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I hereby recommend that the thesis prepared under my supervision by Miss Senta Feibelman entitled A Validation Study of the Feibelman Absurdities Test

be accepted as fulfilling this part of the requirements for the degree of Doctor of Philosophy

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A VALIDATION STUDY

of

THE FEIBELMAN ABSURDITIES TEST

A dissertation submitted to the

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requirements for the degree of

DOCTOR OF PHILOSOPHY

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INTRODUCTION

The research project here reported represents the second step of an attempt to construct and standardize a new tool for the measurement of personality. The original idea for the test and the theoretical formulation of basic modes of adjustment which led to its conception together with the results of the initial application of the first form of the test, are set forth in the unpublished Master's thesis of the writer (7). It will be summarized in the remainder of this section.

The approach used in this study of personality differed quite fundamentally from traditional ones. Both of the major methods of personality investigation used so far (the questionnaire and the projective tests) are essentially empirical, since they are not founded on a definite theory of personality. It was considered necessary to depart from this tradition. A theory of basic modes of adjustment was formulated, derived from a careful analysis and synthesis of previous findings. (16,17,18,19,20,30) The test was then constructed to determine empirically the validity of this a priori hypothesis. Since it

is essential in evaluating the present research findings to understand this hypothesis, its original formulation will be quoted:

Personality may be defined as the mode of adjustment of the organism to the outside world. More concretely, the human infant with its inherent drives is born into a world which from the very outset imposes certain demands and restrictions upon these inherent drives, and it is this constant interaction between what we can call the self and the world which determines the ultimate personality structure of the individual.

Since the first few years of life are the most significant in the growth of personality, and since for all practical considerations the parents have the greatest influence on the child's development, we may say that for the child the world is incorporated in the parents. It is their attitude that will signify to the child the attitude of the world, its essential friendliness or animosity. Based on this perception of the attitude of the world is the relative degree to which the child's basic need for "objective" security, i.e., security derived from the feeling of safety with the outside world, is met. It may be added that the need for security is one that grows out of the helplessness of the human infant and its resulting total dependence on others. As this dependence decreases in the normal development and growth of the child, a second basic drive becomes increasingly manifest. The drive toward individuation, i.e., independence and realization of the self. Again, the attitude of the "world", primarily the parents, is crucial.

Though it is not denied that other factors play a role in the development of personality, it is believed that feelings of objective security and the evaluation of the self,

evident in the relative amount of self-confidence shown by an individual are among the basic components of personality. We shall refer to self-confidence as "subjective" security since it refers to the security derived from the individual's inner resources in contrast to the "objective security" which comes from external sources.

Self-confidence develops later and is influenced by the attitude of the "world". Yet, though it is unlikely that a child who feels rejected by the world is able to think well of himself (what other evidence of its own worth has it but the evaluation of others?), it is possible that independent success experiences may foster self-confidence where there is little objective security. Conversely, the presence of objective security does not guarantee the growth of self-confidence. The diagram in Figure I illustrates an hypothesis of the basic structure of personality as determined by the two components of objective and subjective security.

Symonds (30) and Maslow (17) have developed similar analyses of personality. The former differentiates a number of behavior patterns resulting from two basic factors of parental attitudes - acceptance-rejection on the one hand, dominance-submission on the other. He does not, however, differentiate between objective and subjective security resulting in the child. Maslow recognizes the separateness of self-confidence and objective security.

For purposes of rough schematization it is assumed that "objective" and "subjective" security are independent*, i.e., at right angles to each other, and that they represent basic vectors of personality - perhaps the basic factors. The four quadrants into which they divide the area represent adjustment patterns determined by these vectors

*Although, as discussed above, this is not necessarily true.

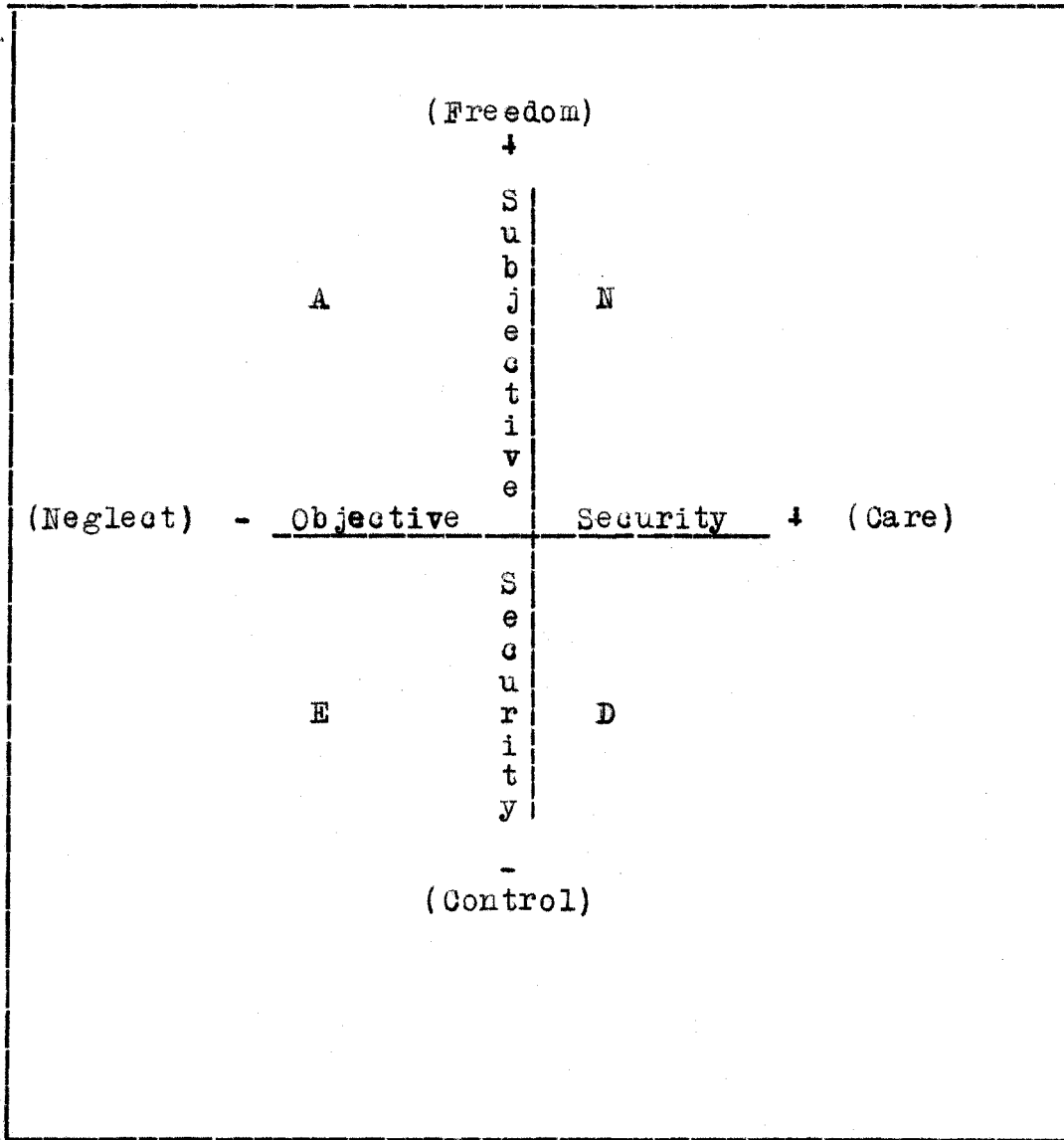


Fig. L. Diagram to represent basic structure of personality

A - Aggressiveness N - Normality
D - Dependence E - Escapism

(N, D, A, E). The terms in parentheses indicate the parental behavior that is responsible for the development of positive or negative security feelings in the child. While "care" or "neglect" determine growth of objective security or insecurity, "freedom"* or "control" given by the parents will allow subjective security to grow or will undermine its development. We assume that characteristic ways of adjustment result from an individual's degree of security.

For purposes of clarity, four general tendencies or patterns have been postulated on the basis of a combination of:

1. Positive objective and positive subjective security: Normal pattern (N): an individual possessing both objective and subjective security has made an adjustment to the external as well as to his own internal world and therefore represents the normal person - at least in respect to these security vectors. In terms of behavior patterns one would expect this individual to pursue his goals with determination, confident both of his own powers to meet the demands of life and also of the essential friendliness of his environment, especially of people. Because of this trust in others he is able to work cooperatively and will usually develop at least a moderately altruistic outlook.

* The term "freedom" is used to imply somewhat more than absence of restraint. If it is to lead to the child's confidence in his own abilities, this freedom must be supplemented with positive encouragement of initiative and independent action.

2. Positive objective and negative subjective security: Dependent pattern (D): this is the individual who has been treated well by the world (parents), but has not been given freedom of self-realization. As a result, adjustment is made in terms of confidence in others rather than in the self, which leads to a more or less dependent attitude. This pattern includes behavior mechanisms ranging from constant bids for help to complete expectation of and resignation to failure. This person is unable to make independent decisions, tends to plead for help or seeks to remain in the good graces of others through ingratiating behavior.
3. Negative objective and positive subjective security: Aggressive pattern (A): the world has been rejecting; objective security is not present - the individual cannot depend on the good will of the external world. He has developed confidence in himself, however, (subjective security) which determines the direction of his adjustment. This is the aggressive person who relies on himself and fights. He seeks to bend the environment to his purpose rather than to adapt himself to its demands.
4. Negative objective and negative subjective security: Escapist pattern (E): representative of this group are the unfortunates who lack support from the outside world as well as from within and who, as a result, tend to withdraw from reality as much as possible, thus failing to make any adjustment at all. Overt manifestations of this tendency include physical as well as psychological

mechanisms of escape, of running away from the situation.*

This classification into four basic behavior patterns makes no claim at completeness. Even assuming that security divided into an objective and subjective component determines the basic dynamics of personality (and there is evidence that other components are functioning) - there are so many possible relative proportions of objective and subjective security that many shades of resulting adjustment tendencies can be distinguished; and, moreover, no clear separation between these patterns can be made. (We do not postulate that if a person is strongly self-confident there are no tendencies to lack confidence in certain kinds of situations. Thus we should expect that every individual will exhibit conduct in all four of the quadrants - conduct which genuinely belongs there, not merely seems to.) It is beyond the scope of the present investigation, however, to establish such a refined system of personality. The aim of this study is merely to ascertain whether trends of the four modes of adjustment as represented in the diagram of Figure I can be established on the basis of a test that has been constructed for this purpose. (7, p. 9-14)

Having formulated this theory, it was necessary to find a way of determining whether such modes of adjustment existed in individuals and if so, to measure their strength. The Absurdities Test (referred to as the A.T.) was considered to be well suited for that purpose. It is based on the assumption that the tendencies described

* Letters in parentheses are shorthand descriptions for a complex family of modes of adjustment which will be used throughout this report.

as aggressive, dependent, escapist and normal are not isolated behavior mechanisms or "traits" in the conventional sense, but modes of adjustment characteristic of an individual and recurrent in a variety of situations. Murray expresses a similar idea when he says:

Though the psychologist is unable to find identities among the episodes of an organism's life, he can perceive uniformities. For an individual displays a tendency to react in a similar way to similar situations, and increasingly so with age. Thus there is sameness (consistency) as well as change (variability), and because of it an organism may be roughly depicted by listing the most recurrent drives ... (22, p.43-44)

Since one cannot rely on the individual's conscious insights for a diagnosis of behavior trends, the test had to be essentially projective.* On the other hand, quantification of results and convenience of administration and scoring were also desirable, and the A.T. was constructed to meet both needs. The idea of using absurdities in a personality test was originally conceived by Wallen (31). However, when he constructed his test items in a more or less random fashion to see whether he could isolate any type of behavior characteristics, the present

* No attempt will be made to go into the theory and practice of projective testing, since this field of personality study is widely known and has been fully treated in the literature.

test was based on the hypothesis of adjustment patterns previously described. Again the original report is quoted:

A number of situations were made up which were of the dilemma type: a person found himself faced with a problem that called for some kind of action. Three possible solutions were suggested for each situation, all of which were quite absurd. One of the solutions was based on the "aggressive" trend. It represented a way of dealing with the dilemma that would be characteristic of a person who tends to strike back at the frustrating situation, who would take the initiative in any action that was called for to deal with the problem. Another of the suggested solutions was based on the "dependent" type of reaction. Here the situation is dealt with indirectly, i.e., by seeking help from others in solving the problem; or there may be simply an expression of helplessness or indecision. The remaining response suggested an "escapist" solution. The person refuses to deal with the situation as it is. He either runs away physically or psychologically (daydreaming, etc.), or he alters the situation by means of rationalization.

The fourth hypothetically basic pattern, the "normal" response, was not given as an alternative. It was found too difficult to exaggerate a normal response into absurdity. Moreover, one may assume that the "normal" individual, if forced to make choices from "abnormal" reactions, will show a score that is rather evenly distributed over the three patterns.

The release of one's own natural tendencies is, we believe, facilitated by the fact that all the choices have been openly characterized as absurd You do not fear to answer as you "feel" like answering, first because you

are not making a real choice, but only one to an imaginary situation ... and second you are not making a choice of real alternatives but only sorting out absurdities.

Several considerations were kept in mind in the construction of the items. If possible, the situation was to be of a nature that allowed more than one approach for a solution. For instance, if a person were held up by a man armed with a pistol he would react submissively whether that were his usual tendency or not, simply because it would be the "sensible" solution. Situations that point to a socially accepted way of handling were also avoided. It was felt that in such instances even though a person's basic tendency may be diametrically opposed to that of the social "stereotype", the latter might be strong enough to outweigh the person's own basic trend. An attempt was made to have the three responses in each item represent the same degree of absurdness.

... An attempt was made to make the responses as unambiguous as possible as to their specific dimension - e.g., crying might be a characteristic response in many situations. But while it might indicate psychological escape for one person, it might well be a bid for sympathy for some one else, or an expression of rage for a third person. (7, p. 17-18)

After several tryouts of the first form of the test of fifty items for which small groups of college students were used, and after several revisions in accordance with empirical results, a form of sixty items was finally constructed to be used with the experimental group. (261 female, 115 male, high school seniors and college freshmen.) The first four items were "icebreakers" and were

not scored. The tests were scored simply by adding the number of responses of each individual for each of the three patterns. Since it was expected that boys and girls would differ in the amount of aggressiveness and dependence, their scores were tabulated separately.

An item analysis was made as the initial step of a reliability study. Since the present research is not concerned with reliability of the test, and since a new experimental group was used, only the general conclusions regarding the A.T. in its original form will be quoted:

The A.T. in its present form has been shown to segregate three groups (leaving an undifferentiated residue) of high school and college students relatively homogeneous in respect to common tendencies of response to a paper and pencil test (A.T.). It is reasonable to believe that the patterns found correspond to those on which the test was based, since the responses to the test items were carefully designed to reveal these modes of adjustment. Moreover, a number of competent judges agreed in their analyses of the responses. With this finding we have come to the conclusion of the first stage of this investigation. We may say now that our hypothesis of three basic modes of adjustment has not been proven wrong, that there is some indication that such trends exist. There is further indication that a tool of the kind we used is adapted to reveal such tendencies. The next step will be to determine the reliability and validity of our test.
(7, p.37-39)

PURPOSE AND PROCEDURE OF THE PRESENT RESEARCH

The step in the development of the A.T. considered most important after the initial construction and try-out of the test, was an attempt at validation. It was thought that no further refinement of the tool could be of value unless it was determined first whether the test actually revealed the modes of adjustment for which it was designed. Hence, the research to be described in this and the remaining sections had as its aim a qualitative evaluation of the A.T.

The experimental group for the validation study differed from the original group in age range and educational level, which necessitated establishment of new norms on the A.T. Moreover, the test itself was slightly altered. Of the fifty-six test items (not counting the four ice-breakers), forty-one were retained without change, and eleven were used with minor revisions. Seven new items were added, to make a total of fifty-nine. The new absurdities were made up along the same lines as the original ones. Omissions and revisions were made in accordance

with the findings of the item analysis mentioned in the introduction.

The newly revised A.T. was administered to a group which was large enough to yield a distribution of scores on the three patterns (A.D.E.) with stable means and standard deviations. The same group was then to take the tests that were selected as validation tools. The following three sections describe: I. The experimental group, administration and results of the A.T. II. A validation method which was later discarded. III. The validation method which was found satisfactory.

I.

The A.T. in its revised form (a copy is to be found in the appendix) was administered to thirteen sections of college students enrolled in the course of Introductory Psychology at the University of Cincinnati. The groups were made up of a total of 339 men and 289 women, most of whom were in their sophomore year. Due to the fact that many of the men were veterans, their median age was somewhat higher than that of the women. The median age of the men was 21 (only 20 were over 24), while the median age of the women was 19 (10 were over 24).

The test instructions were given orally to each of

the thirteen groups before the test booklets and separate answer sheets were distributed. Since a test of the questionnaire type (see next section) was given along with the A.T., the subjects were not asked to write their names on the answer sheet, but were given a number which they were asked to write down for possible later identification. They were instructed to note age, sex and college class on their answer sheet. The instructions for the A.T. were essentially as follows:

The first test involves a study of people's reactions to absurd statements. In it are described a number of situations. For each situation are given three different more or less absurd ways in which the person concerned might react, or three more or less absurd explanations. We want to find out which one of the three possible responses seems least absurd. Read each situation and the three given responses carefully and decide which one seems to you the least absurd. Please make a choice of one of the three answers for every one of the questions. There are no right and wrong answers. All the answers are absurd.

The tests were scored in the same manner as in the original research. Each subject obtained three scores, one for each pattern (A,D,E). The results were tabulated for men and women separately and means and standard deviations were computed. Table I shows these measures of central tendency and variability.

Table 1.

Means and S.D.'s of A.T. Scores (Experimental Group)

		<u>A</u>	<u>D</u>	<u>E</u>
Male				
(N = 339)	Mean	16.0	27.0	15.7
	S.D.	6.4	6.1	4.5
Female				
(N = 289)	Mean	14.0	28.7	17.0
	S.D.	5.9	6.2	6.5
Significance of sex difference (t)		4.1**	3.5**	2.9**

The results of the A.T. corresponded closely to those obtained in the original experiment. Different means and standard deviations were found for boys and girls then, as were for the men and women in the present study. Men are very significantly more "aggressive" than women, and women are very significantly more "dependent" and "escapist" than men. These findings made it necessary to standardize the test for men and women separately. The conclusions remain the same:

The scores on this test are what Lewin (13) and Allport (1) call "phenotypical"; they are the result of a confluence of the personality structure and the social milieu in which it functions. If then we are to infer anything about the personality structure (genotype), we must hold the cultural determination as constant as possible. Now the social milieu makes different demands upon two sexes separately. (This is not to ignore that the genotype itself is in part culturally determined.

But a test seeks always to discover what the person now is, not how he got that way. But culture may impose differential expressions of the same personal quality; and this must be eliminated or allowed for.)

Another characteristic of the distribution of scores is the comparative values of the means. Means of the D pattern are considerably higher than those of the other two patterns. This may be the result of an artifact of the test, i.e., that many of the D responses were objectively less absurd than the others. Unquestionably results could be altered by making D responses more absurd "objectively". Whether D, E or A is "really" stronger in the total population can never be answered from phenotypical data. All one can say - and usually all one needs to say - is that individual X is more or less of one trait than individual Z. (7, p.26-28)

II.

The writer shares with many colleagues in clinical psychology a scepticism about personality inventories. Despite this, it was felt that it would be interesting to see whether a questionnaire compiled for that purpose and given with an assurance of anonymity might be used to validate the A.T. From many existing standard inventories questions were selected that to six independent judges appeared to tap aggressiveness, dependence and escapist tendencies (as defined in this report). Twenty-five questions were used for each pattern, arranged in random succession. This questionnaire of 75 items was administered along with the A.T. to the group of 628 subjects. They were urged to answer the questions frankly. Results of A.T. and the questionnaire were compared, both for

the entire group and for the subjects with extreme scores on the three patterns of the A.T.. No relationship was found.

Since the questionnaire has all the shortcomings of the "objective" personality tests, negative results were not surprising. It was felt that these negative findings could not be regarded as conclusive proof of the lack of validity of the A.T. A second method of validation was therefore applied. In view of the positive findings of the subsequent validation study, the data from the questionnaire may be used in a separate research project and an attempt be made to point out objectively the weaknesses of traditional personality inventories.

III.

Projective methods have been found more satisfactory than other tests in the study of personality, because they take account of the interrelationships and basic dynamics of behavioral phenomena. They have been widely used in recent years, despite the difficulties and complexities inherent in these techniques.

It was decided to use the Rorschach Test and the

Thematic Apperception Test (TAT)* as a method of validation for the A.T. even though these tests present considerable obstacles in their application to objective research. It was done with the belief that any relationships that might be found between hypothetical patterns of the A.T. and clinically substantiated signs on the projective tests could not be regarded as accidental and would contribute to an objective qualitative evaluation of both methods.

It was further postulated that if any relationship existed between the A.T. and the Rorschach technique and TAT, the procedure of using extreme groups would create the most favorable experimental situation for revealing it. This favorable situation will be counteracted in part at least by the relatively restricted sample used. Nevertheless, if the relationship is anything other than very slight, it should appear in this design. Hence the validation group was chosen from those subjects whose scores on one of the three patterns of the A.T. were 1.5 S.D. or more above the mean. For each of the three personality patterns (A,D,E) five men and five women were used.

* These tests will not be described in this report, since they are the most widely known and used projective tests.

Twenty-six of the thirty subjects had S.D. scores of 1.8 or above. As a control group five men and five women were selected with A.T. scores close to the mean on all three patterns. While these subjects cannot necessarily be considered "normal" in general terms, they are normal in terms of the hypothetical classification by virtue of the fact that they are close to the mean on the three patterns. The symbol "M" will be used to designate this group.

The validation group of forty subjects was given the Rorschach Test and ten cards of the standard set of the TAT. The tests were administered individually. The cards used were: #1,4,6BM,8BM,11,13,14,16,17BM,18BM, for men; 1,4,6GF,8GF,9GF,11,13,14,16,18GF for women. The Rorschach Test was administered and scored according to the procedure used by Beck (2). The TAT was administered in accordance with Murray's test manual. Since no generally accepted method of scoring and evaluation is available for the TAT, several systems were adapted and combined to suit this particular purpose. This method will be discussed along with the results of the validation tests. Since results will have to be evaluated in terms of groups showing "aggressive", "dependent", "escapist" and "normal" patterns on the A.T., the four groups will be referred to as "Aggressives", "Dependents", "Escapists" and "Normals".

RESULTS: I. RORSCHACH TEST

It is well known that the Rorschach technique presents serious difficulties to objective inter-personal comparisons. It is used most satisfactorily in the study of the individual personality where each part of the record is interpreted in its relationship to others. Evaluating the parts separately, out of context, often destroys their clinical validity. Nevertheless, every effort should be made to subject the Rorschach Test to objective, inter-personal analysis. It will be of ultimate value for the standardization of the technique if it can be demonstrated statistically that clinical impressions about certain "signs" or clusters of "signs" are correct. Since for the purpose of the present research, clinical analysis of the Rorschach Test was not feasible, a large number of separate "signs" and scores were investigated, as listed below.

A. Rorschach "Signs" Investigated *

1. Number and percent of responses to the entire blot (#W; W%).

* This list includes most of the Rorschach "signs" and combinations of "signs" commonly used in individual and group investigations.

2. Number and percent of frequently-selected parts of each blot (#D; D%).
3. Number and percent of rarely-selected parts of each blot (#d; d%).
4. Proportion of initial reaction time to Card IV,* as compared to the average initial reaction time to all ten cards.
5. Proportion of initial reaction time to Card VI, as compared to the average initial reaction time to all ten cards.*
6. The percent of responses determined by form quality alone (F%).
7. The percent of form-determined responses perceived accurately (F+%).
8. Number of responses determined by form primarily, color secondarily (#FC).

* Delayed response time to Cards IV and VI is one of the indicators of "shading shock", and as such reveals anxiety (Beck, 3 p.39); Ross (26) found that delayed responses to Card VI occur significantly more frequently in neurotic patients than in all other patients studied.

9. Number of responses determined by color primarily, form secondarily ($\#CF$).
10. Number of responses determined by color only ($\#C$).
11. Total number of responses containing color determinant ($\#FC + \#CF + C$).
12. Weighted color score ($1.5x\#C + 1x\#CF + .5x\#FC = \text{Sum } C$)
13. Number of responses determined entirely or in part by shading ($\#FY + \#YF + \#Y$).
14. Number of responses perceived as perspective ($\#FV + \#VF$).
15. Proportion of color-determined responses to shading-determined responses ($\text{Sum } C / \#FY + \#YF + \#Y$).
16. Number of responses kinesthetically determined ($\#M$).
17. Relative use of kinesthesia and color ($\#M / \text{Sum } C$).
18. Number of responses in which white areas of the figure are used ($\#S$).
19. Proportion of responses to the all-color cards ($\%VIII-X$).
20. Number of "popular" responses (P).
21. Total number of responses.

22. Number of oligophrenic detail responses, i.e., perception of part of the figure (human or animal) where the whole is usually seen ($\#Hd_x; \#Ad_x$).
23. Percent of the total number of responses seen as animal figures (A%).
24. Number of responses with human or part-human content ($\#H; \#Hd$).
25. Proportion of whole-human to part-human responses ($\#H/\#Hd$).
26. Number of responses with "oral" content (food, open mouths, tweezers, pliers, claws*). This classification of content is in agreement with psychoanalytically significant findings.
27. Number of responses with infantilized content (children, babies, pups, cubs, "little" persons or animals).
28. Number of responses with content referring to feminine apparel (skirts, blouses, corsets, jewelry, etc.).

* Pliers, claws, etc. are symbolic of grasping and hence have been found clinically to be associated with "oral" tendencies.

29. Number of active, hostile and extensor kinesthetic responses either in stance or content (dancing; spinning; beating drum; swinging; walking; spitting fire; blowing; fighting; having guns; scowling; arguing; dueling; lifting; supporting; pulling; climbing; being angry; sticking tongue out, etc.).
(This type of kinesthetic response will be referred to as "active" M)
30. Number of passive and flexor kinesthetic responses (sitting; facing; hands together; diving; crouching; people meeting; lying down; standing; warming hands; arms outstretched; praying; hanging; pleading, etc.).
(This type of kinesthetic response will be referred to as "passive" M)
31. Number of kinesthetic responses not clearly belonging in either the "active" or "passive" categories (people with costumes extended; ladies gossiping; people telling story; people dressed up, etc.).
(This type of kinesthetic response will be referred to as "neutral" M)

32. Number of kinesthetic responses combined with part-human content (M in Hd)
33. Number of kinesthetic responses combined with part-human content other than faces (M in Hd other than faces).
34. Number of kinesthetic responses combined with part-human content plus number of kinesthetic responses in mythological figures such as devils, witches, goblins, etc. (M in Hd + Myth.)
35. Number of kinesthetic responses combined with animal content (M in A).

Scores for the thirty-five factors listed above were computed and tabulated for each of the forty subjects. Analysis of variance technique was applied for each of the thirty-five factors to determine whether significant effects traceable to the following variables could be found:

- a. personality type (A;D;E;N)
- b. sex
- c. interaction of personality type and sex

Where significant F's were found, the t-test was applied. No significant differences traceable to sex or interaction of personality type and sex were found. Significant differences were found, however, between personality types. Table 2 shows means of Rorschach Test factors found to differ significantly between groups. It also shows the difference between these means and the differences required for significance at 5% and 1% levels.

B. Discussion of Table 2.

1. Among the Rorschach "signs" investigated, certain content categories and classifications of kinesthetic responses were found to be related significantly to A.T. patterns. Since content and kinesthetic responses* reflect more directly than

* Beck (3) "The average adult discloses in his M the extent to which he uses imagination to understand the world he deals with, and to solve his problems." (p. 26) "For some clue ... as to personal needs, we look to the associational content." (p. 41)

Klopfer (12) "Among the various strata of interpretative information the symbolic meaning of the content usually plays a more important part in the action responses than in any other scoring area, a fact which is understandable in terms of the nature of these responses." (p. 204)

TABLE 2

RORSCHACH TEST SIGNS FOUND TO BE SIGNIFICANT

A. Group Means:

Group	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>
"Aggressives"	1.3	1.7	.7	-.7	.0	.2
"Dependents"	-.6	4.5	1.2	-1.2	.1	.4
"Escapists"	-.8	1.8	-.3	.2	1.0	1.5
"Normals"	-.4	1.4	.9	-.9	.2	.3
Male	-.2	2.7	.8	-.8	.3	.6
Female	-.1	2.0	.5	-.3	.3	.6

B. Difference between group means:

"A" & "D"	1.9**	-2.8**	-.4	.4	-.1	-.2
"A" & "E"	2.1**	-.1	.9	-.9	-1.0**	-1.3**
"A" & "N"	1.7*	.3	.0	.0	-.1	-.1
"D" & "E"	.2	2.7**	1.3**	-1.3**	-.9*	-1.1**
"D" & "N"	-.2	3.1**	.4	-.4	-.1	.1
"E" & "N"	-.4	.4	-.9	.9	.8*	1.2**
M & F	-.1	.3	.3	-.3	.0	.0

C. Difference required for significance at:

5% level	1.4	2.1	1.0	1.0	.7	.8
1% level	1.9	2.8	1.3	1.3	1.0	1.1

* indicates significant difference at 5% level
 ** indicates significant difference at 1% level

- I Number of "active" M minus number of "passive" M
- II Total number of responses with "passive" content ("oral" responses; infantilizations; feminine apparel)
- III Number of "passive" M in whole-humans minus number of "passive" M in part-humans and animals
- IV Number of "passive" M in part-humans and animals minus number of "passive" M in whole-humans
- V Number of M in part-humans other than faces
- VI Number of M in part-humans other than faces plus M in mythological characters

other Rorschach factors the needs and attitudes of the individual, and since the modes of adjustment investigated through the A.T. are closely related to needs and attitudes, these results are logical.

2. Column I in Table 2 shows mean number of "active" M responses minus number of "passive" M responses. The "Aggressives" are found to be the only group having more "active" than "passive" M responses, and the differences between the "Aggressives" and each of the three remaining groups are significant.

To explain the clinical significance of "active" and "passive" M, as defined in this study, we quote Rorschach (23a): "Subjects who see extension movements are active individuals with strong drive toward self-assertion ... Those who see flexion movements are passive, resigned ... individuals." (p. 29) Lubar (14) states: "If S sees either animals or humans in a weak, defenseless, submissive role - it would mean that he, in reality, possesses these feelings - either consciously or unconsciously... Similarly, the perception of

strength, aggression or hostile activity would indicate a need to compensate - or be assertive." (p. 146)

The inference appears justified that "Aggressives", since they show an excess of "active" M and differ in that respect significantly from the other groups, are highly motivated by self-assertive drives.

3. Table 2, Column II shows the mean number of responses with associational content including "infantilizations", "oral" symbols and "feminine apparel". The "Dependents" have significantly larger numbers of these responses than any of the other groups.

Schafer (29) in describing the Rorschach Test patterns of patients with narcissistic character disorders, says:

... demanding, dependent relationships are prominent in their test results. In addition, rather clear indications of the pervasive orality of these cases are usually present. The Rorschach Test frequently contains responses involving food, eating or mouths. (p. 52) The content frequently includes jewelry, dresses or materials. (p. 49)

The "dependent" pattern here under investigation corresponds closely to the behavior tendencies re-

ferred to as "oral-dependent" in psychoanalytic terminology. Since the "Dependents" have a significantly larger number of Rorschach Test responses with "oral-dependent" content than the remaining three groups, the basic hypothesis of the present research with regard to "dependent" tendencies is strengthened.

4. In order to understand the remaining four columns of Table 2., it is necessary to say something about the clinical significance of kinesthetic perception of whole-humans versus part-humans, animals or mythological characters. Kinesthesia in whole-humans, regardless of stance or activity, reflects the ability to identify with others and to have feelings and attitudes consciously directed and focused on certain individuals in the environment or on oneself. Whether such kinesthesia is "active" or "passive", it shows a certain amount of rapport with others. Kinesthesia in part-humans (particularly in parts other than the face), animals or mythological figures, is not as desirable from the point of view of emotional health. Such responses reflect

lack of contact with others, fear of people, unhealthy, distorted fantasy, and a tendency to withdraw into a world of unreality. Again Beck

(3) may be quoted:

M in Hd is of inferior quality. These associations are usually ... more frequent when the personality is upset. That they are not healthy M, in the sense of representing constructive and useful imagination, can be said with certainty. They are undeveloped fantasy activity. The persons who normally perceive movement in part-human forms (Hd) are of too poor personality structure to engage in an extensive refashioning of their world. Appearing in an adult, these associations are evidence of regressive fantasy moments.

When M is scored in animal content, its significance lies not in what S sees, but what he does not see or avoids seeing. M in A is a repressed or heavily disguised M. The individual is seeing a human activity - else it could not be scored M - but he hangs it onto a non-human form. Thus he thickly screens the wish behind the M in an overtly more innocent percept. These associations, therefore, may stand very near to the dream, and be representative of needs very far removed from the conscious thinking, or strongly excluded from it.
(pp. 24-25)

The "Escapists" who, by hypothesis, are inclined to withdraw, since they lack both "objective" and "subjective" security and who, therefore, are

considered the least healthy group emotionally, show the following trends;

- a. When all "passive" M is considered together, "Dependents", "Escapists", "Normals" are not significantly differentiated. However, when "dependent" M in part-humans and animals is subtracted from "dependent" M in whole-humans, "Escapists" are significantly lower in the remaining "dependent" M in whole-humans than the "Dependents". (Table 2, Column III)
- b. When this process is reversed, when "dependent" M in whole-humans is subtracted from "dependent" M in part-humans and animals, the obtained difference is significantly larger in the "Escapists". They are the only group with an excess of "dependent" M in part-humans and animals over "dependent" M in whole-humans. (Table 2, Column IV)
- c. This "unhealthy" trend of the "Escapists" becomes even clearer when the number of M in part-humans other than faces is compared. "Escapists" have significantly more of these responses than any of the other groups. (Table 2, Column V)

d. When M in mythological figures is added to M in part-humans other than faces, the difference between "Escapists" and all other groups becomes very significant. (Table 2, Column VI)

Here, again, empirical findings support the hypothesis regarding the "escapist" mode of adjustment.

RESULTS OF THE THEMATIC APPERCEPTION TEST

The TAT has been used in a variety of ways by different experimenters. Though it is considered one of the most productive techniques for the study of fantasies, no uniform method of evaluation has been developed. Murray and Morgan (22) devised the original system of analysis which has been modified and changed for various purposes by other investigators. Clark (5) for instance, used a method in which she evaluated TAT stories in terms of "needs", "effects of the environment on the organism", "reactions of the organism to the environment", "adequacy of the organism", and "ending". Under each of these categories are a number of subclassifications, and individual stories are analyzed according to this system.

In the current study an adaptation of Clark's method is used. The categories "effects of the environment on the organism" and "ending" were dropped because they were found inapplicable or to be of little value in the present study. "Needs" and "reactions of the organism to the environment" were retained, and a category, "attitudes" was substituted for "adequacy". Reactions refer to overt behavior of the central figure in the story, whereas attitudes refer to inner, covert responses of the "hero".

In order to make the analyses of the TAT stories as objective as possible, since they were all judged by the experimenter, it was approached in the following manner: Each story was classified according to the "need," "reaction" and "attitude" it reflected. A one word description was used for each of the categories. A term was used which was either identical with or closely resembled the phrase used by the subject to express the need, reaction or attitude of the hero in the story. The next step consisted of grouping these descriptive terms under headings that were chosen to correspond to the behavior patterns under investigation. The following final classification was arrived at:

I. Needs

- A. Achievement and Recognition
- B. Dominance, Possession, Competition, Aggression, Independence
- C. Acceptance, Affection, Belonging
- D. Sensory (including sex)
- E. Escape from physical or emotional suffering

II. Reactions (overt)

- A. Hostile aggressiveness (rebellious, defensive, domineering, spying, aggressive, criminal)
- B. Constructive aggressiveness (confident, determined, persevering, exerting effort, hard-working, active, industrious)
- C. Passive reaction (passive, conforming, submissive, helpless, ineffectual, sacrificing, pleading)

- D. Indecision (debating, vacillating, surprised, wondering, ambivalent)
- E. Escapist reaction (rationalizing, dreaming, wishing, thinking, shock, suicide, remorse, impersonal, worry, collapse, heartbreak, escape, resignation)
- F. Adequate reaction (comfortable, sociable, re-adjusting, pausing, responsive, kindly, enjoying)

III. Attitudes

- A. Hostile aggressiveness (angry, disgusted, critical, suspicious, hostile, competitive, defiant, sly, insulted, aggressive)
- B. Constructive aggressiveness (ambitious, determined, courageous, stubborn, resistive, aspiring, rejecting)
- C. Passive attitude (longing, lonesome, passive, ashamed, hurt, admiring, selfless, dependent, helpless)
- D. Ambivalent attitude (ambivalent, conflict, grudging, embarrassed, startled, neutral, confused, indifferent, uncertain)
- E. Disturbed attitude (sorry, desperate, remorseful, fearful, worried, discouraged, guilty, unhappy, resigned, upset, dismayed, suffering, concerned, anxious, insane)
- F. Positive attitude (compassion, relaxed, kindly, practical, loving, happy, friendly, sympathetic, hopeful, confident, interested, absorbed, receptive, forgiving, pleased)

When the TAT stories were first analyzed, the records had been grouped according to personality types. It was felt that the method of analysis was sufficiently objective to eliminate bias. However, the results corresponded so neatly to the A.T. findings, that a re-check was considered necessary. For the second analysis the records

were arranged in random order and all identifying information was removed. The results were similar to those of the first analysis, but there was a sufficient shift to support the suspicion of an unconscious bias. Table 3. shows means, differences between means and values of differences required to be significant on 5% and 1% levels for those categories found to be positively correlated to A.T. findings according to second analysis.* The numbers refer to the mean number of stories (out of ten) exhibiting the respective characteristics. Analysis of variance technique was the statistical method used.

Discussion of Table 3.

I. Needs

- a. "Aggressives" are significantly higher in the need for achievement and recognition than "Normals". "Aggressives" fall just short of exceeding "Dependents" significantly in that respect. Males are significantly more ambitious than females. The latter finding has no direct bearing on the current problem, but it is of interest, since it reflects the cultural emphasis on achievement for men.

* In Appendix II three sample TAT stories and their analysis are given.

TABLE 3
TAT FACTORS FOUND TO BE SIGNIFICANT

A. Group Means		I. Needs		II. Reactions		III. Reactions & Attitudes	
	Achieve-ment (A)	Achieve-ment & Aggres-sion(A;B)	Sensory & Be-longing (C;D)	Aggres-sive (A;B)	Passive (C)	Aggres-sive (A;B)	Passive (C) & unde-sided (D;F)
"Aggressives"	2.4	5.5	1.9	3.3	1.4	5.9	2.2
"Dependents"	1.5	2.6	3.9	1.6	3.0	3.0	4.2
"Escapists"	1.7	4.4	1.8	3.7	1.3	5.7	1.8
"Normals"	1.2	2.5	3.5	2.8	2.2	4.7	3.4
Male	2.3	4.0	2.6	2.7	2.0	4.6	3.0
Female	1.1	3.6	2.9	3.0	1.9	5.0	2.8

B. Difference between means:	
"A" & "WD"	.9
"A" & "EN"	.7
"A" & "FN"	1.2*
"D" & "EN"	-.2
"D" & "FN"	.3
"E" & "N"	.5
M & F	1.2*

C. Difference required to be significant at:	
5% level	1.0
1% level	1.4

* Indicates difference significant at 5% level; ** indicates difference significant at 1% level. Letters in parentheses refer to classification of "Needs", "Reactions" and "Attitudes" as given in the first part of this section.

- b. When Achievement-Recognition (A)* and Dominance-Aggression (EBC) needs are considered together, a more clear-cut differentiation of groups appears. "Aggressives" show a very significant margin over "Dependents" and "Normals". But "Escapists" are also found to be significantly higher than "Dependents" and "Normals" in these needs. "Aggressives" are higher than "Escapists", but not significantly so. Males and females are no longer significantly differentiated.
- c. The scores of Needs for Acceptance, Belonging, etc. (C) and Sensory Needs (D) were added. Most of the needs classified as sensory were derived from heterosexual themes; the decision often had to be arbitrary as to when to classify such a theme under "Belonging" and when to consider it a sexual need. Taken together and referred to as "passive" needs, these needs are found to be very significantly more fre-

* Letters in parentheses refer to subclassifications as listed in the beginning of this section.

quent in "Dependents", than in "Aggressives" and "Escapists". "Normals" are also significantly higher in these needs than "Aggressives" and "Escapists". No significant sex differences are found.

II. Reaction of the Organism to the Environment
"Aggressives" and "Escapists" are significantly more "aggressive" (A;B) than "Dependents". "Dependents", on the other hand, are significantly more "passive" (C) than "Aggressives" and "Escapists".

III. "Reactions and "Attitudes" combined

- a. When these two categories are combined, the trends found in "Reactions" alone are supported. "Aggressives" and "Escapists" are significantly more "aggressive" (A;B) than "Dependents"; "Dependents" are significantly more "passive" (C) than "Aggressives" and "Escapists".
- b. When "Reactions" and "Attitudes" of an "undecided" (D) and "normal" (F) quality are examined, the "Normals" are seen to be significantly ahead of the "Aggressives".

The results of the TAT analysis with regard to the four validation groups may be summarized as follows:

1. The "Aggressives" have very significantly more "aggressive" needs than either "Dependents" or "Normals", but they are not realibly differentiated in that respect from the "Escapists". In attitudes and reactions the "Aggressives" are significantly more "aggressive" than the "Dependents", but there is no reliable difference between the "Aggressives" on the one hand and "Escapists" or "Normals" on the other.
2. The "Dependents" have very significantly more "passive" needs than either the "Aggressives" or "Escapists", but they are not reliably differentiated from the "Normals" in this respect. In "passive" attitudes and reactions the "Dependents" are significantly higher than the "Aggressives" and "Escapists", but again are not reliably differentiated from the "Normals".
3. The "Escapists" do not reveal what might be termed specifically "escapist" tendencies. Needs and Reactions classified as "escapist" (E) or attitudes classified as disturbed (E)

were not found significantly related to any group. They do show "aggressive" trends, in needs as well as in reactions and attitudes. In "aggressive" needs the "Escapists" are significantly higher than the "Dependents" or "Normals", whereas in "aggressive" reactions and attitudes they are significantly higher only than "Dependents". These trends are parallel to those found in the "Aggressives".

4. "Normals" are found to show parallel trends to "Dependents" in "passive" needs. They are significantly higher in this respect than "Aggressives" and "Escapists". In reactions and attitudes the "Normals" are not reliably differentiated from any of the other groups, with one exception: there is a significant difference between "Normals" and "Aggressives" with regard to "adequate and undecided" (D;F) reactions and attitudes, in favor of the "Normals".

According to these results, "Aggressives" and "Escapists" are not clearly differentiated from each other with regard to aggressiveness. Nor are "Dependents" and

"Normals" clearly differentiated from each other with regard to "passive" tendencies. The inference can be made, however, that "Aggressives" and "Escapists" are significantly more "aggressive" than "Dependents" and "Normals". "Dependents" and "Normals" are significantly more "passive" than "Aggressives" and "Escapists". Moreover, "Normals" are reliably more "normal and undecided" in reactions and attitudes than are "Aggressives".

While these results only partly support the hypothesis on which the A.T. is based, difficulties in the TAT analysis itself may partly account for this. A tentative explanation will be attempted in the next section, together with the discussion of the combined Rorschach Test and TAT results.

DISCUSSION

A.

In previous sections the results of the Rorschach Test and TAT obtained on the validation group were discussed for the two tests separately. To summarize, Rorschach Test "signs" were found which reliably differentiated each of the three A.T. patterns from the remaining two and from the "normal" controls. Moreover, these "signs" bore a logical relationship, in terms of their clinical significance, to the respective A.T. patterns. The "Normals" were found to have scores close to the average in these "signs" which is in agreement with the original definition of the "normal" group.

The TAT revealed differences in "aggressive" trends with the "Aggressives" and "Escapists" exceeding the "Dependents" and "Normals" by a significant margin, while the reverse relationship held with respect to "passive" trends. No reliable differentiation was obtained, however, between "Aggressives" and "Escapists"; or between "Dependents" and "Normals", in terms of these respective trends.

It was found that in the TAT, "Needs" reflected these trends more sharply than "Reactions" and "Attitudes". This is probably due to the fact that needs are expressed more unequivocally and therefore can be classified more ob-

jectively. This inference gains support from the fact that the results of the first (discarded) TAT analysis were less different from the second analysis with regard to "Needs" than the other categories.

A word must also be said regarding the differentiation of reactions and attitudes. Although the former were to indicate the overt behavior of the "hero" of the story, and the latter were to reflect the "hero's" feelings, it is not possible on the basis of present findings to draw conclusions about the subject's overt behavior. The most likely and hence the safest assumption is that reactions as well as attitudes of the "hero" of the TAT story are related to personality trends of the subject. How these trends are expressed, whether through feelings, overt behavior, physiological tension states, or somatic reactions, cannot be determined on the basis of TAT findings. MacKinnon (15) expresses the view that projective techniques, generally, fail to give definite clues to the overt behavior of subjects;

The psychodiagnostic tools which have been developed within the broad framework of psychoanalytical theory, namely, the projective techniques, have been designed primarily to reveal the latent, the covert, the unconscious, the unexpressed aspects of personality, presumably the deeper dynamic forces out of which the manifest behavior of the individual arises.

But projective tests, unsupported by data from other sources, do not tell us which of the factors they reveal will remain unexpressed in the deeper layers of the personality and which will find an outlet in behavior. (p.8)

B.

In evaluating the results of Rorschach Test and TAT together for each of the four groups, "Reactions" and "Attitudes" (TAT) will be considered under the common heading of "Attitudes" in accordance with the above consideration.

1. The "Aggressives" are characterized by more "active" fantasy and more "aggressive" needs and attitudes. Rorschach Test and TAT results hence coincide with A.T. findings.
2. The "Dependents" show "oral-dependent" needs on the Rorschach Test, "passive" needs and attitudes on the TAT. It is the "oral" content on the Rorschach Test particularly which is differentiating, since a "passive" trend both in Rorschach Test "fantasy" (M) and in TAT factors is seen to an almost equal degree in "Normals". This leads to the conclusion that what has been characterized as "passive" trends (reflected by "passive" M on Rorschach Test and "passive" needs and attitudes on TAT)

may be quite normal for the experimental population. This conclusion gains support from the fact that, in A.T. results, the average number of "dependent" responses was the highest of the three patterns. This was explained tentatively in terms of an artifact of the test (and still may be that, partly or completely), but the idea that a cultural determinant is at work cannot be dismissed. One must also keep in mind the realistically "dependent" status of college students. This would lead then to the further conclusion that in order to be significantly differentiated from the "normal" group in "dependent" needs, these needs must be on an infantile "oral" level. The experimental "dependent" group shows this trend significantly.

3. No specifically "escapist" tendency could be discovered in the TAT which corresponded with the "escapist" pattern of the "A.T. Needs and attitudes of the "Escapists" as reflected in the TAT findings were aggressive. However, the Rorschach Test reveals a quite basic difference between "Aggressives" and "Escapists. While "Aggressives" can focus their aggressive

feelings squarely on their environment and can empathize satisfactorily with the aggressor (M in whole-humans), the "Escapists" shrink from such undisguised feelings and hide them from themselves (M in part-humans, animals and mythological figures). As stated previously, no reliable inference can be drawn from projective test data about manifest behavior or even conscious thought content, but the present findings suggest strongly that "Escapists" are less aware of their impulses and tend to repress them and disguise them. If this is true, the rationale of the "escapist" pattern is supported.

4. The "Normals" emerge in accordance with the hypothetical formulation. Though the TAT results suggest that "Normals" are almost as "passive" as "Dependents", the Rorschach Test differentiates them clearly from the three other groups. The TAT, moreover, shows a slight trend which suggests that the "Normals" are actually better adjusted than the "Aggressives". Generally, the "Normals" are found to resemble the "Dependents" more closely

than any of the others. But they are not as "orally-dependent" as the "Dependents". The conclusion is drawn, therefore, that passive trends may be closer to the cultural norm for the experimental population. In sum, the "Normals" have been found to be less "aggressive", less "dependent", less "escapist" than the respective groups which are postulated to show these tendencies, and hence are found to deviate less from the average in these respects, which is in agreement with the present hypothesis.

CONCLUSIONS

1. The hypothesis is corroborated that tendencies classifiable as "aggressive", "dependent" and "escapist" can be discovered on the basis of the A.T. in a group of college students where the Rorschach Test and TAT serve as criteria of the personality patterns.
2. The Rorschach Test results give a more clear-cut differentiation of the three "modes of adjustment" than the TAT results. This is probably due to the fact that the method of Rorschach Test analysis is better standardized and more objective. Also, different aspects of the personality may be reflected by Rorschach Test "signs" as compared to TAT factors here under investigation.
3. The present findings reveal only group trends. The A.T. is not sufficiently standardized to permit individual prediction.
4. Present findings suggest two important modifications of the basic hypothesis:
 - (a) Tendencies reflected by A.T. scores can so far be regarded as needs, feelings or attitudes. There is not enough evidence

to infer that persons found to have "aggressive", "dependent" or "escapist" tendencies (according to A.T.) will actually meet situations in overt ways characteristic of these trends.

- (b) "Escapist" trends do not necessarily grow out of a "need" to withdraw. They should probably be regarded in a negative way, as the inability of the organism to do anything but withdraw. The actual needs are more likely "aggressive" or "dependent". This formulation is quite in line, however, with the hypothesis of deficient "objective" and "subjective" security, since it reflects the weakness of the personality and hence its inability to cope with its needs in any but a withdrawing fashion.

5. "Dependent" tendencies are found to be more "normal" than either "aggressive" or "escapist" tendencies. While this finding needs further study, it seems plausible when one considers that a fair degree of compliance and subordination is required in a culture where inter-personal de-

pendence is essential for existence, and where the individual could hardly get along if left entirely to his own resources. Moreover, the experimental group was made up of college students who are still quite dependent on others.

6. While groups can be segregated by the A.T. to show excessive tendencies in the direction of "aggressiveness", "dependence" and "escapism", all three characteristics are found to some degree in all subjects, and hence the theory is substantiated that one can speak only of relative trends in one or the other of the three patterns.

The results thus far achieved would seem to warrant further exploration and development of the A.T.

SUMMARY.

The present study was undertaken as a second step in the evaluation and standardization of the Absurdities Test, which was originally described in the writer's unpublished Master's thesis. The A.T. was conceived as a means of testing the hypothesis that the relative degrees of "objective" and "subjective" security present in an individual, will create characteristic reaction patterns. Three basic "modes of adjustment" as distinct from the "normal", were postulated: "aggressiveness", "dependence" and "escapism". The A.T. was constructed to permit the subject to "project" his own characteristic behavior tendencies into his test responses, thus avoiding the pitfalls of self-ratings. At the same time, the A.T. offers facility and objectivity of scoring equal to the conventional personality inventory.

The purpose of the research described here, has been the validation of the A.T. A group of 628 college students was used. From this group 40 subjects were selected to take the validation tests consisting of Rorschach Test and Thematic Apperception Test. The validation group consisted of four groups of ten subjects each (five men,

five women), designated as "Aggressives", "Dependents", "Escapists" and "Normals". Subjects were assigned to the first three groups on the basis of A.T. scores of 1.5 S.D. or higher above the mean in the corresponding test pattern ("aggressive", "dependent" or "escapist"). The "Normals" served as controls. Their scores on the A.T. were average or near average on all three patterns. Analysis of Variance technique was used to determine statistical reliability of the relationships that were found.

The results of the validation study support the assumption that subjects with extreme scores on one of the three A.T. patterns tend to react (at least covertly) in the characteristic ways as judged by Rorschach Test and TAT. The main conclusion to be drawn is that the A.T. can be expected to select groups of college students who show these hypothetical trends of adjustment. However, individual prediction is not possible at the present stage of standardization of the A.T.

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APPENDIX 1.

THE ABSURDITIES TEST

PLEASE MAKE NO MARKS ON THIS FORM

1. A man goes for a walk. Suddenly he finds that he has walked into a parade. He would:
 - a. March right along and sing louder than anyone else.
 - b. Ask someone for the time and declare that he must go home for supper.
 - c. Take the flag away from the flag-bearer and carry it to city hall.
2. A man is stopped on the street by a Frenchman who asks him something in French which he doesn't understand. The man would:
 - a. Ask him to talk more loudly since he doesn't know French.
 - b. Take him home and show him to his children.
 - c. Recite a German poem that he had learned in highschool.
3. A lady walks on the street when someone pours a bucket of water out of a window and she becomes soaking wet. She might:
 - a. Take off her shoes and stockings and walk home barefoot.
 - b. Smile happily because it occurred to her that she wouldn't have to take a bath for a while.
 - c. Call the fire department and demand that they return the compliment.
4. A college boy walks into class one day and finds that an exam is being given that had not been announced. He would:
 - a. Run out as fast as he could and call for help.
 - b. Insist that the professor dictate the answers.
 - c. Drink a bottle of ink and hope that it will improve his mind.
5. A man takes a trip to Mexico. On a sight-seeing jaunt through a city he loses his way. What would he most likely do?
 - a. Stop every other woman who passes by and ask her to help him out of his predicament.
 - b. Call the President of Mexico and tell him that they had better teach English in all their schools.
 - c. Sit down on the curbstone and dream about Seattle.
6. A salesman persisted for an hour in trying to sell a woman a vacuum cleaner. She'd probably:
 - a. Pay him twice the price of the vacuum cleaner to make him happy.
 - b. Wonder secretly why he wears a blue tie with a green shirt.
 - c. Throw the breakfast cereal in his face.
7. A college boy has an important matter to discuss with his professor. The matter must be settled without delay. When he comes to the professor's office, he finds him talking to the dean. He should:
 - a. Barge in and start discussing his problem without paying any attention to the dean.
 - b. Hunt up his roommate and ask him to go in for him.
 - c. Decide that nothing in life is really important and join some of his friends in a game of bridge.
8. A man was reading at home one evening when a burglar entered through the window and demanded a large sum of money. The man:
 - a. Used his influence to have the police commissioner fired because he did not see to it that people had better protection.
 - b. Saw the sky suddenly fill with angels.
 - c. Invited the burglar for dinner.
9. A man enters an elevator and asks to go to the tenth floor. At the fifth floor the operator tells him to get out, since it is the operator's lunch hour. The man might:
 - a. Sit on the steps and read the last act of "Hamlet".
 - b. Write a letter to the newspaper and demand that all unions be abolished.
 - c. Go with the operator and buy him a drink.
10. After a few years in college a boy found that he was very low in scholarship, had not taken part in college activities, and had no real friends. What would he do?
 - a. Be sure to get nine hours' sleep every night.
 - b. Get married and hope that his wife will help him through school.
 - c. Write to the college president and complain about the faculty.
11. If a person saw a large nude picture of himself in a shop-window, would he:
 - a. Consult the sports editor as to what to do.
 - b. Smash up the whole shop with an axe.
 - c. Move to another city.

12. If a person were told in the presence of others that he was crude and disagreeable, would he:
 - a. Be happy to be given a chance to learn about his weaknesses.
 - b. Leave the neighborhood and change his name.
 - c. Tell him that he had no right to talk since his own father had died in jail.
13. The son of a famous mathematician flunked his highschool algebra. His father doesn't know yet. He should:
 - a. Tell his father in no uncertain terms that he thinks mathematics is suited only for stick-in-the-muds.
 - b. Congratulate his father on his outstanding achievements.
 - c. Hereafter speak only French.
14. A man lost his job and realized that this might mean starvation for his family. He might:
 - a. Join the communist party in protest.
 - b. Move his bed to the basement and spend most of his time there.
 - c. Send his wife to business school and hope that she will take over.
15. A young man was very hungry. He walked into a Restaurant to get something to eat. When the waiter brought his order, he refused to eat, but walked out of the restaurant. Why?
 - a. He'd seen his former sweetheart sitting at another table, and he was afraid she might see him.
 - b. He noticed the man with whom his wife had run away go by outside, and he decided to get even with him right then and there.
 - c. He had forgotten to call his wife and ask her if it was alright if he ate out.
16. A man said he was sorry he had never married. The best reply would be:
 - a. Why be sorry; think of all the books you can buy and movies you can go to.
 - b. I don't see why you should be; noone cooks better than your mother.
 - c. You don't know how lucky you are; women mean ruin to a man.
17. A mother learns that her neighbor has been spreading stories about the bad behavior of her little boy. She might:
 - a. Apologize to the neighbor and tell her to give her son a good spanking if he ever misbehaves again.
 - b. Take the matter before the court.
 - c. Put up a high fence between the houses, and hope that she will never see the woman again.
18. A co-ed is to receive a prize on the stage of the auditorium. Just as she steps up her skirt falls down around her ankles. She would probably:
 - a. Sit down on the floor and call for help.
 - b. Take the next plane to Honolulu.
 - c. Rave for an hour about discrimination against the feminine sex.
19. Eating lunch at a restaurant, a woman saw her husband sitting at another table with a beautiful woman. She might:
 - a. Send the waiter over with a nasty note, asking when she could have her husband back.
 - b. Rush right out and enroll in a correspondence course on "How to be and remain glamorous."
 - c. Go to a movie to admire Hedy Lamar.
20. A famous scientist is giving a lecture. When someone in the audience gets up and calls him a liar, he would:
 - a. Pick up the waterpitcher and throw it in the man's face.
 - b. Look surprised and begin singing the Marseillaise.
 - c. Thank him sincerely for his frank opinion, and promise to revise his ideas.
21. A man is running to catch a train. When he arrives at the station, he sees the train pulling out. He would probably:
 - a. Forget about the trip and talk the station employes into a crap game.
 - b. Set the station on fire.
 - c. Buy stock in the railroad company, because their trains are always on time.
22. A lecturer is trying to sell his audience on an important new invention. The audience jeers. He probably:
 - a. Decides that the majority is usually right and destroys his invention.
 - b. Buys a season ticket to the opera.
 - c. Tells them that they are all in need of a mental examination.

23. A girl goes to the movies with her boyfriend. She takes off her shoes because they hurt her. When the show is over one of them is missing. She would:
- Break off with her boyfriend for playing such childish tricks on her.
 - Walk out with one shoe and apologize to everyone who sees her.
 - Change seats and see the show over again.
24. A young doctor was assisting a prominent surgeon during an operation. Suddenly the surgeon walked out of the room. The assistant:
- Turned on the radio and relaxed.
 - Yelled at the nurse because she had not locked the door.
 - Asked the patient if he had seen his instruments.
25. A college boy found that he was flunking every subject. He:
- Gave a dinner party at a swanky inn to which he invited all his professors.
 - Declared loudly that there was no justice in the world.
 - Started to walk in his sleep.
26. If a man found that his friends weren't paying any attention to him and were drifting away from him, what might he do?
- Let out all the dark secrets he knew about them.
 - Spend most of his time in his garden.
 - Ask his nephew to plead his case for him with his friends.
27. A woman goes into a rather crowded grocery store. The clerk repeatedly waits on others first who had come in after her. She would:
- Admire the pretty pictures on the vegetable cans.
 - Declare loudly that democracy did not seem to work in some places.
 - Wait patiently outside until everybody else had been waited on.
28. Two men are playing cards and one of them suspects the other of cheating. He probably:
- Developed a migraine headache.
 - Picked him up bodily and kicked him down the steps.
 - Called him a lucky devil for winning so much.
29. A student was told shortly before graduation that he probably wouldn't be passed. He might:
- Thank his professor for warning him and start in again as a freshman.
 - Start a whispering campaign about the college president.
 - Buy a bar and become his own best customer.
30. A man was walking past a theater when the stage manager came running out and asked him to take the part of an actor who had just passed out. He would:
- Count his buttons to decide what to do.
 - Walk right by him and straight out of town.
 - Reply: "Sir, you deserve a punch in the nose."
31. A man was giving a welcoming address to the guest of honor at a banquet, and he found he had forgotten the guest's name. He probably:
- Fired the headwaiter.
 - Sent a telegram to "Who's Who" and smiled apologetically until the answer came.
 - Changed the subject immediately.
32. Mrs. Miller would never let her husband smoke his pipe after dinner. He would:
- Break the dining room furniture.
 - Forget his wife's name.
 - Be grateful to her for being so interested in his health.
33. Edna bought a pair of gloves, and when she came home she found that they were three sizes too large. She might:
- Misplace the gloves and forget about them.
 - Write a letter to the department store manager to have the salesgirl fired.
 - Give the gloves to the salesgirl as a present and buy a new pair.
34. An office clerk was reading the newspaper during business hours when his boss entered the room. He probably:
- Began to read the weather report.
 - Jumped up from his chair and offered it to the boss.
 - Prayed silently that the boss would slip and break his neck.

35. A man came to a meeting late and saw that he would have to cross a room full of people in order to get to the only vacant seat. He would:
- Apologize to the doorman.
 - Tell people how rude it was to start the meeting before he arrived.
 - Sit on a chair outside of the room and blissfully compose a poem.
36. A man goes out to play tennis. When he gets to the club, he finds that someone else is using his racket. He would probably:
- Express his sincere pleasure at having such an outstanding player use his racket.
 - Go down-town and buy a fishing outfit.
 - Walk right up to the other fellow and hit him over the head with the racket.
37. A senior brought his girl to a small town highschool basketball game. He found that he had only one ticket, though he had bought two. What did he do?
- Threaten to beat up the ticket taker if not allowed to enter.
 - Ask the girl to wait until he went home to look for the other ticket.
 - Stand to one side and give his highschool cheer four times.
38. A man goes out to lunch. He discovers a fly in his soup. He would:
- Pour the soup down the waiter's back.
 - Put two teaspoonfuls of salt in the soup and proceed to eat it.
 - Offer the man next to him a dollar if he's get him another bowl of soup.
39. Jane Doe got lost in the woods. She might:
- Take a dose of sleeping medicine.
 - Write a letter to the governor and demand that all trees in the state be chopped down.
 - Follow a snake that's crawling along the ground.
40. Mary has jilted Jim. He will probably:
- Become a stamp collector.
 - Sing a serenade under her window three times a week.
 - Start a movement against female domination.
41. A man arrives at a hotel where he had reserved a room in advance. He is told that the room had to be given to someone else, and that there are no other vacancies. He should:
- Congratulate the man who got the room on his resourcefulness.
 - Swipe the keys of all the rooms.
 - Decide that hotels are too stuffy anyhow, and take the next train back.
42. A senior girl in college is always seen around with freshman and sophomore girls. How do you explain this?
- When she was a freshman, she's always wished that a senior would take an interest in her.
 - Her own classmates don't like the way she wears her hair.
 - She feels that the younger girls need supervision because they are too wild.
43. A lady goes to a dinner party in a neighboring suburb. She is wearing street clothes and finds it to be a formal party. She would:
- Declare loudly that this is a party of social climbers.
 - Apologize to everyone present for having shown such poor judgment.
 - Insist on wearing her topcoat and hat.
44. A girl misses classes all the time. What might account for her absences?
- Her I.Q. was so high that she felt it beneath her dignity to attend classes with common folk.
 - The color of the walls in the classroom gave her a headache.
 - She had heard that a smart girl could never be popular.
45. A young man takes his girlfriend (who is very rich) out to dinner. The waiter who brings him change for a \$20.00 bill shortchanges him \$10.00. The young man would:
- Decide that his eyesight must be failing and buy glasses.
 - Jump up and knock the waiter out.
 - Tell his girlfriend that he is glad to help out the poor devil of a waiter.
46. A woman is alone in her house at night. She hears steps approaching from the front porch. She might:
- Turn on the radio so loudly that all noises are drowned out.
 - Call up her aunt and ask her to hurry over.
 - Run upstairs and throw a chair through the window on the intruder's head.

47. A boy was waiting in a long line of people in a cafeteria. A stranger tried to get in line just ahead of him. He would:
- Give the man his own place and go to the end of the line.
 - Threaten to call the police and have him arrested.
 - Begin to sing: "It's a long way to Tipperary".
48. A man is to make a speech before a large audience. When he is about to begin, he realizes that he had lost his notes. He would:
- Ask someone in the front row to come up and speak in his place.
 - Begin reciting "Hiawatha".
 - Shout for his secretary and fire him on the spot.
49. A woman is working in her kitchen when she notices water dripping from the ceiling which is caused by a carelessness of the tenant in the upstairs apartment. She would:
- Turn the water supply off for the rest of the month.
 - Invite the neighbor to come down and rest, while she goes upstairs to repair the damage.
 - Hang the painting of a Dutch Master over the leaky spot.
50. John tried to convince the boys in his fraternity that they should have more social affairs in order to keep up their standing. Hardly anyone agreed with him. He should:
- Shout from the housetop that the revolution is coming.
 - Open all the windows to let in fresh air.
 - Privately congratulate each fraternity member on his excellent judgment.
51. A young girl sits in a crowded streetcar next to a man who gesticulates with a burning cigarette in his hand. A spark falls on her coat and burns a small hole in it. She would:
- Turn the coat inside out and smile happily at her own ingenuity.
 - Demand that the man buy her a new coat.
 - Wring her hands in despair and exclaim that she can't face her mother with the ruined coat.
52. A prisoner was promised his release if he completed a certain job within a definite time. Just as he was about to finish it, he broke a tool that was essential for the job and could not be replaced. He:
- Heard a voice telling him that the end of the world was approaching.
 - Heaved a sigh of relief that he can stay a little while longer.
 - Broke all the equipment in the workshop.
53. Irene's mother would never let her use the family car. She might:
- Tell her friends how considerate her mother is of her welfare.
 - Decide that driving is too dangerous anyhow and join a hiking club.
 - Elope with an automobile salesman.
54. Norma was in love with Tom. He paid no attention to her. She would probably:
- Henceforth be seen only in the company of her mother.
 - Call Tom's boss and tell him all the things Tom has said about him.
 - Write a book about the beauty of young love.
55. A man comes home and finds that his mother-in-law has moved in on him, without notice. He might:
- Train his dog to bark in front of her room for half an hour every night.
 - Offer her her choice of rooms.
 - Drink a few cocktails and relax.
56. If a man multiplies 16 by 2, and the answer is not 32, he should:
- Set fire to the schoolhouse.
 - Go in for deep sea fishing.
 - Marry a statistician.
57. A college girl is about to dress for a dance when she discovers that her roommate has taken her best formal with her on a week-end trip. She would:
- Take a long walk and come back when it is too late to go to the dance.
 - Stay home from the dance and be glad that at least her roommate can have a good time.
 - Rip one of her roommate's good dresses to pieces.
58. A banquet is given for a writer of recent fame by a prominent society woman. Dessert is served and the young author discovers that everyone but he has a fork left. He should:
- Put on a pair of gloves and eat his dessert with his hands.
 - Assure the waiter that he is not in the least hungry and more and carry the dessert back to the kitchen himself.
 - Pound on the table with his fist and demand better service.

59. A man goes to call for his wedding suit on the day it was to be ready - one day before the wedding. The tailor tells him that he can't possibly finish the suit in less than three days. The man would:
- Pay him an extra \$50.00 to be sure it will be ready in three days and postpone the wedding.
 - Have all the tailor's machinery removed during the night.
 - Decide that he is too young to get married anyway, and cancel the order for the suit.
60. A man reserves a seat on a train, and when he comes aboard finds his seat taken by a stranger. He will:
- Assure the man that he sits too much of the time anyway, and that he welcomes an opportunity to stand for a while.
 - Look out of the window and imagine he is flying.
 - Hold his seat reservation under the man's nose and tell him in a loud voice to scram.
61. Going up to church, a bride steps in a puddle and ruins her dress. She might:
- Blame it on the bridegroom and marry the best man.
 - Call up her mother and ask her forgiveness.
 - Take off the dress and hide it in her pocketbook.
62. A man gets on a bus and discovers that he has no money with him. He will probably:
- Divorce his wife because she made him wear a different suit.
 - Quit his job and become a farmer, so he would no longer have to ride a bus.
 - Wait at the next bus stop and hope his young son would come by on his tricycle and lend him a dime.
63. A young girl went out on her first date. When she got up to dance, she discovered that she was wearing her bedroom slippers. She probably:
- Exclaimed over the beautiful lighting effects on the dance floor.
 - Sent a telegram to Emily Post for advice.
 - Tore the slippers to bits and swore never to go out again.

APPENDIX 2.

Three samples of TAT stories and their analysis:

1. (Picture of young woman sitting on davenport, man standing behind her)

"This young lady is married to this man who looks older. She married him for convenience - good catch. She finds out that she is not happy and starts to flirt around. She falls in love with another man, but does not want her husband to know. She wanted to stay where she was with the social position and everything. She decided she was not going to see the other man any more and just wrote once in a while. Tried to discourage his letters, but he persisted. She just got a letter from him; she sat down to read it when her husband came up behind her and asked what she was reading. She tried to pass it off nonchalantly, but he wanted to know what it was. She made up a story about a man she met who made passes at her; she said no, and he began writing letters and that she could not do anything about it. Nice, docile soul, he believed it, and she kept money and position.

Analysis: Need: Money and position (achievement, recognition) (I-A) *
Reaction: she dominated the situation (defensive) (II-A)
Attitude: sly (which has aggressive implication) (III-A)

2. (Picture of girl running in foreground, second girl standing behind tree watching)

This is a sister - a younger sister and an older sister who is pretty and popular - this girl isn't. She could be if she were fixed up, but she being younger always has been neglected. The older sister is ready to go to a big dance - sister watching her, is envious. After the sister went out she thought if she tried she could do something - put on makeup as sister had done and curled her hair. when sister

* Letters in parentheses refer to classification of "Needs", "Reactions" and "Attitudes" described in the section Result of TAT.

came home late, she was amazed. The boy she had gone out with had a wire from a friend who wanted him to arrange for a double date; this solved their problem. The pretty little sister could go out with the boy.

Analysis: Need: There is sibling rivalry clearly indicated (competition) (I-B)
Reaction: "if she tried she could do something" (effort) (II-B)
Attitude: she is "envious" of the sister (competition) (III-A)

3. (Picture of partly nude woman on cot - man standing near her with arm covering face)

This could be the story of a happily married man with seven children, who innocently has a few drinks with some gal and it lead to a few too many. He went home with her and this picture could be after he's sobered up and the realization of what he has done just began to dawn on him. He's feeling very sad and remorseful about it, probably considering suicide. Then he starts thinking of wife and children and he went home and made a clean breast of it - told his wife everything. She was understanding and forgiving about it all. So he joined AA and lived happily ever after.

Analysis: Need: A few drinks too many and going with the girl reflect sensory needs (drink and sex) (I-D)
Reaction: confession and attempt at reform (submissive) (II-C)
Attitude: remorse (III-E)