

THE SELF-CENTERED ORIENTATION IN
INTERPERSONAL RELATIONSHIPS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

James I. Linden

1965

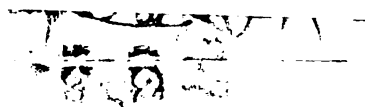
PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.

| DATE DUE | DATE DUE | DATE DUE |
|-------------|----------|----------|
| JAN 25 2001 | _____ | _____ |
| _____ | _____ | _____ |
| 05'02'02 | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

MSU Is An Affirmative Action/Equal Opportunity Institution

c:\crl\data\due.pm3-p.1

2-000



ABSTRACT

THE SELF-CENTERED ORIENTATION IN INTERPERSONAL RELATIONSHIPS

by James I. Linden

Although the concept of orientation to others has been theoretically defined and discussed (Jones and Thibaut, 1955; Bronfenbrenner, 1958), no one has ever empirically investigated whether people do differ reliably and consistently in the ways they orient themselves to others. The present research was designed to explore the following hypotheses:

1. People have consistent and reliable differences in their orientations toward other people;
2. Differences in these orientations are significantly related to traits of personality;
3. Differences in these orientations are significantly related to the ability to make accurate predictions about others.

To test these hypotheses, a projective test of orientation was developed (The Human Relations Scale). Its theoretical basis was Bronfenbrenner's delineation of orientation into first person, second person, third person and non-personal types. Scores on this test were then correlated with inventory measures of personality and

with measures of interpersonal sensitivity. Results of the first hypothesis revealed that the first person orientation was by far the most consistent of the four ($r = .77$), and that people who were first person oriented were least likely to have tendencies to the other three. (Correlation with second person orientation equalled $-.51$; with third person orientation equalled $-.29$; with non-personal orientation equalled $-.76$). This result was explained within the psychoanalytic theory positing self-orientation to be the most primitive of the four ways of looking at people, and thus the most likely to exist in the purest form. Either the first person oriented individual has never progressed past the self-oriented stage of development, or he has regressed back to that stage in the face of conflict.

Relationships between personality variables and orientation were also explained within the psychoanalytic concept of regression. First person oriented people were found to be more impulsive and emotional than others and it is these types of people who are most susceptible to escaping from frustration via defense mechanisms such as regression.

Non-personally oriented individuals were found to be calm, just the opposite of the emotional first person orientation. This relationship was explained from both an intuitive and a statistical point of view.

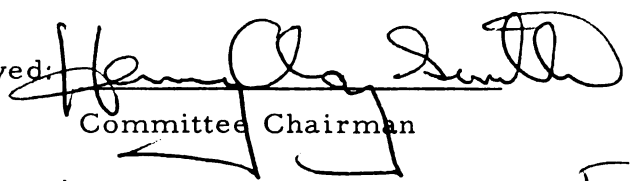
James I. Linden

A relationship was also found between second person orientation and achievement motivation. Since the tests were given in a classroom situation and since the second person alternatives were the most altruistic, grade-conscious students seemed to express their motivation by marking the "best" answers in each case.

The only finding relevant to the third hypothesis was a trend ($r = .43$) in the first study between third person orientation and second person sensitivity. If this relationship is validated with a more refined test of orientation it would mean that sensitivity training programs should attempt to change trainees' orientations to third person; i.e., we will be better able to make predictions of what a person thinks of himself if we look at him through other people's eyes.

Although the findings of this study were essentially negative, the possibility of significant relationships between orientation to others and the ability to understand people remains, and its potential implications are so important that further refinement of the Human Relations Scale may be helpful in clarifying the presently uncertain relationship between orientation and sensitivity to people.

Approved:


Committee Chairman

Date:

November 29, 1965

THE SELF-CENTERED ORIENTATION IN
INTERPERSONAL RELATIONSHIPS

By

James I. Linden

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Psychology

1965

To my parents,
Samuel and Evelyn Linden,
who taught their children
the meaning of sensitivity;
and to my brother,
Russ,
who learned his lesson well.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to Dr. Henry Clay Smith. His patience, understanding and stimulating ideas were of immeasurable importance in the execution of this thesis.

My thanks are also extended to Dr. Joseph Reyher and Dr. John H. Wakeley for their helpful suggestions and criticisms.

TABLE OF CONTENTS

| | Page |
|---|------|
| ACKNOWLEDGMENTS | iii |
| INTRODUCTION | 1 |
| HISTORY OF THE PROBLEM | 2 |
| Types of Orientation | 2 |
| Orientation and Personality | 5 |
| Orientation and Sensitivity to People | 7 |
| HYPOTHESES | 13 |
| METHOD | 14 |
| The Human Relations Scale | 14 |
| Inventory Measures of Personality | 18 |
| The Measures of Sensitivity | 19 |
| RESULTS | 24 |
| Hypothesis 1 | 24 |
| Hypothesis 2 | 26 |
| Hypothesis 3 | 29 |
| DISCUSSION | 30 |
| SUMMARY AND CONCLUSION | 38 |
| REFERENCES | 41 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Factor loadings and reliabilities of the five personality scales, the Protebob Intentry | 20 |
| 2. Internal consistency reliabilities of the four types of orientation | 24 |
| 3. Internal consistency reliabilities of the final administration of the Human Relations Scale. . . | 25 |
| 4. Intercorrelations between the four types of orientations | 26 |
| 5. Correlations between first person orientation and emotionality | 27 |
| 6. Correlations between first person orientation and impulsiveness | 27 |
| 7. Correlation between non-personal orientation and calmness | 28 |

LIST OF APPENDICES

| Appendix | | Page |
|----------|---|------|
| A | The Human Relations Scale | 45 |
| B | The Protebob Personality Inventory | 54 |
| C | Test of ability to judge people | 58 |
| D | The Human Relations Scale in final form . . | 67 |

INTRODUCTION

The literature of social sensitivity reveals little research on how individuals orient themselves to others. While the concept of orientation has been discussed and defined (Jones and Thibaut, 1955; Bronfenbrenner, 1958), no one has investigated the crucial question, "Do people have enough consistency and stability in their orientations to justify the use of such a concept?"

The present study was therefore based on the following assumptions: 1) People have consistent differences in the ways they orient themselves to others; 2) differences in peoples' orientations are related to traits of personality; and 3) these differences are related to the ability to understand others. To test these assumptions, a projective test of orientation was developed, and scores on it were related to inventory measures of personality and to tests of the ability to understand others.

HISTORY OF THE PROBLEM

In this section, a discussion of orientation to others is followed by a review of the relationship of these orientations to personality and to sensitivity--the ability to make accurate predictions about others' behavior.

Types of Orientations

We assume that each person has a frame of reference from within which he observes and evaluates others in terms of their behavior, their feelings and their attitudes. We have called this frame of reference, or set, "orientation." The following review is based on Bronfenbrenner's classification of interpersonal sensitivity into four types--first person, second person, third person and non-personal, and on Jones and Thibaut's division of orientation into the first, second and third person types.

First person orientation

First person orientation refers to a set or frame of reference adopted in interpersonal relationships in which the perceiver interacts with others on the basis of what the others think of him.

This is analogous to what Bronfenbrenner calls first person sensitivity, or A's ability to predict what others think of A. Jones and Thibaut's

conception of first person orientation is based on a motivational factor causing the individual to perceive another from a "What can he do for me?" frame of reference. The interaction will continue as long as the person is seen to be able to offer the perceiver material or psychological comfort. Jones and Thibaut divide this set into four categories on the basis of the type of motivation responsible for the first person orientation. 1) The greater our need to learn about our environment, the more positively a person will be regarded if he is reliably informative. 2) The more insecure we feel about our values and opinions, the more attracted we will be to those who agree with our way of thinking. 3) The more we are motivated to control others, the more we will be attracted to those who play the submissive role in their interpersonal interactions. 4) Finally, the stronger our need to achieve a goal, the more we will like those who can facilitate its attainment. In all of these situations, the questions implicitly asked by the perceiver are, "What does this person think of me?" and "What can he do for me?", " the essence of the first person orientation.

Second person orientation

Second person orientation has been conceptualized in this research as a frame of reference or predisposition in an interpersonal interaction based on a motivation to understand the determinants of another's behavior unrelated to his association with the observer. The observer asks himself, "What does this person think of himself?

Why does he behave the way he does?" This orientation is derived from Bronfenbrenner's concept of second person sensitivity, or A's ability to predict what B thinks of himself. Jones and Thibaut call this type of inferential set the "causal-genetic set" in which the observer views others from a deterministic point of view. The person is not seen as controlling his behavior completely, as there are many parts of his overt behavior which seem logically unrelated to each other. These "missing links" are supplied by the observer according to his own implicit theory of personality. Chance and Meaders' (1960) concept of psychological-mindedness is similar to second person orientation; i.e., "Why does this person behave the way he does?"

Third person orientation

A person is said to have a predominantly third person orientation when he evaluates another on the basis of what the other person's friends think of him. "How does he fit into his social milieu? Is he well-liked by his associates?" are some of the questions this observer might be thinking. Jones and Thibaut call this the "situation-matching set," an inferential set based on a tendency to judge people in terms of how they fit into the situations or social patterns in which they live. This type of orientation is based on Bronfenbrenner's concept of third person sensitivity; however, where third person sensitivity refers to A's ability to predict how B feels about others,

third person orientation derives from A's motivation to evaluate B on the basis of what B's friends think of B.

Non-personal orientation

Non-personal orientation is a frame of reference adopted in interpersonal interactions based primarily on observing the objective facts of the situation with little interest or motivation to determine what the person thinks of himself, what he thinks of the observer, or what his friends think of him. The non-personally oriented individual sees others in an objective, impersonal light, devoid of his relationships with others. This type of orientation is analogous to Bronfenbrenner's concept of non-personal sensitivity, or the ability to make objectively validated predictions about another unrelated to his person-to-person interacts. Questions the non-personally oriented individual asks himself might be, "How much does he weigh? Does he have a college degree? Is he creative?"

To summarize, the four ways individuals orient themselves to others in their social interactions are based on four different motivational factors: "What does this person think of me?" (first-person), "What does he think of himself?" (second person), "What do his friends think of him?" (third person), and "What are the objective, unbiased facts about this individual?" (non-personal orientation). We have assumed that the motivational orientation a person adopts in his social interactions is a relevant variable in the individual's personality and in his ability to understand others.

Orientation and Personality

Below is a summary of work done concerning the ways people orient themselves to others as related to various personality characteristics.

According to most psychologists (especially psychoanalytically oriented ones), the newborn child is completely narcissistic. He is concerned with satisfying his drives, naive of the existence of other people in the not-self world. Even when he learns that there are objects which are not self, he is concerned primarily with self-satisfaction, and evaluates others (mother, breast) in terms of their ability to satisfy his instinctual drives (Sullivan, 1945). Thus, according to psychoanalysis, the new-born child views others from a narcissistic, self-oriented point of view, and it is only later by achieving meaningful object relations and a sense of reality that other ways of evaluating people develop (Fenichel, 1941).

Dymond (1949) found people who assume little similarity with others (i.e. of low empathy) to be first person oriented and emotionally immature, further evidence for the relationship between first person orientation and primitive modes of behavior.

In a study conducted by Chance and Meaders (1960) it was found that people of high empathic orientation (i.e., those who tend to see themselves as being quite similar to others) were non-conforming and socially aloof. Further, they established a significant

negative relationship between "psychological mindedness" (second person orientation) and empathy. People oriented in their social interactions toward putting themselves in the other's place were less accurate in the amount of similarity they assumed than the less psychologically minded. Mullin (1962) confirmed this finding by concluding that empathic drive or psychological-mindedness was negatively related to accuracy of assumed similarity: the more we try to empathize with others, the less we actually succeed.

It seems plausible to assume that since third person oriented individuals judge other people on the basis of what others think of them, people of this orientation would have a low self-concept and have little confidence in their own abilities. Since low self-esteem is often caused by destructive parental attitudes (Sullivan's "reflected appraisals," 1945), attitudes of both peers and adults might well be major determinants of third person orientation.

We have conceived the non-personally oriented individual to be the calm, even-tempered member of the group, a person who interacts with others from within an objective, impersonal frame of reference regardless of their relationships with other people.

Orientation and Sensitivity to People

The greatest potential significance of differentiating and categorizing interpersonal orientations is that if they do indeed exist

as we have postulated, one or more of them may profoundly influence our observations of others and our ability to understand their behavior. If this is so, if orientation is a relevant variable in understanding others, it may have profound implications on the goals and methods of training in interpersonal sensitivity.

The Components of Sensitivity

Sensitivity to people may be operationally defined as the ability to predict accurately another's thoughts, feelings or actions in a given situation (Smith, 1966). Before Cronbach's study in 1955 investigators of social sensitivity had implicitly assumed that the trait they were studying was a unidimensional one. That this was not the case was established by Cronbach. Below is a summary of the components of sensitivity, and of relationships which may exist or have been found to be present between types of orientation and the ability to understand others.

A person's level in judging others is his general tendency to rate others high or low on an evaluative rating scale. Level accuracy refers to the degree to which a person's level corresponds to the actual level of the person judged, as measured by ratings he gives himself on the same traits.

Spread refers to the amount of the rating scale a judge uses in his judgments of others. The degree to which his rating deviations correspond to those of the self-rating is a measure of spread accuracy.

The concept of empathy has been theoretically discussed and defined numerous times in the literature (Titchener, 1915; Lindzey, 1954; Newcomb, 1957; Kuenzli, 1959; Silkiner, 1962; Mullin, 1962; Broxton, 1963). However, the first person to operationalize the definition was Dymond in 1948. Her tests of empathy attempted to measure the amount of similarity people assumed with members of the same and opposite sex. The amount of assumed similarity was called empathy. Empathic accuracy was the accuracy of assumed similarity--the degree to which assumed similarity corresponded to actual similarity. Dymond found high empathizers to be introverted, emotionally immature, self-centered (first person oriented), and to have had unsatisfactory early family relationships.

Group sensitivity (called stereotype accuracy by Cronbach) is a person's ability to predict the typical attitudes, interests and behavior of a particular group (Johnson, 1963). Johnson found this ability to be related to leadership, linguistic talent, liberalism, non-conformity, observational accuracy and the ability to profit from experience. Bronfenbrenner showed group sensitivity and interpersonal sensitivity to be virtually unrelated ($r = .05$).

Interpersonal sensitivity was defined by Grossman as "the ability to differentiate between individuals in terms of their thoughts, feelings, and attitudes, and, to use this knowledge in making predictions about the individual" (1930). Grossman found

the ability to be generalized over sexes and to be associated with observational perceptiveness and open mindedness. Bruni (1963) confirmed the relationship between observational perceptiveness and the ability to make predictions about an individual.

Bronfenbrenner's theoretical and empirical study on the methodological considerations involved in measuring sensitivity divided interpersonal sensitivity into four categories; first, second, third and non-personal. Since our conceptualization of the four types of orientation is based on Bronfenbrenner's four types of sensitivity, relationships between orientation and the ability to understand others will be discussed here.

The more first person orientated we are, the less will be our ability to understand and empathize with other people. If we concern ourselves with others only to the extent that they can be of use to us or think highly of us, how can we be observant enough (Bruni, 1958), empathic enough (Mullin, 1962; Dymond, 1954), sensitive enough (Grossman, 1963; Johnson, 1963) or interested enough in others to understand them and make valid judgments about them apart from their relationships with us? If this degree of first person orientation existed, sensitivity would be non-existent and ego-centrism would rule. A major goal of sensitivity training programs (Wechsler, 1962) is to reduce the degree to which people are first person oriented, enabling them to see others in a light uncolored

by the others' relationship to them. Classical Psychoanalysts strive to "remove themselves from the situation" and look at the patient from as non-ego-involved a frame of reference as possible. The reason that they undergo analysis themselves is to be able to recognize when their judgments are being colored by an ego-involvement on their part (countertransference; Wolstein, 1964).

Second person sensitivity (the ability to predict what another thinks of himself) is similar to Golden's E_2 (Empathy₂), or the ability to judge another's judgments of himself. In other words, how closely do my predictions of X's self-rating scale correspond to his actual scale (Golden, 1953)? While this ability might seem to be a direct function of second person orientation, many studies have shown that empathic drive is unrelated to ability in this area (Mullin; Chance and Meaders). In fact, numerous studies have shown that clinical psychologists, who are most definitely "psychologically minded," are no better at predicting certain kinds of behavior than are non-psychologists_x (Estes, 1938; Luft, 1950; Weiss, 1963). Clinicians would argue that all of these studies were concerned with predictions of present or past behavior and that none pertained to predicting how an individual will behave in the future under stress or anxiety-producing situations, an essential component of sensitivity to clinicians.

Golden defines E_1 as "the ability to judge others' judgments of others, " an ability which would seem to be related to third person orientation, or the motivation to determine what A's friends think of A. As mentioned, this differed slightly from Bronfenbrenner's idea of third person sensitivity (see page 4) .

Non-personal sensitivity as defined by Bronfenbrenner refers to "A's recognition of B's feelings about certain physical objects or abstract ideas which have no reference to particular individuals or groups." This ability would seem to be related to non-personal orientation, in which the observer is concerned with impersonally evaluating an individual's behavior and predicting his general feelings about life.

HYPOTHESES

The preceding review of the literature on orientation and its relationship to personality and sensitivity suggests a myriad of potential hypotheses relating the three variables. The present research, however, was designed primarily to investigate the nature of the ways people orient themselves to others, and how these orientations are influenced by personality and affect our ability to understand others. Therefore, the following general hypotheses were explored:

1. People have consistent and reliable differences in their orientations toward other people;
2. Differences in these orientations are significantly related to traits of personality;
3. Differences in these orientations are significantly related to differences in the ability to make accurate predictions of others.

METHOD

To test these hypotheses, the major task was to construct a projective test (The Human Relations Scale) in order to differentiate and measure the four types of orientation to others. The measures of orientation were then correlated with scores on a five-factor personality inventory (The Protebob Personality Inventory) developed by Grossman. To test the relationships between orientation and sensitivity, measures of the latter were obtained from various sensitivity tests described below.

The Human Relations Scale

The Human Relations Scale measuring orientation to people is a projective test consisting of fifty-two multiple choice questions based on hypothetical situations involving various kinds of interpersonal interactions. The subjects are asked to pick the alternative which most closely approximates the way they think the hypothetical person would behave in each situation. Each alternative in every item represents one of the four types of orientation to others; therefore by adding the number of items a person answers from each orientation we can determine to what extent each orientation is present in his personality. Following is the method used in developing the final form of the Human Relations Scale.

The first Human Relations Scale consisted of eighty-nine items constructed on the basis of trichotomizing the concept of orientation into what we now call first, second, and third person orientations. At this point in the research, non-personal orientation was not included in the test. Furthermore, the conceptualization of first, second and third person orientations was not the same as it became later, the three types being called self, other and social orientations, respectively. A person with a "self orientation" was said to interact with others on the basis of "What kind of friend would this person be?" This is similar to first person orientation, which is based on answering the question "What does this person think of me?" An "other orientation" was based on a desire to understand the reasons for the other person's behavior: "Why does this person behave as he does?" This is virtually the same as our present second person orientation. Finally, the "social orientation" was one in which the person asks, "How does this individual function in his social milieu?" similar to third person orientation, which is based on the question, "What do others think of him?" The eighty-nine items used in the first H-R Scale were constructed and refined with special emphasis on equating the social desirability of each alternative. That is, the items were reworded and modified to attempt to have each choice on each item be answered by approximately one-third of the subjects.

The second H-R Scale had two major revisions. First, the addition of the non-personal orientation alternative to each item; second, a process of reducing the total number of items from the original eighty-nine down to fifty-six by the final administration of the form. It was with the second form of the H-R Scale that the current names of the four types of orientation came into being. The test was constructed so that each item (or interpersonal contact situation) had four alternatives corresponding to each of the four possible orientations. Each subject was again asked to pick the alternative which most nearly expressed how he thought the hypothetical person would behave in the ambiguous situation. A sample question follows:

The Case of Albert: Little Albert is a schoolboy in Germany. He is doing below average work in math and sees his teacher for help. What is Albert thinking during the conference?

1. "He is one of my best teachers." (N)
2. "I wonder if he's interested in helping me." (1)
3. "I wonder what kind of teacher he thinks he is." (2)
4. "I wonder if his colleagues respect him for seeing students like me." (3)

In the above example, if a person answered number one he would be said to have had a non-personal orientation in this situation. It is an objective statement about the person, unrelated to his feelings about or relationships with others. Number two is obviously a first person alternative, revealing a preoccupation with the person's feelings

toward "me." Number three asks, "What does this person think of himself?", "our definition of second person orientation; and number four is an attitude based on the teacher's reputation with others, or third person orientation.

The statistical refinement and shortening of the test was done by a series of administrations to various classes at Michigan State University during the Winter Term, 1965. After each administration a social desirability test was done to attempt to even the proportion of subjects answering each alternative. In addition, item analyses were performed after each administration to improve those alternatives which proved to be negatively discriminating. That is, if the twenty-seven per cent who scored the highest on first person orientation answered a particular item from a first person orientation less often than the lowest twenty seven per cent, this item was "negatively discriminating" and either dropped from the test or radically modified before being used in the next form of the scale. The item analysis was applied until the test was shortened to fifty-six items, consisting of the most discriminating of the original items in the scale.

The third H-R Scale was a further refinement of the fifty-six item scale used in the Winter, 1965, study. It consisted of the fifty-two most discriminating items from the above test, plus some rewording of certain items to improve their social desirability.

A copy of the H-R Scale is found in Appendix A. The sample question on page 16 illustrates the structure of the instrument.

A final statistical refinement of the Human Relations Scale consisted of scoring only those items which proved to be positively discriminating by at least twenty per cent. It consisted of forty-two items of two, three, or four alternatives each, with each type of orientation appearing about thirty times. The final form of the Scale is shown in Appendix D.

The Inventory Measures of Personality

To test the hypothesis that different types of orientation are associated with traits of personality, measures of the latter were obtained from a five-factor personality inventory. Development of the five personality factors used in this study began with Hershey's (1958) condensation of numerous items from various personality scales (MMPI, etc.) into twenty-two separate scales, each measuring a particular factor. Using these twenty-two variables, Grossman (1963) again factor analyzed and isolated five virtually independent personality traits. These traits were measured by scales of sixty items each in the Fall of 1964 and Winter of 1965. In the Spring of 1965 Grossman again item analyzed the sixty items down to forty on each of the five scales, using the forty items which showed the highest correlations with each over-all scale. (See Appendix B for

the final form of the Protebob Personality Scale.) Table 1 shows the four or five highest factor loadings for each of the five basic personality traits used in the final form of the scale, along with each scale's repeat reliability, and internal consistency.

Other personality variables correlated with orientation were: (1) each subject's overall grade-point average at Michigan State University; (2) each subject's scores on the College Qualification Test, taken by all entering freshmen, and (3) scores on class quizzes and examinations taken by the students as a part of the regular course work.

The Measures of Sensitivity

To test the hypothesis that orientation is a relevant variable in the process of understanding others, measures of sensitivity were correlated with scores on the Human Relations Scale. Measures of social sensitivity were obtained from the Cline Film Tests and from Silkiner's Test of Ability to Judge People. The components of social sensitivity measured by these scales were observational and inference accuracy.

Observational accuracy is an important component of sensitivity. People who are observant tend to be able to predict the behavior of groups (group sensitivity) and differences between individuals (interpersonal sensitivity) better than non-observant

Table 1. --Factor loadings and reliabilities of the five personality scales, the Protebob Inventory

| The Basic Traits and Related Traits | | | Reliability of Measures | |
|-------------------------------------|----|-------------------------|-------------------------|-----------|
| | | | Internal Consistency | Stability |
| 1. <u>The Cautious</u> | vs | <u>The Bold</u> | .88 | .83 |
| Submissive | | Dominant | | .79* |
| Low activity level | | High activity level | | .71 |
| Low self-confidence | | Self-confident | | .63 |
| Pessimism | | Optimistic | | .62 |
| Anti-social | | Sociability | | .59 |
| 2. <u>The Irritable</u> | vs | <u>The Bland</u> | .88 | .81 |
| Emotional | | Calm | | .79 |
| Critical | | Amiable | | .74 |
| High sensory awareness | | Low sensory awareness | | .55 |
| Cold | | Warm | | .34 |
| Expressive | | Inhibited | | .32 |
| 3. <u>The Introverted</u> | vs | <u>The Extraverted</u> | .90 | .92 |
| High artistic values | | Low artistic values | | .72 |
| Low economic values | | High economic values | | .68 |
| Introverted thinking | | Extraverted thinking | | .64 |
| Low manifest sexuality | | High manifest sexuality | | .55 |
| 4. <u>The Impulsive</u> | vs | <u>The Controlled</u> | .80 | .80 |
| Unambitious | | Ambitious | | .82 |
| Unorganized | | Organized | | .77 |
| Low emotional control | | High emotional control | | .50 |
| Gregarious | | Aloof | | .37 |

| 5. The Rationalists | vs | The Empiricists | .90 | .94 |
|--|----|-----------------------------------|-----|-----|
| Resistance to change (conservative) | | Readiness for change (liberal) | .67 | |
| Religious believer | | Religious skeptic | .66 | |
| Social conformist | | Nonconformist | .59 | |
| Nonscientific | | Scientific | .49 | |

* Factor loadings of the related traits.

Steps in the Development of the Protebob Inventory:

1. Neutralizing items: Items have been worded and selected so that students differ widely on every item as to what they consider the most desirable answer.
2. Equalizing "true" and "false" answers: To obtain the lowest or highest score on any of the scales it is necessary to have answered half of the items "true" and the other half "false."
3. Item analysis: The scales have been item analyzed so that answers on each of the items within a scale are closely related to each other. Consequently, the internal consistencies are high (.80 to .91).
4. Factor analysis: The five basic traits are defined by the factor analysis of scores on 25 separately measured traits. The correlation shown under the basic traits (i.e., dominant, .79) shows how heavily that trait is "saturated" with the factor.
5. Readministration: The scales have been readministered to the same students after 10 weeks to determine the stability and the independence of the measures. Result: stabilities are high (.80 to .94) and the scores on one scale are virtually unrelated to scores on the others.
6. Validation: One indirect evidence of validity is the high congruence of the basic traits with theoretical views of a wide variety of theorists.

people (Johnson, 1963; Grossman, 1963). Measures of observational accuracy were obtained by using Cline's (1955) film tests of three men and three women, each lasting five minutes. The test used to determine subjects' accuracy was originally developed by Harris (1962) and subsequently modified by Bruni (1963) and Grossman for use in this study. Two measures of observation were obtained: Appearance--the judge's accuracy in observing the physical characteristics of the six people in the films; and Conversation--accuracy in observing what the interviewee said during the five minute interview. The Cline films were used in both the first and second studies (Fall and Winter, 1964-65). There was no measure of observational accuracy in the Spring study.

Inference accuracy is synonymous with social sensitivity, referring to a person's ability to make inferences about others' behavior in given situations. Again the Cline films were used in the Fall and Winter studies with modifications of the six separate instruments (one for each interviewee) used by Cline (1960) in conjunction with the same filmed interviews. Each instrument consisted of thirty true-false items concerning inferences about the interviewee that might be made from observing him in the film. These were then compared with what the interviewee actually said of himself on the same items concerning his personality characteristics, beliefs, family relations and future actions. Measures of second person

inference (what the interviewee thinks of himself--the same as second person sensitivity) and third person inference (what others say about him--third person sensitivity) were obtained from these thirty item instruments.

The measure of inference accuracy used in the Spring study was Silkiner's unpublished (1960) expansion and revision of a test developed by Trumbo (1955). Silkiner's final form had an odd-even reliability of .77 and a test-retest reliability of .59, both higher than Trumbo's original test. Silkiner's test of Ability to Judge People consists of 145 true-false questions about a number of actual case histories. It contains a combination of second, third and non-personal inferences so that direct comparison with the Cline test was not possible. Therefore, the obtained measurements are an indication of the subjects' overall inference accuracy (or sensitivity) regardless of the second, third or non-personal sub-groups. A copy of this test is found in Appendix C.

Because of practical difficulties in obtaining measures of first person sensitivity, there were no measures of this type obtained in the present study.

RESULTS

The first hypothesis, that people have consistent differences in their orientations, was only partially confirmed. "Consistency" of orientations was measured by each scale's internal consistency reliability (using Kuder-Richardson's formula No. 20). The only sub-scale which showed significant reliability was that measuring first person orientation.

Table 2. --Internal consistency reliabilities of the four types of orientation (N = 50)

| Orientation | Reliability (K-R No. 20) |
|---------------|--------------------------|
| First person | .77 |
| Second person | .45 |
| Third person | .26 |
| Non-personal | .47 |

Item analysis of the test revealed that some items had alternatives with discriminations of less than twenty per cent. The test was therefore readministered using only those alternatives with a minimum of two alternatives with a discrimination of more than twenty per cent. The final administration consisted of forty two items of two, three or four alternatives apiece, each orientation being

present approximately thirty times. Results are shown in Table 3. On both administrations, the third person scale had the lowest reliability; since the large discrepancy in reliabilities was statistically suspicious, a comparison of the variances of the four scales was made. It showed the third person scale to have significantly lower variances than the rest. Statistically, this explained the poor reliabilities of the third person scale.

Table 3. --Internal consistency reliabilities of the final administration of the Human Relations Scale (N = 50)

| Orientation | Reliability (K-R No. 20) |
|---------------|--------------------------|
| First person | .72 |
| Second person | .46 |
| Third person | .06 |
| Non-personal | .61 |

Of much interest in determining the nature and differences in orientations was the degree of independence between the four measures of orientation. From Table 4 it may be concluded that people who were first person oriented had the fewest tendencies to the other three types. That is, this orientation was the least independent of the four.

Table 4. --Intercorrelations between the four types of orientations
(N = 50)

| Orientation | First | Second | Third | Non-personal |
|---------------|-------|--------|-------|--------------|
| First person | 1.00 | -.51** | -.29* | -.76** |
| Second person | . . | 1.00 | -.29* | .02 |
| Third person | . . | . . | 1.00 | .08 |
| Non-personal | . . | . . | . . | 1.00 |

* Significant at .05 level

**Significant at .001 level

To summarize these results, first person orientation was found to be the most consistent and mutually exclusive of the four types. People who adopt this orientation are most definitely first person oriented and least likely to be anything else.

Hypothesis two, concerning the relationship between orientation and personality traits, revealed the following trends:

1. In the first study (conducted in the Winter, 1965), first person oriented individuals tended to be more emotional than others. This trend was not confirmed in the second study in the Spring, 1965: Males showed a slight trend in that direction, but females showed no relationship whatsoever.

Table 5.--Correlations between first person orientation and emotionality

| Group | Winter Study (N = 100) | Spring Study (N = 50) |
|----------|---------------------------|--------------------------|
| Males | .48** (N=43) | .16 (N=27) |
| Females | .30* (N=57) | -.03 (N=23) |
| Combined | .43** | .09 |

*Significant beyond .05 level

**Significant beyond .01 level

2. First person oriented individuals were more impulsive or feeling-centered than others. As shown in Table 6, there was a definite trend in this direction in both studies:

Table 6.--Correlations between first person orientation and impulsiveness

| Group | Winter Study (N = 100) | Spring Study (N = 50) |
|----------|---------------------------|--------------------------|
| Males | .27 (N=43) | .19 (N=27) |
| Females | .40** (N=57) | .22 (N=23) |
| Combined | .33** | .20* |

*Significant beyond .05 level

**Significant beyond .01 level

3. A relationship was found in a preliminary study in the Fall, 1964, and in the Winter study between second person orientation and achievement motivation. This trend was not confirmed in the

Spring study, possibly due to the low reliability of the second person orientation sub-scale. Achievement motivation was inferred from the students' overall grade-point averages at Michigan State University, from the College Qualification Tests, and from quizzes taken in the course from which the sample was taken (Industrial Psychology 255). In the Fall, a .47 correlation was found between grade point average and second person orientation, in the Winter study this correlation was .24. The correlation between class quizzes and second person orientation was .44 in the Fall; between second person orientation and the College Qualification Tests it was .16. All were significant beyond the .05 level except the last.

4. Non-personally oriented individuals were found to be less emotional than others. This relationship, however, was due in the Winter study to the male group ($r = .38$) and in the Spring study to the female group ($r = .44$).

Table 8. --Correlation between non-personal orientation and lack of emotionality (calmness)

| Group | Winter Study (N = 100) | Spring Study (N = 50) |
|----------|---------------------------|--------------------------|
| Male | .38** (N=43) | .08 (N=27) |
| Female | .00 (N=57) | .44** (N=43) |
| Combined | .26** | .21* |

*Significant beyond .05 level

**Significant beyond .01 level

Suggested trends between types of orientation and personality may be summarized as follows: First person oriented individuals tend to be highly emotional, impulsive, feeling-centered and irritable. Second person oriented individuals (in the classroom situation) were more achievement motivated than others. Non-personally oriented people were shown to be calm, bland and even-tempered. There were no significant relationships between third person orientation and any personality variables.

The third hypothesis postulating a relationship between differences in orientation and sensitivity to people revealed a trend in an unexpected direction. Third person oriented individuals scored significantly higher on the second person inference scale (second person sensitivity) than others ($r = .43$, significant beyond the .01 level). However, this result of the Winter study was not confirmed in the Spring. The extremely low reliability of the third person subscale ($r = .26$ and $.06$) necessarily biased these results.

There was no relationship between second person orientation and second person sensitivity. This lack of relationship parallels both Mullin's (1962) and Chance and Meaders' (1960) findings; i.e., empathic drive, psychological mindedness and other-orientation are unrelated to the ability to understand and predict what others actually think of themselves. There was likewise no relationship between third person orientation and third person sensitivity.

DISCUSSION

Since this study was essentially of an exploratory nature, the results obtained and the conclusions inferred from them must be considered only as potential trends which might be confirmed by future research. Any more definite conclusions at this point would be premature. Even the highest reliability of the Human Relations Scale was barely satisfactory; whether this means that our four conceptualizations of orientation are not consistent within individuals, or that the scale itself needs further refining is a moot point. What is important to keep in mind when interpreting the results is the bare fact that, for whatever reason, the reliabilities are low and the trends suggested are only tentative until the problem of orientation has been explored further.

The most significant finding suggested in this study concerns the relatively consistent and internally stable nature of the first person orientation. People who are first person oriented are most consistently first person oriented ($r = .77$ on the first administration; $r = .72$ on the second), and have little tendency to the other three types (correlation with second person orientation, $-.51$; with third person orientation, $-.29$; and with non-personal orientation, $-.76$).

One explanation for the large discrepancy in the reliabilities of the four sub-scales might lie in the possible uniqueness of the first person orientation. As mentioned before, this orientation is associated with the most primitive stages of development and is therefore the only one which ever completely dominates the personality. It is from this self-oriented world that the child emerges as he matures. Sullivan's personifications of the "good vs. bad mother" are based on the child's perception of the mother or the breast as it is related to satisfying his own needs (1945). If the mother is seen as giver of all, unconditionally accepting, and an object of non-frustration, she is judged by the child as good; if she is rejecting of his demands she is bad. No other criteria are used by the young child except those which directly pertain to her relationship with him. This is the essence of first person orientation.

It might be more understandable now why first person oriented people are more definitely first person oriented than second person oriented people are second person oriented, etc. We begin life in the primitive self-orientation and as we mature we learn to judge others by criteria other than those related to ourselves. That these criteria often change from one to another is inevitable; that is what contributes to the low internal consistency of the other three sub-scales. When a person is self-centered in his interactions with others, it is a sign either that he never progressed beyond the early

form of orientation or that he regressed back to the time when he was the center of the world and everyone did cater to his wishes. Psychoanalysis would explain this with the theory of mental economics: everyone has a fixed quantity of psychic energy; if we are using some of it at one point of fixation (the first stage of orientation), there is that much less to be used at the other stages. When there is no fixation or regression, the person is able to use his psychic energy (more diffusely) for the other three more mature types of orientation to others.

The extremely low reliability of third person orientation ($r = .26$, and $.06$ on the last administration) deserves comment. Third person oriented individuals, since they rely heavily on other people's opinions of others, might well have low self-concepts and would be likely to vascillate between one type of thinking and another. This assumption is supported by the low internal reliabilities of the third person scales. Whereas first person oriented individuals are relatively stable in their orientation, third person oriented individuals change from situation to situation, depending on the nature of the interaction.

Relationships between differences in orientation and personality traits could also be interpreted within the psychoanalytic framework suggested above. The tendency for self-centered or first person oriented people to be more emotional and impulsive

than others fits neatly in the theory. As opposed to the rational, organized, problem-centered individuals who can handle their problems more realistically and maturely, emotional and impulsive people tend to be less organized and therefore more prone to escapism and defenses in the face of conflict. One of these defenses is regression and its psychic counterpart, first person orientation. An individual is confronted with a conflict; he is not able to solve it immediately and becomes frustrated. Frustration leads to expressions of emotionality and irritability, which accompany the regression-induced self-centered orientation.

It is also possible that the person has never gotten past the primitive stage of first person orientation, in which case regression could not be the explanation for the relationship to emotionality and impulsiveness. In this case we might postulate that the immature adult who clings to the primitive form of orientation might have other traits characteristic of little children; i.e., lack of emotional control, impulsiveness and little ability to empathize with others (Dymond, 1950).

The relationship found between non-personal orientation and calmness, although it was due to the males in the Winter ($r = .38$) and the females in the Spring ($r = .44$), makes sense from both an intuitive and a statistical point of view. Non-personally oriented individuals are supposed to be coolly rational and objective, unaffected by a person's relationship with others. The bland, according to the

analysis of the personality inventory, are calm, have a high degree of suppression, and low sensory awareness. Further, since first person and non-personal orientation correlated $-.76$, we would expect anything which was positively related to one to be negatively related to the other; first person oriented individuals were calm (low emotional control), the non-personally oriented were just the opposite.

Finally, the correlations between second person orientation and achievement motivation may be due partially to the classroom situation in which the tests were taken. Since the H-R Scale was given only in connection with college courses, the students most concerned with getting high grades probably were motivated to "do well" on this test, even though they were assured there were no right or wrong answers. The second person oriented alternatives on the test were almost always the most altruistic or "other-oriented"; the motivated student was concerned with making a good impression on the teacher, who in this case valued highly altruism and concern for others.

The greatest potential significance of this research lay in the third hypothesis--investigating possible relationships between differences in the ways individuals orient themselves to others and the ability to understand people. If there are such relationships,

and if they are consistent and stable over time, sensitivity training programs might focus more attention on the problem of changing orientations to others in order to improve trainees' sensitivity to people.

From Bronfenbrenner's delineation of the four types of interpersonal sensitivity (pages 2-5) associations between second person orientation and second person sensitivity, and third person orientation and third person sensitivity were investigated. (Due to the practical difficulties involved in measuring first person sensitivity, no measure of this was obtained.) Neither of these associations was significant in either study. Either, (1) the relationships, in fact, do not exist, or (2) they do exist, but the measures of orientation were not reliable enough to show them. If the former explanation is correct, it would be in line with most previous findings in this area (Mullin, 1962; Chance and Meaders, 1960) which have shown that psychological mindedness and empathic drive are unrelated or even negatively related to empathy. If the reason for the lack of relationship, however, is due to low reliabilities of the instruments, this seems an important enough problem to warrant further refinement of the H-R Scale to retest the hypothesis.

However, the present research did reveal one trend in this area between third person orientation and second person sensitivity. Individuals who viewed others through a third person's eyes

were better at predicting what the others thought of themselves. This .43 correlation obtained in the Winter was not confirmed in the Spring study, again possibly because of the low reliability of the third person sub-scale. Whatever the reason, the .43 correlation seems to warrant further study. If it is eventually shown that third person orientation does in fact have a positive effect on the ability to understand what others think of themselves, it would have important implications on the structure and purpose of sensitivity training programs.

Although the exploratory nature of this study precluded drawing any significant conclusions, the trends discussed above suggest many avenues for continued research. Improvement of the internal consistency reliabilities of the Human Relations Scale is a prerequisite for any continued work with the instrument in its present form. In addition, the repeat reliability should be obtained to determine how stable over time the four conceptualized orientations are. If, after further refinement of the scale, one or more of the four repeat or internal consistency reliabilities is below .80, our assumption that there are four distinct ways of orienting to others would be seriously questioned.

Evidence in this study points to a dichotomy of orientations, i.e., self and not-self. This trend should be further explored and possibly validated by external criteria of self-centeredness. Since many of the significant trends in this study were related to the first

person orientation, investigation of the self-centered—other-centered dichotomy as the two general orientations might well reveal significant differences in personality correlates and in the ability to understand others.

The importance of understanding the nature of the self-centered orientation in interpersonal relationships lies in the detrimental effect first person orientation has on the process of understanding others. Sensitivity training programs are most concerned with reducing the degree to which people are ego involved in their interpersonal relationships (Wechsler, 1962). A scale which could reliably determine how self-oriented a person is in his social interactions and relate this trait to personality characteristics would have far-reaching diagnostic value in training people to be more sensitive to others.

SUMMARY AND CONCLUSION

Although the concept of orientation to others has been theoretically defined and discussed (Jones and Thibaut, 1955; Bronfenbrenner, 1958), no one has ever empirically investigated whether people do differ reliably and consistently in the ways they orient themselves to others. The present research was designed to explore the following hypotheses:

1. People have consistent and reliable differences in their orientations toward other people;
2. Differences in these orientations are significantly related to traits of personality;
3. Differences in these orientations are significantly related to the ability to make accurate predictions about others.

To test these hypotheses, a projective test of orientation was developed (The Human Relations Scale). Its theoretical basis was Bronfenbrenner's delineation of orientation into first person, second person, third person and non-personal types. Scores on this test were then correlated with inventory measures of personality and with measures of interpersonal sensitivity. Results of the first hypothesis revealed that the first person orientation was by far the most consistent of the four ($r = .77$), and that people who were first person oriented were least likely to have tendencies to the other three.

(Correlation with second person orientation equalled $-.51$; with third person orientation equalled $-.29$; with non-personal orientation equalled $-.76$). This result was explained within the psychoanalytic theory positing self-orientation to be the most primitive of the four ways of looking at people, and thus the most likely to exist in the purest form. Either the first person oriented individual has never progressed past the self-oriented stage of development, or he has regressed back to that stage in the face of conflict.

Relationships between personality variables and orientation were also explained within the psychoanalytic concept of regression. First person oriented people were found to be more impulsive and emotional than others and it is these types of people who are most susceptible to escaping from frustration via defense mechanisms such as regression.

Non-personally oriented individuals were found to be calm, just the opposite of the emotional first person orientation. This relationship was explained from both an intuitive and a statistical point of view.

A relationship was also found between second person orientation and achievement motivation. Since the tests were given in a classroom situation and since the second person alternatives were the most altruistic, grade-conscious students seemed to express their motivation by marking the "best" answer in each case.

The only finding relevant to the third hypothesis was a trend ($r = .43$) in the first study between third person orientation and second person sensitivity. If this relationship is validated with a more refined test of orientation it would mean that sensitivity training programs should attempt to change trainees' orientations to third person; i.e., we will be better able to make predictions of what a person thinks of himself if we look at him through other people's eyes.

Although the findings of this study were essentially negative, the possibility of significant relationships between orientation to others and the ability to understand people remains, and its potential implications are so important that further refinement of the Human Relations Scale may be helpful in clarifying the presently uncertain relationship between orientation and sensitivity to people.

REFERENCES

- Allport, G. W. Personality: A Psychological Interpretation. New York: Holt, 1937.
- Ashcroft, C. W. "The relationship between conceptions of human nature and judgments of specific persons." Unpublished doctoral dissertation, New York University, 1963.
- Bronfenbrenner, U., Harding, J., and Gallwey, M. The measurement of skill in social perception. In McClelland, D. C. (ed.). Talent and Society. New York: Van Nostrand,
- Broxton, J. A. A test of interpersonal attraction predictions derived from balance theory. J. abnorm. soc. Psychol., 1963, 66, 394-397.
- Bruni, E. "Correlations of a film test of accuracy in judging individuals." Unpublished Master's Thesis, Michigan State University, 1963.
- Chance, J. and Meaders, W. Needs and interpersonal perception. J. Pers., 1960, 28, 200-210.
- Cline, V. B. Ability to judge personality assessed with a stress interview and sound film technique. J. abnorm. soc. Psychol., 1955, 50, 183-187.
- _____. and Richards, J. M. Variables related to accuracy of interpersonal perception. Second Annual Report, Office of Naval Research, Contract NR 171-146, University of Utah, 1959.
- _____. and Richards, J. M. Accuracy of interpersonal perception--a general trait? J. abnorm. soc. Psychol., 1960, 60, 1-7.
- Cottrell, L. S. and Dymond, R. F. The empathic responses: a neglected field for research. Psychiatry, 1949, 12, 355-359.

- ^ Cronbach, L. J. Processes affecting scores on "understanding of others" and "assumed similarity." Psychol. Bull., 1955, 52, 177-193.
- Crow, W. J. and Hammond, K. R. The generality of accuracy and response sets in interpersonal perception. J. abnorm. soc. Psychol., 1957, 54, 384-390.
- ^ Dymond, R. F. A preliminary investigation of the relationship of insight and empathy. J. consult. Psychol., 1948, 12, 228-233.
- _____ . A scale for measurement of empathic ability. J. consult. Psychol., 1949, 13, 127-133.
- _____ . Personality and empathy. J. consult. Psychol., 1950, 14, 343-350.
- Estes, S. G. Judging personality from expressive behavior. J. abnorm. soc. Psychol., 1938, 33, 217-236.
- ^ Fenichel, O. The Psychoanalytic Theory of Neurosis. New York: Norton, 1945.
- Gage, N. L. and Cronbach, L. J. Conceptual and methodological problems in interpersonal perception. Psychol. Rev., 1955, 62, 411-422.
- ^ Golden, L. M. "An inquiry into empathy and a consideration of the relationships to insight, adjustment and autonomy." Unpublished doctoral dissertation, New York Univ., 1962.
- Goldstein, L. "Empathy and its relationship to personality factors and personality organization." Unpublished doctoral dissertation, New York Univ., 1962.
- Grossman, B. "The measurement and determinants of interpersonal sensitivity." Unpublished Master's thesis, Michigan State University, 1963.
- Harris, W. "The relation of observational to inferential accuracy in judging people." Unpublished Master's thesis, Michigan State University, 1962.

- Hershey, G. L. "College grades in relation to inventory measures of personality." Unpublished Master's thesis, Michigan State University, 1958.
- Johnson, R. L. "Correlates of a test of group sensitivity." Unpublished Master's thesis, Michigan State University, 1963.
- Jones, E. E., and Thibaut, J. W. Interaction goals as bases of inference in interpersonal perception. In Tagiuri, R. and Petrullo, L., Person Perception and Interpersonal Behavior. Stanford, California: Stanford University Press, 1955.
- Kuenzli, A. E. (ed.). The Phenomenological Problem, New York: Harper & Brothers, 1959.
- Lindgren, H. C. The Art of Human Relations. New York: Heritage House, 1953.
- _____, and Robinson, J. An evaluation of Dymond's test of insight and empathy. J. consult. Psychol., 1953, 17, 172-176.
- Lindzey, G. (ed.). Handbook of Social Psychology. Cambridge, Massachusetts: Addison-Wesley, 1954.
- Luchins, E. A variational approach to empathy. In Kuenzli, A. E. (ed.). The Phenomenological Problem. New York: Harper & Brothers, 1959.
- Luft, J. Differences in prediction based on hearing vs. reading verbatim clinical interviews. J. consult. Psychol., 1951, 15, 115-119.
- Mullin, J. "Empathic drive: its relationship to accuracy in judging individuals." Unpublished Master's thesis, Michigan State University, 1962.
- Rogers, C. The organization of personality. In Kuenzli, A. E., (ed.). The Phenomenological Problem. New York: Harper & Brothers, 1959.
- Scott, S. S. "Interpersonal orientation as a function of belief content and structures." Unpublished doctoral dissertation, UCLA, 1963.

- Silkiner, D. S. "The development of a test of the ability to judge people." Unpublished paper, Michigan State University, 1961.
- Smith, H. C. Psychology of Industrial Behavior. New York: Macmillan, 1964.
- _____. Sensitivity to People: A Component Approach. New York: Macmillan, 1966.
- Strayer, F. K. "Empathy and social perception." Unpublished doctoral dissertation, New York University, 1960.
- Sternberg, D. S. "Growth of empathy: an investigation of the relationship between sensitivity to the self-perception of others as a function of interpersonal contact and certain selected personality variables." Unpublished doctoral dissertation, New York University, 1962.
- ~ Titchener, E. B. A Textbook of Psychology. New York: Macmillan, 1915.
- Trumbo, D. "The development and analysis of a test of the ability to predict behavior." Unpublished Master's thesis, Michigan State University, 1955.
- ~ Wechsler, I. R. and Reisel, B. Inside a Sensitivity Training Group. Los Angeles: Institute of Industrial Relations, UCLA, 1959.
- ~ _____. and Schein E. H. Five issues in human training, Selected Readings Series. Washington, D. C.; 1962.
- ~ Weiss, G. Effect of professional training and amounts and accuracy of information on behavioral prediction. J. consult. Psychol., 1963, 27, 257-262.

APPENDIX A

The Human Relations Scale

HUMAN RELATIONS SCALE

This is a scale measuring beliefs about how people react in different situations. There are no right or wrong answers. In many cases it may be difficult to choose an answer, but please mark a choice for each one.

The Case of Hans: The place: Munich, Germany. The time: 1922. Hans Moyerhoff, a poor shopkeeper, has been invited to a secret meeting of a small organization headed by Adolf Hitler. Hans is bewildered throughout the meeting.

1. What is he thinking at the end of the meeting?
 1. "I wonder what that man thinks I can do for him."
 2. "This man believes more in himself than any man I've met."
 3. "The others seem to think he had some great ideas."
 4. "He is an impressive speaker."
2. Hans becomes enthralled with Hitler and tries to convince one of his customers Rudolph, to join the Party. Why is he hesitant?
 1. "The other members view Hans as a tool in their machine."
 2. "Hans, himself, doesn't know what he is joining."
 3. "Hans and the rest will soon outgrow this craze."
 4. "I wonder why Hans wants me to join the Party."
3. In time, however, Hans's friend, Rudolph Hess, joins the Party and becomes one of Hitler's most trusted aides. For some reason, in the middle of World War II, Rudolph Hess flew alone right over London only to be shot down. What were Hitler's thoughts about this?
 1. "He did it to embarrass me before the world."
 2. "He did it to show the others he wasn't a coward like they said."
 3. "He did it to prove to himself he is brave."
 4. "He did it in a moment of insanity."
4. Hans, however, remained far down the party power. What does his wife think about the situation?
 1. "Hans is meek and kind, he does not fit in well with men like Hitler."
 2. "He must feel inadequate not to have been promoted any higher."
 3. "I wonder if he thinks I'm partly responsible."
 4. "The other members don't respect him at all."
5. Hans' only daughter, Hilda, falls in love with one of the few Jews left in Munich. Hans of course is opposed to the romance. What does her lover, Max, think about Hans?
 1. "Hans is so weak that even his friends in the party don't respect him."
 2. "He is only a poor, frightened shopkeeper."
 3. "He thinks his prejudices are based on truth."
 4. "I think he genuinely hates me."
6. Hilda and Max elope, as a friendly guard lets them through a check-point. What was the guard thinking as he let them through?
 1. "They will have few friends in all of Germany."
 2. "They will always be grateful to me for letting them out."

3. "They will not get far before they are caught."
4. "They know not what they do, only of their mutual love."
7. Alas, Hilda is killed when their auto crashes after being chased by the police. Max's thoughts?
 1. "She died loving me."
 2. "To her friends she will remain forever a symbol of courage."
 3. "If she had to die, she would have chosen this way."
 4. "We both knew it wouldn't work; we just had to do it."

The Case of Cardinal Vincenzi: Cardinal Vincenzi is attending the Ecumenical Council in Rome. There is a question on the floor about which he has strong feelings, diametrically opposed to those of the Pope. The Cardinal is in the process of composing a speech to defend his point of view.

8. What is the Cardinal thinking as he is writing his speech?
 1. "The Pope has a high regard for his opinion; I must respect it."
 2. "The Pope is the most important person here."
 3. "The other Cardinals have a high regard for the Pope; my speech must take this into account."
 4. "I must be careful not to arouse the Pope's ire against me."
9. The Pope's reactions to Vincenzi's speech?
 1. "The audience was impressed with Vincenzi's point of view."
 2. "He respected me even though our opinions differed."
 3. "He thinks his views are valid, yet recognizes the virtues of humility."
 4. "Vincenzi is a persuasive speaker."

The Case of Babe: Besides being one of baseball's great heroes, Babe Ruth had a sincere interest in children. He once had an interview with Tommy Smith, reporter for his high school paper.

10. What was Tommy thinking during the interview?
 1. "I hope he thinks I'm doing a good job."
 2. "I wonder if he knows how admired he is."
 3. "People think he's really great to give of his time like this."
 4. "With his muscles it's no wonder he hits so many home runs!"

The Case of Martha: Martha is an orphan. She is fifteen years old and is being considered for adoption through a social work agency. The interested couple is talking with a social worker.

11. The social worker is thinking:
 1. "I wonder if this couple is grateful to me for helping them get a child."
 2. "They have favorable recommendations from respectable people."
 3. "It seems like they would make good parents."
 4. "They seem to think they could handle the situation."
12. The couple's thoughts?
 1. "I wonder if Martha would like to leave the orphanage?"
 2. "She seems to like us fairly well."
 3. "She is a very pretty girl and seems intelligent."
 4. "She seems to be well liked by her friends."

13. The social worker decides to recommend the adoption. What might the social worker think during her conference with the supervisor?
 1. "He seems to respect my views."
 2. "His experience makes him a keen judge of adoption cases."
 3. "He has a lot of confidence because of his social work experience."
 4. He is respected by most of the staff because of his professional ability."
14. Her supervisor's thoughts?
 1. "She's done a good job of analysis."
 2. "She knows she has to convince me."
 3. I've heard she is a very capable worker."
 4. She really thinks she's got a good case."
15. Martha is adopted by the couple. At the end of a year the social worker gives final approval for permanent adoption. What was the worker thinking as she said her last goodbys?
 1. "Martha realizes that she has never been happier."
 2. "Her parents and friends have grown to like her."
 3. In a couple of years we should know if it will work out."
 4. "They all seemed terribly grateful to me."
16. Two years later Martha falls in love with a college senior named Bill. What do her parents think about this?
 1. "At eighteen we should expect a girl to fall in love."
 2. "Bill seems to love her too; he treats her like a queen."
 3. She doesn't need us as she used to."
 4. "She thinks she has found her love."
17. How do her parents feel about Bill?
 1. "He thinks he can make Martha happy."
 2. "I hope he takes a liking to us."
 3. "Martha says he's well-liked and makes friends easily."
 4. "He seems like a nice level-headed boy."
18. Why does Martha feel guilty about leaving her parents so soon?
 1. "I hope they don't think themselves failures."
 2. I hope they don't resent my leaving after all the help they gave me."
 3. "Any parents would feel rejected in this situation."
 4. "People might think that they weren't good enough parents."
19. Martha talks to her social worker for advice. Martha's thoughts?
 1. "I hope she doesn't think I let her down."
 2. "I wonder if she thinks she made a mistake."
 3. "A social worker would be a good person to talk to now."
 4. "I'm glad she's held in such high esteem by the staff; she must be a good social worker."
20. And the social worker's thoughts?
 1. "Martha thinks I can give her some good advice."
 2. "She is a stable person and will make the right decision."
 3. "I hope her parents don't resent her for leaving them so soon."
 4. "She knows she needs advice."

21. The social worker talks with her parents. Her parents' thoughts?
 1. "The social worker thinks she'll be able to advise us well."
 2. "Martha seems to think a lot of her."
 3. "She will be good to talk to now."
 4. "She probably thinks we let her down as parents."
22. Martha and Bill decide to get married. How do her parents feel now?
 1. "They make a great couple and they have happy days ahead."
 2. "They're the kind of couple that will have many friends."
 3. "They know they made the right decision."
 4. "Hope she still loves us!"
23. What is Bill thinking now?
 1. "Her parents still love and understand her."
 2. "Martha seems happier with herself than ever before."
 3. "Our lives are just beginning."
 4. "I hope she loves me as much as I love her."

The Case of Lou: Lou is the father of three college-age children. He has been acting rather cold toward his wife as of late. His wife is worried. They had always gotten along well in their 26 years of marriage, and whenever either had a problem, they were able to discuss it together.

24. What do you think his wife is thinking?
 1. "I wonder if he is angry with me."
 2. "He thinks there is something wrong with himself."
 3. "He might be upset by criticism from his boss."
 4. "He has never acted like this before."
25. What is Lou's boss thinking about his change of mood?
 1. "Lou knows his work is not as good as it should be."
 2. "I wonder if he thinks I am too demanding a boss."
 3. "His poor work is affecting the office's output."
 4. "The other workers are becoming impatient with him."
26. What is Lou's closest friend thinking?
 1. "I wonder if his other friends have noticed his change."
 2. "I wonder what he thinks his problems are."
 3. "He's a strong person and should get over his problems soon."
 4. "I wonder if he thinks I can help him."
27. What might Sally, his favorite child, be thinking when she reads her mother's letter telling of her father's problems?
 1. "He must be depressed because I left for college."
 2. "I guess adults have periods of depression just like us kids."
 3. "I wonder if he knows what's troubling him."
 4. "I hope he can talk it out with his friends."

The Case of Albert: Little Albert is a schoolboy in Germany. He is doing below average work in math and sees his teacher for help.

28. What is Albert thinking during the conference?
 1. "He is one of my best teachers."

2. "I wonder if he's interested in helping me."
 3. "I wonder what kind of teacher he thinks he is."
 4. "His colleagues respect him for seeing students like me."
29. Poor Albert failed his math course. How did his teacher feel?
1. "I hope this doesn't hurt his self-confidence too much."
 2. "I hope his friends aren't too hard on him."
 3. "I hope he doesn't feel resentful toward me for failing him."
 4. "He just doesn't have the ability to do math."
30. How did his teacher feel a few years later when his former student formulated an equation $e=mc^2$, changing the course of world history?
1. "Einstein will go down as one of the great thinkers of all time."
 2. "I wonder if he thinks I was a poor teacher."
 3. "He is being hailed by all as our greatest physicist."
 4. "He is too humble a man to let fame spoil his character."

The Case of Samuel Reshevsky: Mr. Reshevsky is a world champion chess player. On a recent tour he played fifty players simultaneously.

31. What were his opponents thinking when they sat down to play him?
1. "He is truly one of the world's greatest players."
 2. "He must know he's pretty good to play so many people at once."
 3. "Does he think I'm a challenge?"
 4. "Everyone seems to hold him in the very highest regard."
32. One of the players, a fifteen year old boy, defeats the Master. What is the boy thinking as he is congratulated by Reshevsky?
1. "Reshevsky seems to genuinely respect me now."
 2. "The audience seems to admire him for his gracious behavior."
 3. "His playing is superior to anyone I've ever played."
 4. "He knows he could beat me nine out of ten times, but that everyone loses once in a while."
33. The boy is Bobby Fisher, current U.S. chess champion. As they played for the second time last year what was Reshevsky thinking?
1. "I don't think success has gone to Bobby's head."
 2. "I never would have guessed we'd be playing for the championship."
 3. "He seems to look at me differently than he did the last time."
 4. "The audience seems to really like him, maybe for his youth."
34. What did Bobby think after he defeated the old master again?
1. "His one mistake at the end cost him the game."
 2. "The chess world probably still views Reshevsky as the champion."
 3. "He must think I'm his equal now."
 4. "I wonder if he still thinks he's the champion."

The Case of Cathy: Cathy and her roommate are both sophomores at a large university. They just had a fight about keeping the room neat, Cathy claiming her roommate is not neat enough.

35. What is Cathy thinking after the fight?
1. "She thinks all I think of is neatness."
 2. "Other girls think she is too sloppy, too."
 3. "She thinks her standards are the most practical."
 4. "Her standards are obviously much lower than mine."
36. What was Cathy thinking as she finished talking to her house-mother, Mrs. Ellis, about the problem?
1. "She really understands the problem."
 2. "Any housemother would have trouble handling this kind of problem."
 3. "I can see why the girls think Mrs. Ellis is so understanding."
 4. "I wonder what she thought of me and my side of the argument."
37. Cathy gets a new roommate; her thoughts upon meeting her were:
1. "I hope she's more well-liked than my old roommate."
 2. "I wonder if she thinks I'm too neat."
 3. "Anything will be better than the old situation."
 4. "I think she'll try hard to get along."

The Case of Bob: Bob is a senior majoring in math and plans to go to graduate school next year. His math teacher, Mr. Lewis, is retiring.

38. How does Bob feel about this bit of news?
1. "The teacher thinks he can't convey the material as well now."
 2. "Mr. Lewis thinks I have a lot of ability in math."
 3. "It's best for all that he retire now."
 4. "Students will be happy to hear this; they thought him too hard."
39. How does the principal feel about this?
1. "I hope Lewis doesn't hold a grudge against me for suggesting he retire."
 2. "The staff seems to really respect him for his teaching ability."
 3. "He's accepting the change very well."
 4. "He was a good teacher; I hope we can get someone as good to take his place."
40. His wife's thoughts about this news?
1. "I am very proud of all the praise he's getting from his colleagues."
 2. "He has a felling of real satisfaction after these 30 years."
 3. "These next years might be a good change for him."
 4. "Maybe he will need me more now that he is not working."
41. Mr. Lewis is replaced by a young PhD. She is bright, good-looking and single. What is Bob thinking as he walks into class?
1. "This should be an interesting course."
 2. "I wonder what the staff think of this new addition."
 3. "I wonder how she feels in this new situation."
 4. "I hope she likes my work."

42. She is a hard marker and Bob fails his first exam. His thoughts now?
1. "She's trying to show to the class who's boss."
 2. "She's the hardest teacher in the department."
 3. "I wonder what she thinks of me."
 4. "I wonder how the rest of the class feels about her marking."
43. Bob goes to her about his work. Her thoughts?
1. "His other teachers must have thought he had more ability."
 2. "He seems upset at me for marking hard."
 3. "It's good that he's come to talk to me about his work."
 4. "He seems genuinely interested in improving his work."
44. Bob finally gets straightened out and winds up with an A for the course. Bob's thoughts about this?
1. "She thinks I really know the material now."
 2. "I wonder if she knows how good a teacher she is."
 3. "The class ended up respecting her and liking her a lot."
 4. "This was a very beneficial course."

The Case of Leon: Leon Winters is captain of his bowling team.

45. Leon's team loses its first three matches. What is going through the team's mind?
1. "The rest of the guys are really losing confidence in Leon."
 2. "Leon thinks we're not bowling like we should."
 3. "He thinks it's his fault that we're not winning."
 4. "The team isn't performing well at all under Leon."
46. Leon resigns as captain and under his successor, Al, the team wins its next four games. What are Al's thoughts now?
1. "Leon must realize he's more of an asset to the team as a member than as a captain."
 2. "His bowling has improved lately, as has the team's."
 3. "The guys still think he's a good bowler, if not the best leader."
 4. "He resents me for taking over his job."

The Case of Jan: Jan is a high School dropout. He is seeing an advisor from the Poverty Program to try and get a job.

47. What is the advisor thinking as he talks to Jan?
1. "I wonder what his friends think of him trying to get a job."
 2. "He realizes he needs help."
 3. "He seems to think I can help him."
 4. "This program was designed to help this kind of boy."
48. Jan gets a job and begins as a laborer on a construction job. When Jan walked up, the first day, the foreman thought:
1. "This boy needs to gain some self-confidence."
 2. "He's big enough to do work around here."
 3. "He'll be depending on me to get him started."
 4. "He should be able to get along well with the other laborers."

49. One day, Jan had a fight with another laborer, Bret, a man about fifty. Jan thinks afterwards:
1. "I wonder if the other workers thought Bret was right."
 2. "It was silly to fight; it should pass over quickly."
 3. "He thought he was completely right."
 4. "He probably thinks I'm immature to have fought with him."
50. The foreman's thoughts?
1. "Jan will probably worry what I'll do to him about the fight."
 2. "I wonder if Jan thought it was wrong to have fought with Bret."
 3. "I wonder what the workers think of him."
 4. "These things happen on any job ."

The Case of Mr. Moore: Alan Moore is in the market for a new car. He is deciding between a Lincoln and a Cadillac.

51. What might he be thinking as he is talking to one of the salesmen?
1. "I wonder if he thinks I'm an easy customer to sell."
 2. "He thinks he's a pretty good salesman."
 3. "He is thoroughly familiar with his product."
 4. "I've heard he's a well-respected salesman."

The Case of Ellen: Ellen has been dating a boy steadily for three months. They are both freshmen and have decided to stop seeing each other for a while.

52. How does Ellen feel?
1. "It's best for both of us because we're too young to get serious."
 2. "I hope he still likes me as much even though we're not dating."
 3. "I wonder if his friends think he was the one hurt."
 4. "I wonder how he feels about it."

APPENDIX B

The Protebob Personality Inventory

The Prutebob Personality Inventory

Directions: There are no right or wrong answers to the following statements. They represent experiences, preferences, ways of doing things, or beliefs that are true of some people but are not true of others.

Read each statement and decide whether or not it is true with respect to yourself. Indicate your answers on the separate answer sheet.

Mark "1" if it is true or more true than false of yourself.

Mark "2" if it is false or more false than true of yourself.

1. I like to make a very careful plan before starting in to do anything.
2. I am guided in all my conduct by firm principles.
3. I find it rather hard to keep to a rigid routine.
4. I like to be with people who don't take life too seriously.
5. Whenever I have to undertake a job I make out a careful plan of procedure.
6. I never lose my head.
7. I set very difficult goals for myself.
8. I am not particularly methodical in my daily life.
9. I generally go from one thing to another in my daily life without a great deal of planning.
10. I like to keep all my letters and other papers neatly arranged and filed.
11. I always keep control of myself in an emergency situation.
12. Most of my spare money is used for pleasure.
13. I occasionally neglect serious things in order to have a good time.
14. I am extremely systematic in caring for my personal property.
15. I always finish one task before taking on others.
16. I find it difficult to keep my mind on one detail for very long.
17. I like to have my life so arranged that it runs smoothly and without much change in plans.
18. I can always do a good job even when I am very excited.
19. I am extremely ambitious.
20. I'm occasionally disorganized if I am called on suddenly to make a few remarks.
21. I enjoy work more than play.
22. I feel that friendship is more important in life than anything else.
23. I really don't like to drink alcoholic beverages.
24. I find that my minor likes and dislikes change rather frequently.
25. I frequently obey whatever impulse is strongest.
26. I am considered extremely "steady" by my friends.
27. I like to have my meals organized and a definite time set aside for eating.
28. I keep my workplace very neat and orderly.
29. I believe in getting as much fun as I can out of life.
30. I believe that I have the disposition of a pleasure-seeker.
31. I generally seek whatever makes me happy here and now.
32. I would rather see a musical comedy than a documentary film.
33. I live more for the future than for the present.
34. I believe that what a person does about a thing is more important than what he feels about it.
35. I like to be with people who are not preoccupied with the future.

(over)

36. I am greatly influenced in minor decisions by how I happen to be feeling at the moment.
37. I am much more interested in activities which I can enjoy for their own sake than in activities which are of long range benefit.
38. I spend a good deal of time thinking about my plans for the future.
39. I accept my feelings as the best guide for my actions.
40. I have some difficulty in concentrating my thoughts on one thing for a long time.
41. I am more interested in what I see and hear than in abstract principles.
42. I am temperamentally more a sceptic than a believer.
43. I am more interested in general ideas than in specific facts.
44. No individual, no matter what the circumstances, is justified in committing suicide.
45. The idea of God must remain absolutely central to the whole plan of human purpose.
46. It is possible that there is no such thing as divine inspiration.
47. My faith in God is complete for "though he slay me, yet will I trust him."
48. I believe that everybody would be happier if both men and women had more sexual freedom.
49. I carry a very strict conscience about with me wherever I go.
50. I consider the close observance of social customs and manners as an essential aspect of life.
51. I have occasionally doubted the reality of God.
52. It is absolutely vital to assume that there is a God behind the Universe.
53. A person should develop his greatest loyalty toward his religious faith.
54. The world might benefit from having a new kind of religion.
55. I think that it is much more important to learn to control sexual impulses than to express them.
56. I take pains not to incur the disapproval of others.
57. Some of my friends think my ideas are a bit wild and impractical.
58. I control my sexual impulses by instituting prohibitions and restrictions.
59. I have always been unalterably convinced of the reality of God.
60. I would rather be a salesman than a scientific research worker.
61. The thought of God gives me a complete sense of security.
62. The European attitude toward mistresses is more sensible than ours.
63. I trust in God to support the right and condemn the wrong.
64. In matters of conduct I conform very closely to custom.
65. I haven't yet reached any final opinion about the nature of God.
66. It is as important for a person to be reverent as it is for him to be sympathetic.
67. The idea of God means more to me than any other idea.
68. I think that cremation is the best method of burial.
69. In the long run, science provides the best hope for solving the world's problems.
70. I like to read scientific articles in popular magazines.
71. Radical agitators should be allowed to make public speeches.
72. Women should have as much right to propose dates to men as men to women.
73. I believe we should have less censorship of speech and press than we do now.
74. I often act contrary to custom.
75. Science should have as much to say about moral values as religion does.

76. I would enjoy the kind of work that a scientific research worker does.
77. I think that I have a more rigorous standard of right and wrong than most people.
78. It is necessary to retain the belief that God exists as a personal being.
79. Divine inspiration is an infallible source of truth.
80. Compared to your own self-respect, the respect of others means little.
81. I enjoy going to art galleries very much.
82. I would like to hear a popular lecture on contemporary painters.
83. I can deal much better with actual situations than with ideas.
84. I like to discuss abstract questions with my friends.
85. If I had unlimited leisure and money, I would enjoy making a collection of fine sculptures or paintings.
86. I have seldom really enjoyed an art course.
87. I like to visit exhibits of famous paintings.
88. Sports generally interest me somewhat more than very intellectual affairs.
89. I am mainly interested in ideas that are very practical.
90. I like abstract paintings.
91. I am an extremely practical person.
92. I like ballet performances.
93. I sometimes think more about my ideas than about the routine demands of daily life.
94. I only work for concrete and clearly-defined results.
95. I would rather be a salesman than an artist.
96. If I had the ability, I would enjoy teaching poetry at a University.
97. Magazines such as Arts and Decorations bore me.
98. I get an intense pleasure from just looking at a beautiful building.
99. I like to read poetry.
100. Artistic experiences are of great importance in my life.
101. I would like to take a course in the modern novel.
102. I would rather read "Business Week" than "Atlantic Monthly".
103. I spend a lot of time philosophizing with myself.
104. I tend to judge people in terms of their concrete accomplishments.
105. I tend to accept the world as it is and not worry about how it might be.
106. I always keep my feet solidly on the ground.
107. I think there are few more important things in life than money.
108. I am really only interested in what is useful.
109. I prefer friends who have well developed artistic tastes.
110. In a discussion, I tend to lose interest if we talk about serious literature.
111. I think I would like to decorate a room with flowers.
112. I have never tried to collect pictures of paintings I like.
113. I would rather see a movie than read a book.
114. My head is always full of imaginative ideas.
115. I believe that competitiveness is a necessary and desirable part of our economic life.
116. I would rather read an article about a famous musician than a financier.
117. I often think for a long time about an idea that has occurred to me.
118. I would particularly enjoy meeting people who had made a success in business.
119. I prefer the friends of my own sex to be very efficient, and of a practical turn of mind.
120. Daydreams are an important part of my life.

(over)

121. I am generally regarded by others as a leader.
122. I am very self-confident.
123. I like to have people around me practically all the time.
124. I am generally active in my everyday life.
125. I generally talk very quietly.
126. Most of the time, I am extremely carefree and relaxed.
127. I am quite often lacking in self-confidence.
128. I am cautious about undertaking anything which may lead to humiliating experiences.
129. I enjoy speaking in public.
130. There are few things I enjoy more than being a leader of people.
131. I have frequently assumed the leadership of groups.
132. I am a rather carefree person.
133. I feel somewhat inferior as a person to a few of my friends.
134. I am frequently discouraged by my own inadequacies.
135. When I meet a stranger, I sometimes think he is a better person than I am.
136. I am somewhat more shy than the average person.
137. I generally feel self-conscious in the presence of important superiors.
138. I always like to be with people rather than be alone.
139. I am inclined to limit my friends to a few people.
140. I spend myself freely as I have plenty of energy.
141. I would rather listen to a story than tell one.
142. I prefer quiet games to extremely active ones.
143. I frequently become involved in too many activities.
144. Some people I know can look forward to a happier life than I can.
145. I am very optimistic.
146. I am a very adventurous person.
147. I have quite a few fears about my future.
148. I am at least as much of a pessimist as an optimist.
149. I sometimes become melancholy without very good reasons.
150. I have some feelings of inferiority.
151. I am almost never embarrassed.
152. I always prefer to work with others.
153. I dislike it when I am with people constantly.
154. I enjoy taking the full responsibility for introducing people at a party.
155. I am always taking on added social responsibility.
156. I am generally leader of the people I know.
157. I am seldom the center of attention in a group.
158. I am often called upon to settle arguments between people.
159. I sometimes find it hard to lead people and maintain them in order.
160. I generally keep in the background at social functions.
161. I am rather easily stirred up.
162. I have never been seasick, plane sick, or car sick.
163. It takes a great deal to make me emotional.
164. My emotional life is marked by great moderation.
165. I believe I am less emotional than most people.

166. I rather frequently find myself getting emotional about something.
167. Sometimes I become so emotional that I find it a little hard to get to sleep.
168. I become emotional fairly easily.
169. I have sometimes actually screamed with joy.
170. I am seldom disturbed about sexual matters.
171. I usually prefer to keep my feelings to myself.
172. I almost always do about as well as I expected in competitions.
173. I suppress my emotions more often than I express them.
174. I am easily moved to laughter or tears.
175. I think much and speak little.
176. I consider most matters from every standpoint before I form an opinion.
177. I have sometimes gotten so angry that I felt like throwing and breaking things.
178. I am practically always tolerant even in dealing with people that I don't like.
179. My feelings and emotions are very easily aroused.
180. I almost never notice minor physical injuries.
181. I am considered rather emotional by my friends.
182. I find that my life moves along at an even tenor without many ups and downs.
183. I have occasionally had to make an effort not to cry.
184. I am a rather objective and matter-of-fact person.
185. I like having someone with whom I can talk about my emotional problems.
186. I am rather spontaneous in speech and action.
187. I usually express myself objectively, with considerable caution and restraint.
188. I am a fairly impulsive person.
189. I never complain about my sufferings and hardships.
190. I have sometimes corrected others, not because they were wrong, but only because they irritated me.
191. I have occasional difficulty getting the temperature of my bath the way I like it.
192. I have very strong likes and dislikes.
193. Quite a few things make me emotional.
194. I am moderate in my tastes and sentiments.
195. I usually do things in a leisurely sort of way, seldom getting excited.
196. I am almost never extremely excited or thrilled.
197. I experience rather frequent pleasant and unpleasant moods.
198. I like to discuss my emotions with others.
199. I sometimes speak on the spur of the moment without stopping to think.
200. I can stand pain better than the average person.

APPENDIX C

Test of Ability to Judge People

November, 1960
H.S./D.S.

Test of Ability to Judge People

Directions: In each of the following actual cases some information is given about a person. Study the information until you know the facts, then judge the correctness of the statements that follow the information. In most of the cases, you will judge whether you think the statement is True or False. Mark "1" on the separate answer sheet if you think the statement is True, and "2" if you think it is False.

About half of the answers for each case are known from the record to be true and about half are known to be false. Answer all of the statements even if you are in doubt and complete all of the cases.

The Case of Bill the Traffic Manager

Bill is a \$10,000 a year traffic manager for a Milwaukee Brewery. He was promoted from the driver ranks and possesses a fourth grade educational background. Bill is very loyal to the company and has high moral standards. When working in the ranks, he gained the reputation of being the hardest working driver. He is a big man and maintains that, "Hard work never hurt anyone".

1. He works 10 to 12 hours a day and 6 to 7 days a week.
2. He, like other members of management, drinks scotch when out with his friends.
3. He knows that he has proven himself, so he has no fear of losing his job.
4. He tries to promote his product at all times, even to the point of losing friends.
5. He feels that the union's seniority rule is as good a basis as any for promoting helpers to drivers.
6. He believes that his employees should be paid on a commission basis.
7. He likes to play golf.
8. He associates socially with other members of the company management.

SARAH

Sarah is the tall and slender receptionist of the university dean. Thirty-nine years old, she has top seniority among the seven girls in the office. The job requires that she meet the large number of students who have been asked to see the dean or who come to him for advice. She refers to students as "dumbbells", openly blames them for their errors, and swears when she is angry, which she often is.

9. She is conscientious about passing along phone messages to the other girls.
10. She is careful about the routine details of her work.
11. She consults the other girls about the regulation of the heat and ventilation in the office.
12. She says she is happy in her job.
13. She was an only child.
14. She compliments the other girls when they do a good job.

The Case of Christopher

Christopher's parents live in a small western town where his father teaches school and his mother is librarian. Both parents are shy and quiet, fond of reading and natural history. His brother, 5 years older, is now a lawyer.

Christopher has always been thin and frail, but seldom ill. He began to talk early, but did not walk equally early. He seldom cried and required little discipline as a child. He is very intelligent, being above average college level of intelligence.

15. He creates imaginary friends.
16. He enjoyed his school gang.
17. Christopher seldom day dreamed.
18. Occasionally, when excited, he loses his voice.
19. He does well in oral classwork.
20. His marks were below his ability.
21. He enjoyed high school activities.
22. While in college he went to many movies.
23. He feels that he is not a true participant in life.

EARNST

When he first came to Harvard Earnst was a tall, narrowed shouldered 24 year old graduate student in engineering. He was born on a farm in Wisconsin, the youngest of a large family. He received most of his education at country schools until he entered engineering college. Recalling his family and childhood Earnst said:

"My earliest impressions of life that I can remember now, were to a large extent miserable. As a baby I was constantly ailing, apparently having one childhood disease after another, starting off with measles at the age of six weeks...Mother was an intelligent, gentle, loving woman, and was much thought of by friends and neighbors...My father was at times a brutal man and inclined, when drinking, to be unpleasant to me. At such times he would make fun of me, call me all sorts of unpleasant names and say that I probably wouldn't live the year out, and that it would be better if I didn't...My father had become an invalid, I forgot to mention before, shortly after mother died. He was in acute need of a job for he had no money, and was living on what he could borrow from a brother. He was earning his meals by working in a restaurant."

Earnst was one of 50 college students hired for an intensive study of personality at Harvard in the 1930s.

24. He had lately become a Christian Scientist.
25. He had some difficulty in recalling the names and ages of his brother and sisters.
26. Earnst was a good conversationalist.
27. In various experiments, his aspirations were always well ahead of his performance.
28. He was self-confident.
29. In an experiment involving a mild electric shock, Earnst was unusually disturbed.
30. He was lacking in ambition.

HARTLEY

As a Harvard senior, Hartley was of average height and weight, but had broad shoulders, narrow hips, and strong arms and legs. Although he was good in many sports, he was outstanding in none. He described himself as a "very impatient sort of fellow" who always liked action of some kind. He was very intelligent. Commenting on life in general he said: "I like the world the way it is. For as it is, it offers competition and insecurity, and it's the battle to overcome each of these that makes life worthwhile."

His father had been a schoolteacher, but was now the energetic manager of a mid-western wholesale business. His mother was a meticulous housekeeper. Of his family Hartley said: "Mother is interested in art, music, and books; Dad, in nearly everything."

31. He had a great many pets when he was a child.
32. He became a proficient fighter during his early school years.
33. He had an unhappy time during his high school years.
34. He had his first date when he was sixteen.
35. He enjoyed being the stage manager of high school dramatic productions.
36. During his college career he was something of a "lone wolf".
37. He lacked self-confidence.
38. One of his ideals was to be an easy and gifted speaker.
39. He was in favor of socialized medicine.
40. He had little interest in science.
41. At the age of thirty he was almost a stranger to fatigue.

The Case of Chester

Chester is 16 years old. He is a bit slight for his age. He is a medium-brown negro boy, the oldest of 4 children in a middle-class New Orleans family. His mother is a physically powerful woman, religious, dominant, and thrifty. She has been the head of the family since the father deserted 7 years ago. She insists on well-mannered and obedient children. Chester's father was a semi-skilled worker. Before he deserted the family the mother had decided that Chester would be a doctor. Now she works to keep up appearances and to keep the children in school. Chester was not to bring "lower class" children home or to play with them. He had to stay in the yard after 4 P.M. His mother frequently employed physical punishment in disciplining her children.

In spite of the financial difficulties his mother arranged for Chester to attend a private negro prep school. He was of above average intelligence and maintained good academic and athletic records throughout school.

42. He feels "clothes makes the difference".
43. He says the majority of negroes are of the worse kind.
44. He is proud of his mother.
45. He is boastful.
46. He is severely punished by his mother when he exhibited curiosity about sex.
47. He is rather aggressive, verbally.
48. He feels lower class negroes are persecuted.
49. He says: "I'm as good as anybody in the world."
50. He shows few signs of anxiety or worry.
51. He saves his money to buy clothes.
52. He invites his friends to his home.

DORIAN TYLER

Dorian entered Dartmouth College from a private school and graduated as an economics major. He was of slight build, average height, good health, and very superior intelligence. An observer who had known him and his family for a long time commented:

"The only child of very admiring and doting parents. During his pre-college life, he was brought up to be a perfect gentleman; so much so, in fact, that he failed to reveal the usual boyish traits as completely as he should have. As he grew older, he veered from the exemplary behavior and developed a reputation of being a great ladies' man, a somewhat reckless driver and indifferent to the serious aspects of living. At times, his appearance is very smooth, and then again he is quite neglectful at times and looks extremely seedy. The mother has been a semi-invalid during all of the boy's life and has dominated him, and, I believe imposed upon him beyond reason."

53. Dorian received high grades in college.
54. Fellow students think of him as a "snob" and an "egotist".
55. His instructors described him as "responsible, disciplined, and mature".
56. He reports that he was often tired as a child.
57. Dorian has few artistic interests.
58. When he meets a girl he likes, he doesn't care about her social class and background.
59. When asked what super-politeness expressed, he replied: "contempt!"
60. He is more comfortable with men than women.
61. He received an "A" in an English course entitled: "Types of Rebel Thought".
62. His grade point average improved steadily through college.

The Case of Joe Figg

Joe was the second son of Irish immigrant parents who had grade school educations. His father's earnings were meager at first, but improved when encouraged by his wife; he invested a small inheritance in a flower shop. With Joe's mother, education was less important than religion, but still necessary for getting ahead socially. His mother was very affectionate, but dominating. Joe's parents decided he should be a doctor. His father was rather passive, but capable of outbursts. Punishment of the children was severe. It included shaming, denying of affection, spanking, and denying of pleasure.

As a child Joe was his parents' favorite, and was often the center of attraction. He was good looking, and was considerably above average intelligence. Later, however, he lost favor when his brothers seemed to make more social progress.

63. He was a "show off" in Kindergarten.
64. He found it easier to become accepted by boys than by girls.
65. He acted childish in high school.
66. He had very strong guilt feelings about masturbation.
67. He was not very concerned about losing high school friends.
68. He was quite independent.
69. He was changeable and disorganized.
70. He was quite studious.
71. He bragged about his sexual conquests.
72. He bragged about being so young in high school.
73. He found it easy to make decisions.
74. He was quite jealous of "his girl", as a high school senior.
75. He enjoyed a position of leadership given him in the Army.

The Case of the Johnson Dress Shop

Margaret Johnson is the owner and manager of an independent woman's ready-to-wear shop in a suburb of Cleveland. She also does all the buying, which means leaving the shop in charge of a saleswoman twice a year while she is in New York.

She is married to a man who is lame. Because of this he has refused to work for quite some time. He does odd jobs around the store and gives orders to the employees. He drinks heavily.

Mrs. Johnson is about 55 years old. She is large, sturdy, and extremely intelligent. She has had a great deal of experience in the retail field. She is in the upper middle class. She is industrious and ambitious, but has a quick temper and never admits a mistake.

There are 5 saleswomen, 2 maids, and 10 alteration women working for her. They receive excellent pay and work from 9:00 a.m. to 5:30 p.m. with an hour off for lunch. The merchandise in the shop is extremely high-priced and consequently the customers are very wealthy, high-society people.

76. Mrs. Johnson is liked by her employees.
77. She is constantly enlarging her shop.
78. When a saleswoman makes a mistake, Mrs. Johnson waits until the customer leaves before she corrects her.
79. She has little trouble keeping her employees.
80. She has the reputation of being a hard person to work for.
81. Mr. and Mrs. Johnson quarrel constantly in the shop in front of employees.
82. The employees are very loyal to their employer.
83. She will not allow the saleswomen to sit down during the day.
84. She will lecture her customers if she disagrees with their taste in clothes.
85. She knows how to get the maximum amount of work out of her employees.
86. She lets her employees take a ten minute break in the afternoon.

The Case of John Sanders

John at 15, was 5'4" tall and weighed 105 pounds. He had a childhood record of ill health. Emotionally John was rather reserved, but sometimes expressed himself vigorously. He was not at home in social gatherings, though he often attended. He enjoyed talking about books, art, politics, and movie stars though. He was in the upper $\frac{1}{4}$ in intelligence and got good marks in Literature and Language, but low in Math. John reported that if he had one wish he would like to be (1) movie star, (2) detective, (3) king.

John grew up in a middle class suburban area. His father provides a modest but erratic income as a plumber. He is patient and "comradely" with John. John's mother, the dominant figure in the household, was often apprehensive about his safety and demanded much of his time.

87. At age 15 John filled out a personal-social inventory and stated: "I wish my mother could be happier."
88. At the same time on a self-rating form, John saw himself as a weakling.
89. John also saw himself as seldom worrying about "things which he had done, but never told to anyone."
90. At age 17 John reported he would like to improve the beauty of a machine.
91. At age 17 John held a conservative attitude regarding free speech and academic freedom.
92. He also found irreligious people more interesting.
93. Various personality tests showed that John had little drive to accomplish things.

AGNES

Agnes, an unmarried professor in her early fifties, teaches art in a small mid-western university, attends many concerts, and lists interior decoration as her favorite hobby. As a child, she often hid in order to read books rather than do housework. Her father, a European immigrant, became an iron miner in a company town and raised his eight children in a house owned by the company. Her parents were strict disciplinarians and encouraged their children to quit school and go to work. Agnes is the only one of the children who went to college.

95. Her family are now proud of her accomplishments.
96. She is unconcerned about what other people think of her.
97. She enjoys taking care of her house.
98. She is a relaxed and informal hostess.
99. She likes her sisters-in-law.
100. Her sisters ask her advice about clothes.

JOHN TOWNLEY

John, a Dartmouth student, was a cheery, sociable, unaggressive, and conventional young man of average intelligence who was earnest and diligent in his college work. He graduated, however, in the lowest tenth of his class. There was evidence that his feelings of inferiority and his fears of independent judgment constituted handicaps. Responses to projective tests ("artificial as the ice cream in a soda fountain window", "exciting as a battle between a mongoose and a cobra", "idealistic as the life of a nun", etc) indicated that John had a creative capacity that had been largely repressed in his academic work. Both of his parents were talented musicians but he could neither carry a tune or play an instrument.

101. His parents were warm and indulgent.
102. John's autobiography was short but well organized.
103. In his autobiography he wrote that he was "the most even-tempered cuss that has ever walked on two feet."
104. He stated that he had had "quite a few love experiences".
105. Some of his friends described him as "even-tempered" and some described him as "quick tempered and irritable".
106. John gained little pleasure from the activities of everyday life.
107. When he tried seriously to do a good piece of work he forgot his fears and doubts.
108. His autobiography was repetitious and full of contradictions.
109. He clearly distinguished between what he thought and what others expected him to think.
110. John seemed unable to organize and present ideas.
111. John's ambition was to succeed in some kind of artistic vocation.

WILLIAM AND LAURA

William, 24, and Laura, 23, have been married for a year and a half. Both his and her parents, who had approved of their marriage, were foreign-born, similar in social and economic backgrounds, and residents of the same community. At the time of their marriage, William had had only irregular employment since his graduation from high school. William is proud of his dead mother who had run her husband's affairs, planned her seven children's vocational and social activities, and faced death with an unsagging spirit. The youngest of his three sisters, all of whom were much like their mother, took care of him when their mother died.

William and Laura (cont'd)

Laura, although she wanted to teach kindergarten, had worked as a store clerk for two years before her marriage and continued to work at the same job afterward. Her father had been a successful merchant but had developed an interest in gambling and had given up good positions for trivial reasons. Both he and his son often gave Laura and her mother tongue-lashings. Her mother was patient and long-suffering. William and Laura had few friends and belonged to no social organizations.

- 112. William's mother was also named Laura.
- 113. William now feels that his wife was a strong source of security.
- 114. Laura complained that William was too aggressive in his sexual advances.
- 115. Laura continued to respect her father even after he had ceased to support the family.
- 116. William considers his marriage was a mistake.
- 117. William feels that his childhood was very happy.
- 118. William still admires his wife's appearance and personality.
- 119. William's father objected when his daughters tried to put him in an old people's home.
- 120. William often wishes he had a home to go back to.
- 121. William is very irritated when his wife comes home tired from work.
- 122. William recognizes that he wants to depend on his wife as he used to depend on his mother and sisters.
- 123. William commenting on getting married, said: "With superhuman effort I forced myself to go to the courthouse and say, 'I want a license'".
- 124. William makes many demands of his wife.

EARL AND FRANK

Earl and Frank, identical twins, were born in a midwestern city, of uneducated and unmarried parents. When the boys were six months old, they were turned over to their mother's sister. She kept Frank but placed Earl with a family who had advertised their wish to board a baby. This family soon assumed full responsibility for Earl and took him to a city in the northwest without consulting the aunt of the boys. Earl's foster father was a college graduate and a successful salesman; Frank's a streetcar conductor. Earl graduated from college; Frank attended high school only six months, though later he attended night school. Earl was raised in comfort; Frank was brought up with little economic security in the neighborhood where he was born by his fond aunt. Both twins had happy homes with only moderate discipline.

They were both interviewed and tested by psychologists in 1941 when they were 37 years old. The twins were remarkably similar in many respects: same height, same color hair, same fingerprints, same good health, same poor spelling, same ratings on many personality traits, very similar vocational interest scores, etc... In some respects, however, they were different. For each of the statements indicate the name of the twin to whom you think the statement applies. Use "1" for Earl and "2" for Frank.

- 125. Was warmer in his personal relations.
- 126. Spoke of his brother with an air of superiority.
- 127. Was less pompous and affected.
- 128. Was bothered by the gap between his aspirations and his ability to achieve them.
- 129. Was more stable emotionally.
- 130. Was more self-conscious.
- 131. Said that what he wanted most in life was a good business with men working for him.
- 132. Said that what he wished for most was the happiness of his family.

FRED AND JOHN

Fred and John, identical twins, had very similar backgrounds and personality. Their father, an unsuccessful and alcoholic son of a well-to-do New England manufacturer, had gone to Cuba to make his fortune. He failed there as a farmer, and also failed in Florida where the family had moved when the boys were 4. He eventually returned to New England to live with the twins' grandmother. The mother of the twins was industrious and long-suffering. Though she was, for the most part, responsible for rearing the children, their father was sporadically a demanding and cruel disciplinarian. The twins left school after the eighth grade and went to work in the same factory on semi-skilled jobs. They are working at identical jobs today. They have the same eye and hair color, and look very much alike. Both have type O and Rh positive blood. Both are shy, dependent, passive, and anxious.

The twins came to the attention of physicians at the age of 46 because John had developed a severe duodenal ulcer while Fred remained in good health. For each of the statements below indicate the name of the twin to whom you think the statement applies. Use "1" for Fred and "2" for John.

- 134. Had better understanding of himself and of other people.
- 135. Was a warmer and more tender person.
- 136. Worked harder to keep a brighter view of himself and others.
- 137. Showed greater hatred of his father.
- 138. Was readier to accept blame.
- 139. Was more resentful that their mother had not given them more from the \$100,000 she inherited about ten years ago.
- 140. Described his wife as a good cook and mother.
- 141. He showed more competitiveness in his relationships with his brother.
- 142. Was more optimistic.
- 143. While the level of gastric secretion was much higher than normal in both twins, his level was higher than his brother's.
- 144. One of his son's has a scholarship at an ivy league university.
- 145. Learned that his wife had been carrying on an affair with an older man.

APPENDIX D

The Human Relations Scale in Final Form

HUMAN RELATIONS SCALE

This is a scale measuring beliefs about how people react in different situations. There are no right or wrong answers. In many cases it may be difficult to choose an answer, but please mark a choice for each one.

The Case of Hans: The place: Munich, Germany. The time: 1922. Hans Meyerhoff, a poor shopkeeper, has been invited to a secret meeting of a small organization headed by Adolf Hitler. Hans is bewildered throughout the meeting.

1. What is he thinking at the end of the meeting?
 1. "This man believes more in himself than any man I've met."
 2. "The others think he had some great ideas."
 3. "He is an impressive speaker."
2. Hans becomes enthralled with Hitler and tries to convince one of his customers, Rudolph, to join the Party. Why is Rudolph hesitant?
 1. "Hans, himself, doesn't know what he is joining."
 2. "Hans and the rest will soon outgrow this craze."
 3. "I wonder why Hans wants me to join the Party."
3. In time, however, Hans's friend, Rudolph Hess, joins the Party and becomes one of Hitler's most trusted aides. For some reason in the middle of World War II, Rudolph Hess flew alone right over London only to be shot down. What were Hitler's thoughts about this?
 1. "He did it to embarrass me before the world."
 2. "He did it to show the others he wasn't a coward like they said."
 3. "He did it to prove to himself he is brave."
 4. "He did it in a moment of insanity."
4. Hans, however, remained far down the line in Party power. What does his wife think about this?
 1. "He must feel inadequate not to have been promoted any higher."
 2. "I wonder if he thinks I'm partly responsible."
 3. "The other members don't respect him at all."
5. Hans's only daughter, Hilda, falls in love with one of the few Jews left in Munich. Hans of course is opposed to the romance. What does her lover, Max, think about Hans?
 1. "Hans is weak; even his friends in the Party don't respect him."
 2. "He is only a poor, frightened shopkeeper."
 3. "I think he genuinely hates me."

6. Hilda and Max elope, as a friendly guard lets them through a checkpoint. What was the guard thinking as they went through?
1. "They will have few friends in all of Germany."
 2. "They will always be grateful to me for letting them out."
 3. "They know not what they do, only of their mutual love."

The Case of Cardinal Vincenzi: Cardinal Vincenzi is attending the Ecumenical Council in Rome. There is a question on the floor about which he has strong feelings, diametrically opposed to the Pope. He is in the process of preparing his argument.

7. What is he thinking as he writes his speech?
1. "The other Cardinals have a high regard for the Pope."
 2. I must be careful not to arouse the Pope's ire against me."

The Case of the Babe: Besides being one of baseball's great heroes, Babe Ruth had a sincere interest in children. He once had an interview with Tommy Smith, reporter for his high school paper.

8. What was Tommy thinking during the interview?
1. "I hope he thinks I'm doing a good job."
 2. "I wonder if he knows how admired he is."
 3. "People think he's really great to give of his time like this."

The Case of Martha: Martha is an orphan. She is fifteen years old and is being considered for adoption through a social work agency. The interested couple is talking with a social worker.

9. What might the social worker be thinking?
1. "They have favorable recommendations from respected people."
 2. "It seems that they would make good parents."
10. The social worker decides to recommend the adoption. What might she be thinking during her conference with her supervisor?
1. "He seems to respect my views."
 2. "His experience makes him a keen judge of adoption cases."
 3. "He has a lot of confidence because of his wide experience."
11. Her supervisor's thoughts?
1. "She's done a good job of analysis."
 2. "She knows she has to convince me."
 3. "I've heard she is a very capable worker."
12. Martha is adopted by the couple. What is the social worker thinking after her twelfth and final monthly visit?
1. "Martha realizes she has never been happier."
 2. "Her parents and friends have grown to love her."
 3. "They all seemed terribly grateful to me."
13. Two years later Martha falls in love with a college senior named Bill. What do her parents think about this?
1. "At eighteen we should expect a girl to fall in love."
 2. "Bill seems to love her too; he treats her like a queen."
 3. "She doesn't need us like she used to."

14. Martha talks to her social worker for advice about leaving her parents so soon. Martha's thoughts?
1. "I hope she doesn't think she made a mistake with me."
 2. "I hope she doesn't think I let her down."
 3. "A social worker would be a good person to talk to now."
 4. "She is respected by her colleagues; she must be a good worker."
15. What is the social worker thinking?
1. "Martha thinks I can give her some good advice."
 2. "She knows she needs advice."
16. The social worker talks with Martha's parents. Their thoughts?
1. "Martha seems to think a lot of her now."
 2. "She will be good to talk to now."
 3. "She probably thinks we let her down as parents."
17. Martha and Bill decide to get married. Her parents' thoughts?
1. "They make a great couple and have happy days ahead."
 2. "They know they made the right decision."
 3. "Hope she still loves us!"
18. What is Bill thinking now?
1. "Her parents still love her and understand her."
 2. "Our lives are just beginning."
 3. "I hope she loves me as much as I love her."

The Case of Lou: Lou is the father of three college-age children. He has been acting rather cold toward his wife as of late. His wife is worried. They had always gotten along well in their 26 years of marriage, and were able to discuss their problems with each other.

19. What is Lou's boss thinking about his problem?
1. "Lou knows his work is not as good as it could be."
 2. "The other workers are becoming impatient with him."
20. What might Sally be thinking? She is his favorite child.
1. "He must be depressed because I left for college."
 2. "I guess adults have periods of depression just like us kids."
 3. "I hope he can talk it out with his friends."

The Case of Albert: Little Albert is a schoolboy in Germany. He is doing below average work in math and sees his teacher for help.

21. What is Albert thinking during the conference?
1. "He is one of my best teachers."
 2. "I wonder if he's interested in helping me."
 3. "I wonder what kind of teacher he thinks he is."
22. Poor Albert failed his math course. How did his teacher feel?
1. "I hope this doesn't hurt his self-confidence too much."
 2. "I hope he doesn't feel resentful toward me for failing him."
 3. "He just doesn't have the ability to do math."
23. How did his teacher feel a few years later when his former student formulated an equation $E=mc^2$, changing world history?
1. "Einstein will go down as one of the great thinkers."
 2. "I wonder if he thinks I was a poor teacher."
 3. "He is being hailed by all as our greatest physicist."

The Case of Samuel Reshevsky: Mr. Reshevsky is a world champion chess player. He recently played 50 players simultaneously.

24. What were his opponents thinking as they sat down to play him?
1. "He is truly one of the world's great players."
 2. "He must know he's pretty good to play so many at once."
 3. "Does he really think that I'm a challenge?"
25. One of the players, a 15 year old boy, beats the Master. His name is Bobby Fisher, current U.S. chess champion. As they played the second time, what was Reshevsky thinking?
1. "I don't think success has gone to Bobby's head."
 2. "He seems to look at me differently than he did the last time."
 3. "The audience seems really to like him, maybe for his youth."
26. What did Bobby think after he defeated the Master again?
1. "His one mistake at the end cost him the game."
 2. "He must think I'm his equal now."

The Case of Cathy: Cathy and her roommate are sophomores at a large university. They just had a fight about keeping the room neat, Cathy claiming her roommate is not neat enough.

27. What is Cathy thinking after the fight?
1. "Other girls think she is too sloppy, too."
 2. "She thinks her standards are the most practical."
28. What did Cathy think after talking to her housemother about it?
1. "She really understands the problem."
 2. Any housemother would have trouble handling this kind of problem."
 3. "I can see why girls think she is so understanding."
 4. "I wonder what she thought of me and my side of the argument."
29. Cathy gets a new roommate; her thoughts upon meeting her?
1. "I hope she's more well-liked than my old roommate."
 2. "Anything will be better than the old situation."
 3. "I hope she realizes that her way will not always be the best."

The Case of Bob: Bob is a senior majoring in math and plans to go to graduate school next year. His math teacher, Mr. Lewis, is retiring.

30. How does Bob feel about this bit of news?
1. "Lewis thinks he can't convey the material as well now."
 2. "It's best for all that he retire now."
31. His wife's thoughts about the news of her husband's retirement?
1. "I'm proud of all the praise he's getting from his colleagues."
 2. "He has a feeling of real satisfaction after these 30 years."
 3. "These next years might be a good change for him."
 4. "Maybe he will need me more now that he is not working."

32. Mr. Lewis is replaced by a young PhD. She is bright, good-looking and single. What is Bob thinking as she walks into class?
1. "This should be an interesting course."
 2. "I wonder what the staff thinks of this new addition."
 3. "I hope she likes my work."
33. She is a hard marker and Bob fails the first exam. His thoughts are:
1. "She's trying to show the class who's boss."
 2. "She's the hardest marker in the department."
 3. "I wonder what the rest of the class thinks of her standards."
34. Bob goes to talk to her about his work. Her thoughts?
1. "He seems upset at me for marking so hard."
 2. "He seems genuinely interested in improving his work."
35. Bob gets straightened out and ends up with an A in the course. What are his thoughts now?
1. "She thinks I really know the material now."
 2. "The class ended up respecting her and liking her a lot."
 3. "This was a very beneficial course."

The Case of Leon: Leon Winters is captain of his bowling team. His team loses its first three matches and he resigns as captain. Under his successor, Al, the team wins its next 4 games.

36. What are Al's thoughts now?
1. Leon must realize he's more of an asset to the team as a member than as captain."
 2. His bowling has improved lately, as has the team's."
 3. "He resents me for taking over his job."

The Case of Jan: Jan is a high school dropout. He is seeing an advisor from the Poverty Program to try to get a job.

37. What is the advisor thinking as he talks to Jan?
1. "He realizes he needs help."
 2. "He seems to think I can help him."
 3. "This program was designed to help this kind of boy."
38. Jan gets a job on a construction job. His foreman's thoughts are:
1. "This boy needs to gain some self-confidence."
 2. He'll be depending on me to help get him started."
39. One day, Jan had a fight with another laborer, Bret, a man about fifty. Jan thinks afterwards:
1. "I wonder if the other workers thought Bret was right."
 2. "It was silly to fight; it should pass over quickly."

40. The foreman's thoughts?

1. "Jan will probably worry what I'll do to him about the fight."
2. "I wonder if Jan thought it was wrong to have fought with Bret."
3. "I wonder what the workers think of Jan."
4. "These things happen on any job."

The Case of Mr. Moore: Alan Moore is in the market for a new car. He is deciding between a Lincoln and a Cadillac.

41. What might he be thinking as he is talking to one of the salesmen?

1. "I wonder if he thinks I'm an easy customer to sell."
2. "I've heard he's a well-repected sale ma ."

The Case of Ellen: Ellen has been dating a boy steadily for three months. They are both freshmen and have decided to stop seeing each other for a while.

42. How does Ellen feel?

1. "It's best for both of us because we're too young to get serious."
2. "I hope he still likes me even though we're not dating."
3. "I wonder how he feels about it."

