

The Effect of Music Therapy on Reducing Aggression and Blind High School Students' Aggressive Behavior in the City of Khorramabad

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Abstract : This study aimed to investigate the effect of music therapy on reducing aggression and blind high school students' aggressive behavior in the city of Khorramabad. Participants in this study included a sample size of 56 subjects (28 cases and 28 controls) of blind students in school Khorramabad in years 2011-2012. In order to evaluate the effect of the aggressiveness variable itself (which would be experienced by the person) Buss and Perry Aggression Questionnaire Test (1992) was used to measure aggressive behavior (as seen by others) from a rotated behavioral disorder questionnaire (Form A or Form teachers). The study was quasi-experimental pretest - posttest control group and the experimental group, 12 sessions of 90 minutes each were exposed to traditional folk music. The results showed that there is a significant positive correlation between the effects of music therapy on reducing aggression. There is a positive significant relationship between the effects of music therapy on reducing aggression. To examine group differences between the experimental and control groups in terms of the impact of music therapy, there was a significant difference between them that the results of both tests indicated the effectiveness of music on blind children's aggression and aggressive behavior.

Keywords: aggression, Music Therapy, Blind Children

Introduction

Today aggression is one of the most common problems in young adolescents, especially in the developed countries that aggressive behavior among young adolescents in smaller and larger sizes which includes murder, suicide, robbery, rape and the like can be mentioned. Increase in Range of needs and desires on the one hand, and the various limitations in the other hand and also to expand the diversity and access to social media, are among the factors that increase the incidence of behavioral problems, including aggression, in big cities (Zahedifar, 2000). Children with disabilities due to physical defects and privations caused by it mostly are capable of creating social relationships and interactions with peers and adults. And because of not correction of some mistakes in social behavior, their emotional and social adjustment is facing with difficulties. The blindness is one of the most important types of disabilities; Physical disability which could lead to the creation and enhancement of maladaptive behaviors. Blind children often are isolated and antisocial loners and develop immature and inappropriate behaviors. Visual impairment as a barrier to social interaction causes the blind than their peers to have fewer social contacts (quantitative or qualitative) and because the perception of self and perception of oneself have a strong social burden, so it adversely affect self emotional appraisal or

self-esteem (Ken and others, 2004). The art of music is the mother art. Abstract quality of this art, along with unparalleled flexibility in expressing player moods and transfer the harshest, most bitter and most profound messages, subtle and harmonious, given understandable manner, and unmatched prominent place to this art. Introversion's next feature of this art, music, on the other hand, is considered one of the most social of the arts. Production and listening to music throughout history has always been an excuse for religious ceremonial gatherings. From the most primitive to the most advanced nations of the world know music community as an owner, promoter and complete communication and knowledge communities and always benefited from this the communication features for enriching communications and groups member relations (Finkelstein, quoted by F. 2003). Among the variety uses in the ages from the music, it has also been considered curative and healer. The Rise of Music Therapy (Music therapy) and standard procedures documented and psychological problems are related to the use of music in the last century. In summary importance of research can be stated as follows that considering the problems of blind people, including areas that weren't under serious consideration, the dream of not being blind or blind child, is a false dream. Because, according to ongoing and serious progresses in science, especially in open ophthalmology every year leaves a significant number of

children, blind or because of Food and health poverty and lack of basic living equipment , each year many children lose their eyesight And it's while they have banned from most , educational and professional community basic sanitation facilities.

Theoretical Research basics

Aggression: Erich Fromm calls aggression all the acts that cause harm to a person, object or other animals, or taken by such deliberate (Fromm, 1984). Aggression is an act that involves physical or psychological harm, and is intentional, it's not accidental and the most important of all, is considered an action. Berkowitz contemporary social psychology, by defining aggression as an intentional harm to another, adds that the injury may be psychological or physical. Violence usually based on the severity of the injury is distinct from aggression. Violent is the action that intentionally attempts to cause physical harm to another (Archer, 2004). Some researchers distinguish between the two types of aggression, i.e. aggression reflection (Reactive-Reflective) and instrumental (Instrumental). Reflective or vindictive aggression aimed at physical or psychological injury as a goal and not intended to be a tool (Branson, 2003). In the words of Leonard, This type of aggression is essentially an emotional component aimed at damaging (Lefure, 2004). Berkowitz calls this type of aggression nervous aggression in which an aggressive person considers other persons as threatening or damaging stimuli. The aggression is a tool including assaults and acts of aggression into the suffering of another or others as a means to achieve a goal that Tangible form of which can be achieving various objectives such as material reward, win or be admired. This type of aggression constitutes an unsentimental violence and focused on the task (Geldo et al, 2004).

Blindness: Blind children called as mentally retarded or disabled, or often exceptional. To achieve the goal of education, these children need Special guidance, technical assistance, special education schools and programs that have been developed for their needs (Park and Park, 1995). According to the World Health Organization in 1995, the prevalence of blindness in the world respectively is 7/0%. The prevalence of blindness in infancy to the age of fourteen, reaches to eight cases per 10,000, and the proportion increased with age until age 60 to 44 cases per 1,000 people. Take to the high

incidence of blindness and disability associated with aggressive behavior in this population, the need to find an appropriate way to reduce these behaviors are essential. One of these ways is the use of music and music education (Talver et al, 2006).

Music Therapy: Music therapy in terms of services offered, professional support, and patients with a variety of physical and mental problems or emotional disorders and social - can benefit from music therapy services. There is no age requirement for the use of music therapy services and patients from infants to the elderly can be treated. Background research shows that music has a positive effect on mood and cognition, although the non-systematic plans of some researches, make difficult the generalizability of these findings, however, these effects are undeniable. In addition to music as a mode of therapy (alternative) by not having positive impact, have less negative impacts, and in this sense it can be used in health solemn occasions (Simpson Chief, 2009). Music therapy is applicable in the treatment of many physical, emotional and psychological issues. The most important of these problems, are pain, anxiety, grief, relationship problems etc. Interventions can effectively intervene in music as a part of the patient's care plan. Playing and listening to music causes the release of endorphins and thus modulate emotions and relieves pain. Playing and listening to music can in a position of illness and discomfort, enhance patient's comfort and convenience. Relief for individuals is a Nursing intervention (Hylcher, 2005). Music extremely changes nervous system and hormonal functions and also affects the autonomic nervous system and hence effects on the amount of confidence or self-efficacy and reduces mental excitements. Music, and especially soft music, preferably without words lowers the blood pressure And reduces the inhalation so the person goes to a state of relaxation (relaxation). Music stimulates the brain waves, fast rhythms creates sharp vigilance and alert mode in mind (C-2007).

Literature

Some of the research in this field are as follows: the results of Creek (1995), Gleeman (2003) and Evans (2002) Studies that performed on aggression, self-concept and self-esteem of blind students Show that the blind are more worried about their future, Feel less able

to quell their anger and aggression, have Negative attitude towards themselves and have a sort of learned helplessness that intensify the feeling of failure that is the source of their aggressive behaviors. Blind assume that normal people function better than they, which ultimately has a negative impact on their self-concept And leads to blind person's unsuccessful identity growth. Also, due to the lack of visual feedback received from others, the blind extremely are at the poverty of communication conditions and in many cases do not experience the natural feel of the association. Creek and colleagues (2006) concluded that the treatments mentioned above are useful in preventing the recurrence of disorders. Also the aggressive behaviors and aggression towards the arts, especially music therapy-based treatments have shown positive changes. Freeman et al (2001) in first study researchers investigate this hypothesis that whether listening to misogynist music and also the neutralized music have a different effect on the sexual aggression of male and female participants, or not? The results showed that men who were exposed to misogynous music, showed significantly more sexually aggressive behavior. A second study examined the attitudes of men towards women after hearing misogynist music that the results showed that listening to such music helps to have a negative attitude. At last, the third study examined the participants' aggressive behavior after hearing such music that The results of this study showed that listening to such music have an impact on the increasing the aggression. Sarykalyv and Arkyla (2007) concluded that a there is a strong relationship between music heard and level of it in different groups. The results showed that those who were deprived of music in this period, reported the highest rates of mood disorders. Ebrahimi et al (2005) results showed that the use of music therapy helped to having a more sense of belonging and intimacy. The eruption also reported unpleasant memories of these soldiers were extremely low. Chao (2008) found that listening to metal music regularly increase impact on the rage and aggression experienced by adults and also can lead to more alienated feelings. Rise and colleagues (1997) found that scores and mental disorders - neurological group had a significantly showed a reduced rate. The results of the follow-up test that was performed 4 weeks after completion of the sessions revealed that the music therapy results were stable in the experimental group. Kim et al (2006) concluded that those who were regularly exposed to live music, demonstrated a

significant reduction in the rate of depression and significantly felt enhancement of the quality of their lives. These results were replicated in a follow-up interval. Pico et al (2006) concluded that a strong relationship between anger and intense emotions and the emotions of the moment with activity influences approved music therapy on reducing aggressive behavior of clients. Shahim (2007) concluded that most preschool children with three years of age use relational aggression in peer relations and caused removing some of the children or forcing others to cut their relationship with them. Significant differences between Boys and girls in this area was not confirmed. The amount of aggressive behavior in peer relationships at different ages did not change significantly. With the popularity of peer relational aggression, a significant relationship was observed for both peers and teachers Sadat Purr et al (2003). Results of analysis of covariance analysis showed that the scores of the experimental group after music along with rhythmic movements is less than the scores in the control group. The results showed that music along with rhythmic movements, reduces the frequency of aggressive behavior in children with moderate to severe mental retardation. Dowlatabadi et al (2010) concluded that the comparison of subjects with respect to exposure levels of the independent variable (both fast and slow pieces of music) showed that The light music in the second 5-minutes of test have increased the amount of selective attention. In addition, this study by comparing the performance of three groups found that fast music by passing time of have a decreasing effect on selective attention in children with deficit disorder, have hyperactivity .

Research methods

Research design, target population, sample size, sampling method

This type of quasi-experimental study (quasi-experimental) in a quasi-experimental design was a type of pretest - posttest control group. To investigate this hypothesis, after the selection group of students, using Buss and Perry Aggression tests and the Rutter behavioral disorders Questionnaire (Form A or Teachers Form), measured groups twice before - and after - the test. It's worth mentioning that in time of two times measurement, the test group were exposed to local (lurry) and traditional Music 12 90-minute sessions and control

group did not receive any variable. After listening sessions, the second assessment was performed and results were compared using analysis of covariance. The statistical society of this study are blind Boys and girls high school students in Khorramabad who are studying in 2011-2012 school years. According to the statistical method used (analysis of covariance) and $0/05\alpha$ and medium effect size using Cohen's tables equal to $25/0 = f$ was extracted estimated by G * power software using the same sample size of 28 subjects in each group (total $n = 56$). For example, because our sample size ($n = 56$) is almost equal to the size of the target population in the city of Khorramabad, Sampling in the present study sampling was available. Participants were randomly assigned to two groups, half of the subjects in the experimental group that the independent variable and music therapy applied to them And the other half of the subjects in the control group who did not apply any of the independent variables, were replaced.

The data collection tools

To collect data for this study (pre-test - post-test) two measuring instruments were used: Buss and Perry Aggression Questionnaire (1992) was the prototype of the questionnaire consists of 52 items But many weak questions of questionnaire using factor analysis were eliminated and finally converted to 29-item questionnaire. This questionnaire was translated by Zaker

Sanaei and its credibility and reliability is obtained by langari. The questionnaire measures four aspects of aggression including, physical aggression (physical), verbal aggression, anger and hostility. The questionnaire also measures the overall level of aggression. Buss and Perry reported for the total scale test-retest reliability of this test between the 0/72 to 0/80 and the internal consistency of the four factors 72/0. Rutter test (teachers form), this test totally has 30 items and five subscales, aggression and hyperactivity (7 items), social maladjustment (6 questions), anti-social behavior (7 items), Attention Deficit (5 questions). This test includes 0/76 internal reliability coefficient. It should be noted that this questionnaire has two forms, teachers and parents Because the sample group in this study were measured at the center of education and are present in a non-family situation , the teachers form was used (Majdi, 2009).

Analysis of data

To analyze the findings and conclusions of the research methods; Descriptive statistics - measures of central tendency (mean) and measures of dispersion (standard deviation), frequency distribution tables for the peer review of both the statistical test (t) were used for independent samples with equal size. ANCOVA test was used to verify the hypothesis.

Table 1: Distribution of parents' level of education and economic status of the two groups

Levels	Grading	Experiment	Control
Parent education	Cycle	6	7
	Diploma	7	9
	Associate	8	6
	Bachelor	4	3
	Masters	1	2
Economic situation of the family	Weak	1	2
	Medium Low	6	7
	Above average	8	7
	Good	8	8
	Excellent	5	4

Table 2: Mean and standard deviation of the age in both control and experimental groups

	Groups			
age	Experiment		Control	
	Standard deviation	mean	Standard deviation	mean
	0/956	16/11	0/88	16/46
	Boy	Girl	Boy	Girl

	Standard deviation	mean	Standard deviation	mean	Standard deviation	mean	Standard deviation	mean
	1/02	16/43	0/80	15/79	1/02	16/57	0/74	16/36

Table 3: Distribution of aggressiveness variable of two (Buss and Perry test) sample groups

Experiment								Control							
Pretest				After the test				Pretest				After the test			
SD		M		SD		M		SD		M		SD		M	
11.06		72.61		8.95		63.04		11.45		72.18		10.56		71.46	
Boy		Girl		Boy		Girl		Boy		Girl		Boy		Girl	
SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M
9.13	77.36	11.06	67.86	6.91	67.50	8.70	58.57	10.03	77.21	10.83	67.14	9.21	76.00	10.13	66.93

Table 4: Distribution of aggression variable of two (Rutter test) sample groups

								Control							
Pretest				After the test				Pretest				After the test			
SD		M		SD		M		SD		M		SD		M	
3.39		10.61		2.58		7.68		4.09		11.82		2.97		10.86	
Boy		Girl		Boy		Girl		Boy		Girl		Boy		Girl	
SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M
3.83	12.07	2.14	9.14	3.08	8.50	1.70	6.86	4.20	12.43	4.04	11.21	3.18	11.43	2.73	10.29

Table 5: Summary of results of t-test's two independent samples

Groups	Variable	Df	Mean difference	t	p
Control - Experiment	age	54	- 0/357	1/454	0/152

In this section we will test the hypothesis of homogeneity between the experimental and control groups in terms of age. For the review of independent samples t-test was used. According to $p=0/152$ and $t=-1.454$ (54) between the experimental and control groups in terms of age, there are no significant differences. This is normal and helps the internal validity of research. When the two groups were matched on other variables, the independent variable is the difference.

Table 6: Summary of ANCOVA results using the Buss and Perry's test

Sources of Change	Variable	Df	Mean square	F	p
Effect of training	Aggression	1	20/094	8/596	0/005
Interaction Training - Group	Aggression	2	2868/173	351/757	0/000

According to Buss and Perry test scores, with respect to $F=8/596$ (1, 27) and $p=0/005$ the effect of music therapy have a significant relationship on reducing aggression. Also according to $F=2868/173$ (2, 39) and $p=0/000$ between the experimental and control groups in terms of the impact of music therapy, there is a significant difference and music therapy have an effect on reducing aggression of blind students.

Table 8-4 summarizes the results of the ANCOVA test of Rutter

Sources of Change	Variable	Df	Mean square	F	p
Effect of training	Aggression	1	17/949	12/781	0/001
Interaction Training - Group	Aggression	2	242/277	172/522	0/000

According to Rotter scores, with respect to $F= 12/187$ (1, 27) and $p = 0/001$ the effect of music therapy on reducing aggression is significant. Also according to $F=172/522$ (2, 39) and $p= 0/000$ between the experimental and control groups in terms of the impact of music therapy, there are significant differences.

Conclusions

The results showed that there is a significant positive correlation between the effects of music therapy on reducing aggression. There is a Positive relation between the effects of music therapy on reducing aggression. To examine group differences between the experimental and control groups in terms of the impact of music therapy, there was a significant difference, that the results of both tests indicated the effectiveness of music on blind children's aggression and aggressive behavior. This study also confirmed the above findings and the impact of music, listening and playing it, in reducing aggression and aggressive behavior of blind students. Accordingly, it is recommended that in this area curative music and musical interventions are effective for blind students' aggressive behaviors and desires. The results of this study, was the use of a self and other-report assessment tools. Because aggressive behavior was measured by both his pupils and their teachers and reported changes were validated. These findings were consistent with the results of studies that were carried out in this area. Researches such as samani (2007), Shahim (2007), Zare and colleagues (2009), Soltani, et al (2010), Shalchi and colleagues (2010), Rasher and Zupan (2000), pool and Miller (2011), Cook et al. (2010), Raglyv et al (2008), Chavez (2008), Bnsymon et al (2008), Fisher et al (2006), Sarykalyv and Arkyla (2007) and esmyjster the clone (2006). In this regard Habibipour et al (2007) in their study examined the effects of music on the aggression of male students. The results indicated a significant and positive effect on Iranian non-verbal soothing music on reduction of physical aggression, verbal aggression and anger of middle school students, respectively. But its effect on reducing hostility for these students, was not significant. In line with this study, Aghayousefi and Ali Pur (2010) in their study, examined the effect of rhythmic movement and music on aggression in children with intellectual disability. Results

showed that the aggression scores of children in experimental group after music along with rhythmic movement is less than the scores in the control group. The results showed that music along with rhythmic movement, reduces the frequency of aggressive behavior in children with moderate to severe mental retardation. On the other hand The Buss and Perry test was further concentrated on the aggression variable itself (what is experienced as one's own) while Rutter test measured aggressive behavior (as seen by others). The results of both tests indicated the effectiveness of music on blind children's aggression and aggressive behaviors. Music was the first and most ancient human-made art that was common among all tribes and nations and civilizations have existed since the first moments of creation. In fact, the music's life is on the same boat with the life of man. Music is the elixir of healing the mind, body and spirit to maintain mental abilities and behavior in a favorable manner, which requires the mind and body are relaxed and free from any stress. And Music is one way of achieving this feature. On the other hand the aggressiveness had a life like humans and from the first moments of human's life, his acts of aggression existed. Aggressiveness is a Natural and instinctive behavior that exists in primitive creatures as well. What makes Aggression a psychiatric disorder - is its inappropriate emergence status and appearing the aggressive behaviors. Based on this the natural ways to express aggressive impulses are necessary in place and is helpful from the evolutionary perspective. And music, listening or playing it, is an affordable way to update stylized impulses and behaviors. On the other hand, music is hospitalized for creativity in children, especially blind, disabled or mentally retarded children. Activities such as playing musical improvisation, listening exquisite musical pieces, musical accompaniment and harmonizing by with word music or maintaining a theme or a favorite song or performing music together by all members of a

group (Hospitality Group) And coordination between group individuals, can cause a great deal of creativity and development in children. But this creativity could have various aspects. And this creativity can be modified to be aggressive. Music features strongly affect the nervous system and also affects hormonal and autonomic nervous system and hence have effect on the amount of stress, confidence and self-efficacy of a person and reduces mental excitement. In particular, soft music, preferably instrumental music and traditional folk music of our society lowers the blood pressure And reduces RR thus the person sinks into a state of relaxation. Music stimulates the brain wave rhythms and creates sharp vigilance and alerted mind. The Music For blind children is an excuse for stimulating imagination and visualization. Music for this category of children who are deprived of the blessings of view, can be a good motivator for diverse illustrations. Blind Children Upon hearing the musical counterpoint and melodies visualize the Images and fantasies appropriate to consider in advance what they hear and the imaginary world in their mind. This synthesizing imaginations are consistent with what they hear that sometimes are delicate and sometimes bitter and rebellious and overwhelming. Accordingly listening to them was like traveling within and caused the evacuation of many emotions. Aggressive behavior as well as other human behaviors obeys the principles of learning and can be provided based on the principles of response and functional conditioning tool to explain the nature of aggression in humans and animals. In other words, the child and adolescent aggression cause is that they received the results from that activity. Based on the principles of conditioning and behaviorism, while changing learned behaviors we can't want from the person not do anything, but they should learn to test a alternative behavior and if it yielded, they should repeat it.

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