children. Inculcation is different from learning by imitating in that children are deliberately encouraged to act aggressively. Children are urged to retaliate against aggression; frequent retelling of heroic myths may also instill violent behavior.

From these theories the following hypotheses were derived that where the basis for my statistical analysis:

The more frequent corporal punishments are used during childhood, the greater the possibility for war. The stronger the inculcation of aggression in children, the higher the frequencies of warfare.

To test these proposed relations I used the socialization variable "Corporal Punishment" which measures the frequency of corporal punishment like whipping or any other pain-inflicting treatment. "Inculcation of Aggression" was my second independent variable, which measures the degree of enforcement of aggression during the childhood. These socialization variables were coded by Barry III et al. (1976, 1977) for the societies of the Standard Cross-Cultural Sample (SCCS).

Where data were available the measures were rated for boys for the early and late stages of childhood separately. Early childhood lasts from the age of one year to the age of approximately four to five years. Late childhood starts after this transitional stage and ends prior to the major changes associated with puberty (Barry III et al. 1976: 83).

The variable "Frequency of Violent Conflict" was taken as the dependent variable that I constructed in the following way:

M. H. Ross (1983) coded for 90 societies of the SCCS a set of four conflict variables, each representing a different type of violent conflict that occurs between and within societies. I took these four conflict codes as a basis, however, I collapsed them into one code that indicates a society's overall conflict level. This was necessary because the socialization theories do not discriminate between different types of violent conflict as Ross does with this four different conflict variables.

Tab. 1 and Tab. 2 show the statistical results of the correlation analysis. I dichotomized each variable. Pearson's r was used as a measure for the correlation between these variables.

The following results can be taken from these two tables:

There are remarkable differences in effect size as for early and late boyhood. The variables that measure the corporal punishment and the inculcation of aggression in *late* boyhood produce stronger effects with "Frequency of Violent Conflict" than do the variables for early boyhood.

The samples given here have the size of 69 and 71 societies. According to Schweizer and Lang (1989) these samples and the calculated Pearson's r values are sufficient in order to accept the hypothesis at a significance level of 5 % and with the power of the test of 90 %.

Thus, the statistical results provide strong support for the hypotheses that frequent corporal punishments or strong enforcement of aggression during late boyhood increase the likelihood of warfare.