken this notion of warding off opposition further. Epstein and Zemsky (1995) look at fund raising strategies used by incumbents in deterring quality challengers. They focus on the direct and indirect components of fund raising in examining three aspects: how [it affects] fund raising, challenger entry, and electoral outcomes (295-296). They find that funds play a dual role: Funds buy other much needed campaign resources like advertising time and staffs, and funds also tell challengers about the incumbent type (295-296). The same can be seen at the state level. Besides being experienced fundraisers, incumbents possess other advantages in raising funds.

Sorauf (1988) shows that since the 1970's state electoral spending has matched that of congressional spending (262). Sorauf remarks, using the California legislature as his example, that incumbents have enjoyed an increased advantage in campaigns and PACs seem to favor incumbents over challengers (265-266). PACs are not the only groups contributing to campaigns. Sorauf (1992) notes that congressional incumbents have their own campaign committees which

serve their own collective interests. These incumbents will use their PACs to help out candidates in need (134). Parties are also giving money to candidates. The FECA states that parties can give House candidates up to \$30,000 (153-154).

As with Sorauf, other researchers show that the advantage incumbents enjoy at the federal level is enjoyed at the state level too. Jewell and Olson (1982) conclude through data gathered from campaign statements that candidates {1} "...who lack name recognition must have a minimum level of financing to run viable campaigns..." in state elections, {2} those which have name recognition "...need less funding and find it easier to get campaign funds", {3} "the relationship between spending and the percentage of the vote received will vary with the level of the race, the party, and incumbency, and {4} more money will be spent in close races (193).

Incumbency may allow candidates to raise large amounts of money, but only because PACs and other groups act strategically in contributing. Eismeier and Pollock (1986) look at PAC behavior and strategies. Eismeier and Pollock find that PACs can play three different roles: *Accommodationalist*, securing access and influence; *Partisan*, which would be more loyal PACs (there are two existing strategies which can be used: incumbency strategy and maximizing strategy); and *adversarial*, their concern is "to rid congress of members who fail to pass one or another litmus test..." (199). These roles can be separated or mixed (200). Their findings suggest that adversarial PACs remained faithful to their adversarial tactics no matter the situation, the accommodationalist PACs supported incumbents with a tendency to give to "worried incumbents of the disadvantaged party", and partisan PACs to be offensive in good years and defensive in lean years (212).

Continuing the research on PAC behavior, Grier and Munger (1993) develop a model which predicts and explains patterns of PAC contributions (640). Grier and Munger use two types of comparison in their research to study campaign contributions: {1} Patterns between "Special Interest Classification" and {2} contributions between these groups in contributing to both chambers (615). They make three assumptions: {1} Interest groups contribute consistently in both chambers, the only difference being between the two chambers; {2} incumbents seek reelection on two inputs, policies which the public approves of and interest group contributions; and {3} the last having to do with how groups allocate funds revealing "their assessment of a legislator's institutional attributes (640-641)". They find that interest groups discriminate between chambers at the federal level (641). Most contributions in the House are based on committee assignments and seniority, while the focus in the Senate is on party affiliation and voting records (641).

Borris and Jones (1985) look at strategic contributions through a cost/benefit analysis in analyzing strategic contributing in the Minnesota legislature. By examining two dimensions of contribution strategies Borris and Jones discover that PACs tend to give to "friends" who are likely to win the elections. Friends are defined as "safe-district incumbents who sit on important committees (90)". They find that parties tend to focus more on close races (specifically, challengers and losers) while PACs give more to incumbents and winners (102). The strategy used by parties give parties far more leverage than PACs, because PAC contributions in this study tended to be less significant for the incumbents (102). Other findings included a trend of increased spending in the Minnesota legislature, a relationship in both houses between spending and margins

of victory, and evidence that incumbents in open seat races spent more than challengers (92).

PACs are not the only groups contributing strategically. Stonecash (1988) examines party spending in the New York Assembly. He focused on New York because of a tradition of strong parties and legislative leadership (478). Stonecash determines, from his research, that parties focus more on marginal races (490). He also concludes that challengers, who have a good chance of winning, receive active support from their parties and this prevents incumbents from having an overwhelming advantage (490).

Research has compared the strategies of PACs and parties. Cassie and Thompson (1992) look at the strategies used by PACs and parties in North Carolina. Their data consists of the finance reports from the 1988 elections and election data for 1988 and 1986. Using such variables as incumbency, party, leadership, length of legislative service and closeness of elections, they found PACs tended to support incumbents more and parties differed in strategy depending if the party was in the majority or minority (414). They offer an explanation for this. First, incumbents are assumed to be more experienced in raising money and are more likely to win (410). This is why PACs give more to incumbents. Parties, on the other hand, are more interested in gaining control of government and will therefore put their money where it will be more helpful (410). The minority party, however, will be more focused on competitive districts as opposed to the majority party (412).

Thompson, Cassie, and Jewell (1993) expand the earlier research done on PACs and state party strategies in contributing funds to candidates for North Carolina by using campaign finance reporting forms and election results for Pennsylvania, New Jersey, and North Carolina. As with

the previous study they found that PACs gave more readily to incumbents and candidates of the majority party, while parties differed in their strategies depending on if they were in the minority or majority (232-234). Minority parties favor challengers (an “additive strategy”), while the majority party contributes to incumbents to retain their “slim legislative majorities” which was defined as a “protectionist strategy” (234-235). They describe a third strategy - used by the North Carolina Democratic party which has little fear of being threaten electorally - “no strategy” (235).

Some of the research dealing with campaign finance takes a different approach by looking at the advantages challengers have in raising money in close elections. Jacobson (1990) finds that spending by challengers is more effective than for incumbents. This is contrary to early findings by Green and Kranso (1990) where incumbent spending was found to be just as important. Green and Kranso, using data from House races for the period from 1972 to 1980, find that incumbents will spend more to ward off challengers (932).

Research on the state level has corresponded with Jacobson findings. Gierzynski and Breaux (1991) used campaign finance data from 1986 and an election results data set from nine states to observe how money affected elections. Using an incumbency approach (looking at the races between challengers and incumbents) they found challengers who spent the most money had a greater effect on votes than incumbents (213). This is true, because incumbents will spend more money when they are in trouble (212). Another factor is party affiliation. The challengers party, if it is the dominant party, will help a candidate in an election even more so (212).

Clucas (1992) studies legislative leadership and campaign support by examining the

strategies used by Speaker Willie Brown, Speaker of the California Assembly for 1982-1986, to distribute campaign support. Clucas finds that Brown used a "party-maximizing strategy": a strategy used to maximize the party's majority within the Assembly (270). Another strategy Clucas looks at, which could be used, is an "incumbent-maximizing strategy", which incumbents benefit from (267). Something that aids legislative leadership in transferring funds to other candidates are campaign committees of congressional incumbents. In support of Clucas' "party-maximizing" strategy in the leadership, Sorauf (1992) points out that "leadership PACs...serve the collective partisan interests of incumbents members (118)".

With increased concern over the rising costs of campaigns, Common Cause (1997) did a study on West Virginia elections by looking at data from the 1996 elections. Common Cause found that the more spent by a candidate the more likely that candidate would be elected. The study also shows that Senate incumbents enjoyed a financial advantage in contributions (20).

Summary

Literature in the areas of elections and campaign finance makes many points. Assuming incumbency is a factor in winning elections and in acquiring funds for campaigns. Incumbents, being single-minded seekers of reelection will behave strategically and maintain an image of invulnerability to ward off strong opposition. Being strategic actors could be a reason for the diminishing marginals as pointed out by Mayhew. Incumbency is not the only determinate in elections, however, money plays a major role.

Second, contributors use different strategies when contributing. Parties, especially the

minority party, will focus on close races and PACs will put more of an emphasis on incumbents and winners. Some candidates will create their own PACs and contribute to fellow candidates. Also, leadership contributions help to build support for the contributing candidate.

These are arguments the literature in the areas of incumbency and campaigning which bring to light questions when discussing campaign finance. Do incumbents have an unfair advantage over challengers and does campaign money drown out the everyday citizen's voice? Whose first amendment right is being broken by unlimited campaign contributions and spending? These questions raised by the literature are what this research seeks to answer.

Research design

This research sets out to answer the question of who wins states legislative elections and what factors contribute to their success. The factors examined in this research are incumbency, contributions from PACs, individuals, party leadership, parties, and contributions to a candidates own campaign, and party affiliations. The dependent variable used in this research will be the percentage of the two-party vote. This data was obtained from the 1996 general election results for the House of Delegate from the Office of Secretary of State in West Virginia. Coupled with the percentage of the two-party vote, seven hypotheses are made in this research. Thus, the independent variables used are: incumbency, PAC contributions, individual contributions, party leadership contributions, party contributions, contributions a candidate makes to his or her own campaign, and party affiliation.

Campaign Contributions:

Money and other campaign resources are an important element for any campaign.

Campaign contributions have been defined by the campaign finance laws of West Virginia as a:

...gift subscription, assessment, payment for services, dues, advance, donation, pledge, contract, agreement, forbearance or promise of money or other tangible thing of value, whether or not conditional or legally enforceable, or a transfer of money or other tangible thing of value to a person, made for the purpose of influencing the nomination, election or defeat of a candidate...⁴

Studies have shown that money can have a considerable effect on the outcome of an election (Borris and Jones, 1985; Eismeirer and Pollock, 1985; Sorauf, 1988; Herrnson, 1995; Stonecash, 1988; Clucas, 1992; Cassie and Thompson, 1992; Cassie, Thompson and Jewell, 1993; Common Cause/West Virginia, 1997). Sources of campaign contributions include: PACs, individuals, parties, what candidates contribute to their own campaigns, and contributions from leadership.

Data which can be used to measure these variables is usually provided by campaign finance disclosure forms from candidates, PACs, and parties (Gierzynski and Breaux, 1991; Thompson and Cassie, 1992; Thompson, Cassie, and Jewell, 1993; Herrnson, 1992).

Information pertaining to contributions received by the 1996 candidate for House of Delegates in the general election will be gathered at the Secretary of State's office in West Virginia using campaign financial statements.⁵ From these forms, total dollar amounts can be

⁴ chapter 3, section 8, article 5c

⁵F-7 (long form) and F-7a (short form) were used. The statements examined are for the pre- and post-general election filing periods. The pre-general forms are filed 7-10 days before the general elections and the post-general forms are filed 25-30 days after the general election.

taken for legislative leadership, party organizations, PACs (minus leadership and party contributions), individual contributions, and contributions candidates made to their own campaigns.

Leadership

Legislative leadership plays a role in contributing to campaigns. Leadership positions include the Senate President, Speaker of the House, minority and majority leaders, and chairs of major committees (Finance, Education, Judiciary, and Government Organization). Members in leadership positions will be concerned mostly with keeping their positions in the leadership, so they will contribute to those candidates who will be most loyal, like a party-maximizing strategy (Clucas 1992). Clucas finds from his research that legislative leaders focus more on close or marginal races. This will have a greater effect on the percentage of the two-party vote:

H₁: The higher the contributions from leadership, then the greater the percentage of the two-party vote a candidate should receive.⁶

Parties

Parties have different strategies than those used by PACs. Instead of focusing on incumbents, parties have been shown to focus more on close elections giving to challengers and losers (Stonecash, 1988; Cassie and Thompson, 1992; Cassie, Thompson, and Jewell, 1993; Borris and Jones, 1995). The strategy used by minority parties can be thought of as an "additive strategy" and the strategy chosen by the majority party can be considered a "protectionist

strategy" (Cassie, Thompson, and Jewell). By focusing on close elections, challengers stand a better chance of winning. As with PACs, this research expects to show a correlation between contributions received from parties and winning:

H₂: The higher the contribution candidates receive from the party, the greater the percentage of the two-party vote they should receive.

The figures for party contributions will be gathered from the 1996 general election campaign finance disclosure forms for all candidates who ran in the 1996 general election for the House of Delegates.⁷

PACs

PACs are prominent in America's elections. Every election cycle PACs contribute a wealth of resources to campaigns. PACs have different reasons for being created, but they offer a candidate a good base from which to start a campaign. It has been observed that PACs have a tendency to contribute to incumbents and winners; although, contributions from PACs only help incumbents when they are showing signs of losing (Borris and Jones, 1985; Eismeirer and Pollock, 1985; Sorauf, 1988; Herrnson, 1992 and 1995; Cassie and Thompson, 1992; Cassie, Thompson, and Jewell, 1993; Common Cause/West Virginia, 1997). In examining the campaign finance statements provided by the office of Secretary of State, this research sets out to prove that PAC contributions raise the percentage of the two-party vote for a candidate:

⁶Line 2A and schedule 2A in form F-7 and schedule 1A minus line 1A in form F-7a.

⁷ Line 2A and Schedule 2A in form F-7 and schedule 1A in for F-7a.

H₃: The more contribution candidates receive from PACs, then the greater the percentage of the two-party vote they should receive.

The total dollar amount for PACs will be acquired from the financial disclosure forms for all candidates running in the 1996 general election for House of Delegates minus leadership and party contributions.⁸ Since this research examines contributions from leadership and parties, these figures had to be taken away from the whole of PAC contributions.

Contributions From Individuals

Individual contributors tend to have a fairly high socio-economic status and education level and these contributors also have a tendency to give more to incumbents and winners (Sorauf 1988). Individual contributions are expected to help candidates, particularly incumbents. The data for individual contributions will be obtained from the financial disclosure forms for all candidates running in the 1996 general election for House of Delegates.⁹ Total contributions from individual contributions are expected to yield a higher percentage of the two-party vote. Contributions from individuals will increase the percentage of the two party vote for candidates.

H₄: The higher the contribution candidates receive from individuals, the greater percentage of the two-party vote they should receive.¹⁰

Candidate contributions

Many candidates contribute to their own campaigns from personal resources. A candidate may do this when the race is close or if they are in trouble. Being in a tight race, with a strong opponent, and no other means of resources, incumbents are often induced to use their own

⁸ Line 2A and Schedule 2A in form F-7 and schedule 1A in for F-7a.

⁹ Line 2A and Schedule 2A in form F-7 and schedule 1A in for F-7a.

money. Also, challengers, unlike incumbents, face obstacles in obtaining significant contributions, since PACs, parties, and individuals tend to give more to incumbents. However, the amount of money brought into the campaign by candidates will effect the percentage of the two-party vote, since it is usually the loser who was forced to use his or her own resources:

H₅: The higher the contribution candidates bring into their own campaigns, the lower the percentage of the two-party vote they should receive.

The data needed for contributions candidates made toward their own campaigns will be gathered at the Secretary of States office from the financial disclosure forms provided there.¹¹

Incumbency:

Legislators seeking reelection have certain advantages in winning elections. Incumbents, due to such factors as name recognition, decline in party loyalty, candidate-centered elections, new technology, and case work, have higher success rates in elections compared to challengers (Mayhew, 1974; Fiorina, 1977; Jewell, 1982 and 1994; Jacobson, 1987; Jewell and Breaux, 1988 and 1991; Garand, 1991; Goidel and Shields, 1994). This research hypothesizes that legislators seeking reelection in the West Virginia House of Delegates will have better chances than challengers:

H₆: Incumbents are more likely to get a higher percentage of the two-party vote than challengers.

¹⁰Total PAC contributions, including leadership contributions and party contributions, are listed in schedule 2A in form F-7 and schedule 1A in form F-71

The data needed for incumbency will be provided from the 1995-1996 legislative manual which lists the legislators who held office in the House of Delegates before the 1996 general election.¹² For the purposes of this research incumbents will be coded 1 and challengers 0.

Party:

West Virginia is dominated by the Democratic Party. With a strong Democratic identity, party may have an influence on campaign contributions and electoral success.

H₇: Democratic candidates are more likely to receive a higher percentage of the two-party vote.

The information for party affiliation for each candidate will be obtained from the 1996 general election results for the House of Delegates from the Secretary of States office. In this study, Democratic candidates will be coded 0 and Republican candidates will be coded 1.

Summary:

This research expects to find that incumbency, campaign contributions, and party affect the outcome of state legislative elections in West Virginia. Legislators seeking reelection in the West Virginia House of Delegates are going to be more likely to get reelected. The reason for the success of incumbents in the West Virginia legislature is they have name recognition, they provide

¹¹Line 3A in form F-7 and form F-7a.

casework for their constituents, and have campaigning experience. Second, contributions from PACs, individuals, and leadership will lead to a higher percentage of the two-party vote. Finally, in West Virginia, party is a cue, with the Democratic Party being the most dominant. By using election results and campaign statements, this research hopes to show that incumbency, campaign contributions, and party affiliation affect the percentage of the two-party vote for candidates running in the 1996 general election for the West Virginia House of Delegates.

¹²schedule 1A in form F-7 and schedule 1A in form F-7a. To obtain the total individual contribution from the short form (F-7s), these contributions will be totaled in schedule 1A and subtracted from line 1A.

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