IDENTIFICATION OF MALE COLLEGE STUDENTS WITH THEIR FATHERS AND SOME RELATED INDICES OF AFFECT EXPRESSION AND PSYCHOSEXUAL ADJUSTMENT

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ABSTRACT

IDENTIFICATION OF MALE COLLEGE STUDENTS WITH THEIR FATHERS AND SOME RELATED INDICES OF AFFECT EXPRESSION AND PSYCHOSEXUAL ADJUSTMENT

by John L. Maes

This study was based on the theoretical assumption derived from psychoanalytic theory that groups of adult males could be divided into those who had been successful in identifying with their fathers and those who had been unsuccessful. Having operationally defined a group of successful identifiers, it was predicted that the successful identifiers would demonstrate less psycho-sexual conflict, less defensiveness, and greater affective complexity when placed in a situation reminiscent of relationship with parental figures.

Male undergraduate college students enrolled in an introductory psychology course were used as subjects for the study. One hundred twenty-four subjects were divided into two groups of 62 successful identifiers and 62 unsuccessful identifiers on the basis of their scores on the Block Adjective Check List. The Block Adjective Check List contained 79 adjectives, 30 of which were chosen as being descriptive of the concept "Your Ideal Self" and 30 of which were chosen as not being descriptive of this concept. The same procedure was repeated using the concept "Your Father." Subjects scoring below the median number of differences between the adjectives chosen for the two concepts were labeled successful identifiers. Those scoring above the median were labeled unsuccessful identifiers.

In a classroom setting containing groups of approximately 20 subjects, the experimental instruments were administered. There were:

eleven slides depicting the Blacky cartoons, eight slides depicting TAT cards 3BM, 6BM, 7BM, 8BM, 12M, 15BM, 14 and 17 BM, and the Defense Preference Inventory. The Blacky cartoons were used to measure psycho-sexual conflict, the TAT cards to measure affective complexity, and the DPI to measure defensiveness. The Blacky Test is designed to create a situation reminiscent of relationship with parental figures and the TAT cards were chosen as those most likely to create such a situation. The DPI was used in conjunction with the Blacky slides.

1. The prediction regarding greater psychosexual conflict for the unsuccessful identifiers was supported by the data at the .025 level of confidence.

   Four sub-hypotheses were tested predicting greater conflict indices on certain Blacky sub-scores for the unsuccessful identifiers than for the successful identifiers. The four Blacky sub-scores were: Castration, Anxiety, Positive Identification, Guilt and the Pre-genital Loading. The differences between groups were significant at the .005 level for the Positive Identification and Pre-genital scores. The Castration Anxiety score approached significance (.10 level of significance). The Guilt score was in the opposite direction than that predicted.
2. There was no measurable difference between the DPI scores for the two groups.
3. The Affective Complexity scores were in the opposite direction to that predicted for the two groups.

Psychoanalytic theory appeared to receive some support from the Blacky responses for the two groups. It appeared that subjects who had not been able to identify successfully with their fathers did manifest greater psycho-sexual conflict than those who had been able to identify

successfully, and that this conflict was most evident at the psychosexual stages of development where it might be expected on the basis of psychoanalytic theory.

The negative results on the tests of differences between groups for the defensiveness and affective complexity hypotheses suggest that there may be a need for further refinement and standardization of the instruments used and for further research.

This study employed a scoring system for the Block Adjective Check List which made the instrument more appropriate for this study and may enhance the value of the instrument as a measure of identification in the future.

A curvilinear relationship between the Adjective Check List and the Blacky Total and sub-tests scores was discovered. Subjects demonstrating greatest differences between responses to the concepts Father and Ideal Self had decreased psychosexual conflict scores. Two possible explanations of this phenomenon were offered.

a. These subjects may have identified successfully with models other than their fathers.
b. Because of the development of defective character structure they have made no strong identification with any model. Consequently, little anxiety and conflict are experienced.

These latter alternatives present challenging possibilities for further research.

Approved: _____
Committee Chairman

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INTRODUCTION

This investigation was concerned with the successful and unsuccessful identification of college students. Such an attempt was immediately complicated by the various meanings which have become attached to the word identification. Knight, (1940) recognizing this state of affairs, suggested that identification was probably used in more different ways than any other psychoanalytic term. His concern focused on the term as it had been used by psychoanalytic writers. When non-psychoanalytic writers are included, the problem of pinning the term down becomes further magnified. Tolman, (1943) described the origin of the term and its increasingly complex meaning as follows:

> Identification was apparently first used by Freud. But his concept became unnecessarily complicated and it was too closely bound up with his whole psychoanalytical system. I shall not mean here by identification, therefore, Freud's own concept, but merely a general neo-Freudian notion which seems now to be widely accepted by most psychologists and sociologists.

Unfortunately the current usages of the word identification are broader than "a general neo-Freudian notion." Sanford (1955) has enumerated some of the additional ways in which the word has been used as follows:

> It may be added that the term identification is also commonly used to refer to the phenomena of empathy and of vicarious living, of sympathy and altruism, and that it creeps into our vocabulary when we try to define closeness or loyalty, or even conformity or submissiveness, as between two people. (And furthermore, we know that the objects of identification, as the term is variously used, are not confined to other people, singly or in groups, but may include animals, machines, inanimate objects, parts or features of people; and that identification may be expressed not alone in overt behavior but in conscious experience, in attitude, in fantasy.)

In an attempt to lessen the semantic confusion surrounding the label "identification," Sanford (1955) suggested that a moratorium be placed on its use. He said,

> Why not agree that identification is not an explanatory concept, and that as a descriptive one it is too vague to be useful.

He then went on to suggest other ways in which the phenomena, usually referred to by the word identification, might be labeled. He suggested greater use of the word introjection (a word which gives rise to confusion in its own right). He also invented the term "identification proper" to refer to certain kinds of phenomena which might generally be referred to as identification. But each of these attempts at clarification was in reference to one or more aspects of the groups of behavioral phenomena usually referred to by use of the word identification. These behavioral phenomena occur in conjunction with the child's efforts to "be like" or to "identify with" the parent.

If a complex group of phenomena are generally subsumed under the label of identification, the problem may be not to find better labels, but to develop a more thorough understanding of the phenomena themselves. Therefore, it was the purpose of this study to define identification within the framework of existing theory, and to make an empirical test of hypotheses suggested by that theory.

CHAPTER I

THE CONCEPT OF IDENTIFICATION

In agreement with Tolman (1943) Stoke (1950) credits Freud with the introduction of the term identification into psychological literature. He offered the following quotations from Freud to demonstrate Freud's usage of the term:

> and here we have that higher nature, in this ego-ideal, or super-ego, the representative of our parents. When we were little children we knew these natures, we admired and feared them; and later we took them into ourselves. (1935, p. 47)

> identification endeavors to mold a person's own ego after the fashion of the one that has been taken for a model. (1922, p. 63)

> It is easy to state in a formula the distinction between an identification with the father and choice of the father as an object. In the first case one's father is what one would like to be, and in the second he is what he would like to have. (1922, p. 62)

Stoke commented as follows:

> From the wealth of context in which the term is used it is usually implied that a child gives its emotional allegiance to one of its parents and attempts to duplicate in its own life the ideas, attitudes, and behavior of the parent with whom it is identifying. There are occasional uses of identification in Freudian literature aside from the above, but this is the chief usage and the one with which we shall be concerned. (p. 163)

Mowrer (1950) enumerated three different uses for the word identification as employed by Freud; while Stoke (1940) suggests there are others. However, the two meanings, employed by Freud, which have had the most impact on psychoanalytic thinking are those that follow.

Primary Identification

Freud's (1935) use of, what has later come to be called, "primary identification" refers to the initial undifferentiated perception of the infant in which an external object is perceived as part of the self. Munroe (1955) defined Freud's usage of the concept as follows:

> The yearning for release from unpleasant stimulation and from desire is, of course, very closely associated with the mother. At first the process takes the form of primary identification, that is, the infant does not distinguish clearly between the mother's breast (then the face and gradually the person of the mother) and his own self. (p. 181)

In primary identification the child attempts to attain a oneness with the parent that will restore homeostasis in the face of physiological tensions. It begins with the child's attempt to incorporate the mother's breast. Fenichel (1945) in elaborating this developmental phenomenon said:

> By incorporating objects one becomes united with them . . . the "oral introjection" is simultaneously the executive of the "primary identification." (p. 63) What is called primary identification . . . is identical with what might be called oral incorporation from the point of view of the instincts. (p. 83)

Fenichel appears to be saying that primary identification is, instinctually, an attempt to incorporate the parent into oneself.

Although primary identification per se is not important to the discussion that will follow, it is important in the contribution that it has made to Freud's most frequent usage of the word identification--Secondary identification. Secondary identification will be the focus for the remainder of this study.

Secondary Identification

Secondary identification, like primary identification, is an attempt to decrease tension and to restore tranquility to the organism. In this case, however, the tension is not caused by annoying physical stimuli such as hunger, thirst, etc., but by anxiety. Secondary identification occurs

at a later stage in the development of the child than primary identification. Most of Freud's references to this process pertain to the stage of psychosexual development which he called the phallic stage. (1949)[1] By this time the child has developed means for coping with basic biological needs. His attention at this point is focused on the discovery of himself as a social being. His interaction with "significant others," both parents and peers, has great emotional meaning for him. His struggle for biological survival no longer commands all of his energies. Instead, a psychological struggle for survival has taken its place. He has learned to know the powerful figures (parents) on whom his sense of well-being depends. He has become aware of the nuances in their relationship with him that signify emotional acceptance or rejection. To be accepted is to survive emotionally. To be rejected is to be threatened with destruction.

This is the milieu in which the Oedipus complex is said to occur. Freud (1949) offered one of his most succinct descriptions of this phenomenon as follows:

> Now the paths of the sexes divide. The boy enters the Oedipus phase; he begins to manipulate his penis, and simultaneously has phantasies of carrying out some sort of activity with it in relation to his mother; but at last, owing to the combined effect of a threat of castration and the spectacle of women's lack of a penis, he experiences the greatest trauma of his life, and this introduces the period of latency with its attendant consequences. (pp. 29-30)

That which is typical of Freud's writings about the Oedipus complex may be noted here. That is, the phenomenon appears more nearly complete in the case of males than in the case of females. For this reason, and because it will greatly simplify the subsequent design for this study, all future references will be to developmental phenomena as they occur in males rather than females.

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[1]Published posthumously, originally appeared in 1940 under the title Abriss Der Psycho-Analyse.

In an attempt to defend himself against this "greatest trauma of his life," the child employs a mechanism which he has learned at an earlier stage in his development. Anna Freud described this mechanism in her book The Ego and the Mechanisms of Defense (1937). In a chapter entitled "Identification with the Agressor" she described the situation wherein the child experiences severe anxiety because of conflict between his own infantile desires and the injunctions and prohibitions of parents or other "moral authorities." Under the pressure of anxiety, the child searches for some method of reducing the anxiety. He discovers that if he allies himself with the aggressive, punitive socializer, he is no longer threated with punishment but, in effect, becomes one with the powerful authority figure. In the chapter cited, Anna Freud stated that:

> By impersonating the aggressor, assuming his attributes or imitating his aggression, the child transformed himself from the person threatened into the person who makes the threat. (p. 121)

This method of dealing with threat, learned at an earlier age, is brought to bear on the oedipal situation. The child attempts to attain oneness or "identify" with the parent as a means of tension reduction. However, in the case of secondary identification it is not the person, but his attitudes, characteristics and/or behavior which are incorporated or "introjected." Yet the attempt to make oneself into the aggressor is so powerful that Freud (1933) stated that this process has been "not inappropriately compared with the oral cannibalistic incorporation of another person." (p. 90)

The attitudes, values, and/or behavior of the parent which become incorporated by the child as he attempts to decrease threat by identifying with the parent, Freud (1933) called superego. He stated:

> The external restrictions are introjected, so that the superego takes the place of the parental function, and thence-forward observes, guides and threatens the ego in just the same way as parents acted to the child before. (p. 89)

Initially the superego (internalized parental values, attitudes, etc.) is very severe. Referring again to Freud (1933) he stated,

> The superego seems to have made a one-sided selection, and to have chosen the harshness and severity of the parents. . . . contrary to our expectations experience shows that the superego may reflect the same relentless harshness even when the upbringing has been gentle and kind. . . . (pp. 89-90)

If the oedipus complex is resolved, resulting in successful identification, the punitive superego becomes somewhat modified by succeeding life experiences. The following quotations from Freud (1933) suggest such a modification:

> During the course of its growth the superego takes over the influence of those persons who have taken the place of the parents, that is to say of persons who have been concerned in the child's upbringing, and whom it has regarded as ideal models. Normally the superego is constantly becoming more remote from the original parents, becoming, as it were, more impersonal. (p. 92)

The course of superego development, resolution of the oedipus complex and the completion of the identification process can be seen from the following quotations from Freud (1933):

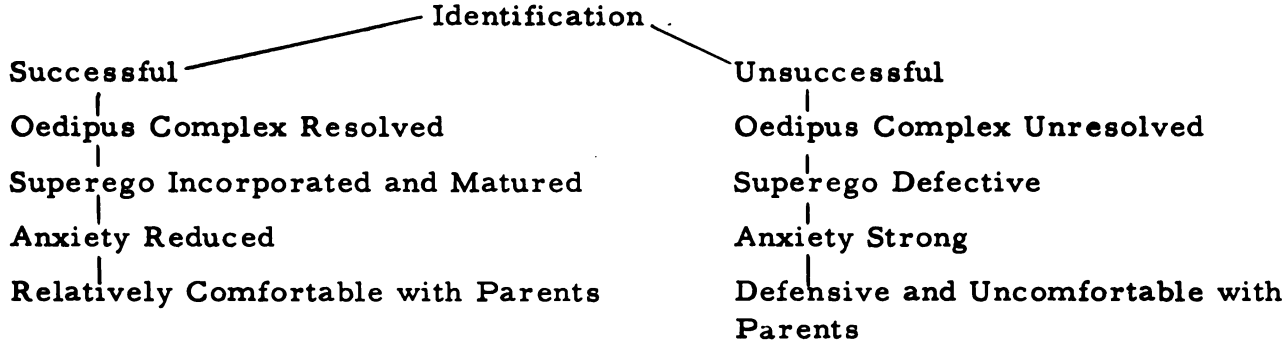
> The establishment of the superego can be described as a successful instance of identification with the parental function. (p. 91)
>
> When the oedipus complex passes away, the child must give up the intense object-cathexes which it has formed toward its parents, and to compensate for this loss of object, its identifications with its parents, which have probably long been present, become greatly intensified.
>
> Further investigation also reveals that the superego does not attain to full strength and development if the overcoming of the oedipus complex has not been completely successful.
>
> Normally the superego is constantly becoming more and more remote from the original parents, becoming, as it were, more impersonal.
>
> At the time at which the oedipus complex makes way for the superego they seem to be splendid figures, but later on they lose a great deal of their prestige. Identifications take place with these later editions of the parents as well, and regularly provide important contributions to the formation of character. . . . (pp. 91-92)

Successful or Unsuccessful Identification

Freud has implied in the above quotations that identification may not always be successful. If it has been successful certain resultants may be expected: The oedipus complex will have been resolved; the child relinquishing the mother as a sex object; parental values and attitudes will have been incorporated, permitting greater autonomy to the child; anxiety will have decreased, permitting a more comfortable relationship with the parents. This then would free the child to learn from his environment. He would be more nearly able to subject his values to social scrutiny, and to verify or change them accordingly. One could infer that he would become more flexible and less anxiety ridden, particularly in his dealings with parents, parent surrogates, and authority figures in general.

If identification has not been successful it might be expected that the Oedipus complex would not have been completely resolved. At some level the mother might still be viewed as a sex object. Fears of destruction or punishment by one or both parents, especially the father, would persist. Anxiety would be experienced whenever relationships with adults were reminiscent of those with mother or father. Because of this anxiety, behavior in relationship to authority figures could be expected to be more confused less flexible and spontaneous, and generally more defensive.

Some of the expected differences in the personality structures of successful and unsuccessful identifiers could be diagrammed as follows:



In the light of the above discussion it seemed appropriate to offer the following general hypothesis:

If from some population of persons an experimental sample can be screened into two groups of subjects, one designated "successful identifiers" and the other "unsuccessful identifiers" in terms of the above definitions of these labels, then: The successful identifiers will demonstrate less confusion and conflict in sexual identity, less defensiveness in a situation reminiscent of relationship with parental figures, and greater affective complexity than unsuccessful identifiers.

CHAPTER II

THE METHODS OF INVESTIGATION

The independent variable in this study was the mode of identification. Subjects were labeled successful or unsuccessful identifiers on the basis of their responses to a screening instrument.

The dependent variables were sexual conflict (or confusion), affective complexity, and defensiveness in a situation reminiscent of relationship with parental figures.

The Screening Instrument

Block (1958) developed an adjective check list which he used to measure the similarity between a subject's ideal self and his perception of one or both of his parents. It consisted of 79 adjectives which were presented three times; first to the concept "Your Ideal Self" next to the concept "Your Father" and finally to the concept "Your Mother." For each of the three presentations the subject was asked to use sixty adjectives, thirty of which were to be marked X and thirty of which were to be marked 0. The X stood for agreement with the adjective as a description of ideal self, mother or father, and the 0 stood for disagreement with the adjective as a description of these concepts. A copy of the Block Adjective Check List may be found in Appendix III. Block used the Adjective Check List as a measure of identification. He stated, on the basis of theorizing by Stoke (1950) and Sanford (1955), that the "similarity of one's ideal self to one's parent is a kind of identification" (1958, p. 235). Lazowick (1955) used the Semantic Differential to obtain

a difference score between the subject and a "model" with whom he identified. The concepts used in this study were "myself" and "father" and "myself" and "mother." Block (1958) used both the Semantic Differential and the Adjective Check List as measures of identification between the concepts "Your Ideal Self" and "Your Father" or "Your Mother," employing a group of University of California students as subjects. When corrected for attenuation, he obtained a correlation coefficient of .94 between the two methods. His conclusion was that while the Semantic Differential is often assumed to reveal "relationships among concepts of which the subject may be unaware," hence revealing unconscious or preconscious material, the Adjective Check List served just as well as a measure of identification as did the Semantic Differential. Block (1958) also obtained a slightly higher split-half reliability for the Adjective Check List than for the Semantic Differential.

On the basis of this and further research (Champ and Block 1960) the Adjective Check List appeared to be an appropriate instrument to use for screening subjects into groups of successful and unsuccessful identifiers. The successful identifiers were those subjects with low difference scores between the responses to the concepts "Your Ideal Self" and "Your Father." The unsuccessful identifiers were those with high difference scores.

Instruments for Measuring the Experimental Variables

Let us now turn to the task of measuring the first of the experimental variables; sexual conflict. Blum (1949) devised an instrument, designed to measure psychosexual conflict, which he called the Blacky Test. It consisted of eleven cartoons depicting the "Adventures of Blacky." These cartoons features a little black dog, "Blacky," his mother and father and a sibling named "Tippy." The cartoons were designed to act as stimuli

for spontaneous stories and objective questions which would reveal conflict at the various psychoanalytic psycho-sexual stages of development. They progress beginning with the oral stage as follows:

Cartoon I	Oral Eroticism
Cartoon II	Oral Sadism
Cartoon III	Anal Expulsiveness-Retentiveness
Cartoon IV	Oedipal Intensity
Cartoon V	Masturbation Guilt
Cartoon VI	Castration Anxiety
Cartoon VII	Positive Identification
Cartoon VIII	Sibling Rivalry
Cartoon IX	Guilt Feelings
Cartoon X	Positive Ego Ideal
Cartoon XI	Narcissistic-Anaclitic Love Object

This instrument has several advantages for this study. It is closely tied to Psychoanalytic theory. It has been used extensively for research purposes, thus has attained some measure of validity. It lends itself to investigation of specific aspects of the identification process, thus allowing specific hypotheses to be tested. The cartoons that appear most appropriate for the purposes of this study are: Castration Anxiety, Positive Identification, and Guilt Feelings (Cartoons VI, VII, and IX). In the light of the preceding discussion of psychoanalytic theory these particular cartoons appear to be relevant since they were intended to measure discrete aspects of the identification process, which are particularly relevant to the resolution of the Oedipus complex.

The Blacky Test provides the additional advantage of an objective scoring system. The test can be scored for a general index of psychosexual conflict, as well as for specific indices of psycho-sexual conflict such as those mentioned above. In this study it was thought that unsuccessful identifiers would have higher total conflict scores than successful

identifiers. Objective scoring was also available for any of the specific aspects of the identification process such as those represented by the five cartoons mentioned above.

The Defense Preference Inventory

The next variable to be measured was defensiveness and discomfort in a situation reminiscent of relationship with parental figures. Blum and his colleagues at the University of Michigan have developed an instrument which appeared to be the most appropriate measure of this variable. This instrument is the Defense Preference Inventory (M 53) as revised by Blum (1956). The DPI is used in conjunction with the Blacky Test (1949) and consists of a subject's rankings of five defensive modes to each of the Blacky cartoons. The five defensive modes, derived from Psychoanalytic theory, are: intellectualization, regression, projection, reaction formation and avoidance. In an initial tryout of the DPI items, Goldstein (1952) discovered that subjects who tended to use the same type of defense across Blacky dimensions demonstrated more disturbance in their spontaneous stories than persons who exhibited more flexible defense preferences. He labeled the former general defenders and latter specific defenders. Significant differences between the general defenders and specific defenders have been reported by Shire (1954) and Segal (1954). Shire demonstrated that the general defender was significantly more maladjusted on two measures: the Munroe Inspection Technique for the Rorschach, and the spontaneous stories on the Blacky Pictures. Segal divided female subjects into general and specific defender categories. Both groups were equated for the strength of hostile and dependent impulses on the basis of TAT and Blacky stories. The results showed that general defenders were less able to express hostile or dependent feelings toward their mothers in a personal interview situation than were specific

defenders. This study provided validation of avoidance as a defense preference. The other defense items have not been validated as separate measures. However, the relationship between specific defenders and general defenders with regards to psychosexual conflict on the Blacky Test offers validity for the instrument as a whole.

The DPI has been used in an extensive research program at the University of Michigan (Blum 1956) which provided some reliability data for the instrument. Two test-retest measures resulted in product moment correlation coefficients of .45 and .46. Seventy-three per cent of the first choice rankings on one administration occurred as either first or second choices on the second administration. Last choices proved to be almost as stable as first choices.

In the above studies, subjects demonstrating greater psycho-sexual conflict in their spontaneous stories to the Blacky Pictures tended to be general defenders. Subjects demonstrating less psycho-sexual conflict in their spontaneous stories tended to be specific defenders. In this study it was expected that unsuccessful identifiers would demonstrate more psycho-sexual conflict in response to the Blacky Pictures and would more likely be general defenders than would the successful identifiers.

The Affective Complexity Scale

A second measure of discomfort in a situation reminiscent of relationship with parental figures was obtained by the use of the Thematic Apperception Test. Henry and Shlien (1958) have developed a scoring system for the TAT, later revised by Greenwald (1958) which measures what they have labeled "affective complexity." They have reasoned that the ability to experience complex affect, rather than being a sign of conflict, may be a sign of emotional health, They question

> the correctness of assuming, (a) the inevitable association of distress and conflict with complex mental states and (b) in equating the reduction of affect differentiation with improvement in personality adjustment. (pp. 153-154)

They state that Hedda Bolgar has informed them, via personal communication, of patients in therapy who showed an increase in utilization of complex determinants of action (Rorschach "blends") with progress in therapy. Bolgar called this "increased tolerance for complexity."
In discussing the method of scoring the authors have stated,

> It will be apparent that we are using as a model a concept of psychosexual development. This model, in its most primitive form, refers to the development of the child from monolithic positive affect toward a mother to the realization that both good and bad, positive and negative attributes can exist in the same person. We take as less advanced, and thus in the adolescent or adult, less desirable, the tendency to assume an individual to be entirely of one affect quality. Failure to reconcile the presence of contradictory attributes in a single object, we take as suggestive of developmental hazards. In this instance, we would anticipate a tendency to suppress either the positive or the negative attribute and thus to continue seeing the object as all good or all bad. (pp. 156-157)

Although the language is different, the statement by Henry and Shlien appeared to be in agreement with conclusions which can be drawn from psychoanalytic theory. To wit; if identification with the same sexed parent has not been successful and the mother has not been relinquished as a sex object, then anxiety might be expected to permeate relationships with the parents because of the threat of punishment for unacceptable impulses. In the face of this anxiety, the child would not be free to be flexible and spontaneous but instead would become defensive. He would not be free to express the full range of affect experienced in relation to the parent. He might be forced to disguise certain kinds of affect even from himself such as: hostility toward the father and tenderness toward the mother. Instead, as is the case with anxiety produced behavior, he might be expected to make non-adaptive responses of a defensive nature in an attempt to ward off anxiety. Thus, persons whose attempts at identification had been unsuccessful might be expected to demonstrate less affective spontaneity and variety in responding to parental figures than persons who had successfully identified.

It might be expected that a correlation would exist between subjects who were general defenders as measured by the DPI and those who demonstrated low affective complexity on the T.A.T.

The following categories were developed (Henry and Schlien, p. 160) to differentiate the nature and complexity of affect:

> A. Affect Inhibition. No affect or feeling expressed in the story. Largely descriptive with no indication of emotional involvement. Scored zero.
>
> B. Monotonic Positive Affect. Affect expressed is pleasant, positive, the focus on feelings or attitudes is entirely pleasurable. No ambivalence or negative affect expressed. Scored plus 1.
>
> C. Monotonic Negative Affect. Predominant mood is negative, painful depressed. Feelings or attitudes focus on negative aspects of the event or person. No ambivalence or positive affect expressed. Scored minus 1.
>
> D. Ambi-valent Affect. Affects with dual, conflicting qualities of attrition-avoidance, but with no conflict resolution evidenced. Complex, vascillating moods, fluctuating emotional attitudes. Scored 2.
>
> E. Ambi-valent affect with controlled Resolutions Indicated. This is the most adaptive and efficiently complex pattern in which there is flexibility of thought, sensitivity to intricate object relationships. Differences accepted as non-threatening, ability to respond to rather than rebel against different and complex affects. Energy mobilized toward active conflict resolution. Scored 3.

Eight TAT cards were chosen for use in the study. Four of these cards: 6BM, 7BM, 8BM, and 12M depict a younger person with an older person or persons. These cards are usually seen as picturing parent-child relationships (Abt and Bellak 1950, pp. 207-211). The stimulus value of these cards was judged to be such that they would create a situation reminiscent of relationship with parental figures. Four additional cards were used: 3BM, 13BM, 14, and 17BM. Each of these cards depicted a person by himself. They were judged to be relatively neutral in stimulus value as compared with the parental related cards.

CHAPTER III

HYPOTHESES

The general hypothesis, as previously stated, was as follows: the successful identifiers will demonstrate less confusion and conflict in sexual identity, less defensiveness in a situation reminiscent of relationship with parental figures and greater affective complexity than unsuccessful identifiers.

From this general hypothesis the following operational hypotheses were deduced:

1. The successful identifiers will demonstrate lower overall psychosexual disturbance on the Blacky than the unsuccessful identifiers.
    a. The successful identifiers will demonstrate less disturbance in response to the positive identification cartoon on the Blacky Test than will unsuccessful identifiers.
    b. Successful identifiers will exhibit fewer guilt feelings, as measured by the Blacky, than will unsuccessful identifiers.
    c. Successful identifiers will show less evidence of castration anxiety, as measured by the Blacky, than unsuccessful identifiers.
    d. The successful identifiers will have lower pre-genital loadings than the unsuccessful identifiers, as measured by the Blacky.
2. The successful identifiers will include more specific defenders and fewer general defenders than the unsuccessful identifiers as measured by the DPI.
3. The mean affective complexity scores for the successful identifiers will be higher than for the unsuccessful identifiers.

CHAPTER IV

SUBJECTS AND PROCEDURE

The Sample

The sample consisted of male college students enrolled in an introductory course in general psychology at Michigan State University. They consisted mostly of sophomores and juniors with a few seniors and a very few freshmen. The subjects were drawn from eight sections out of the total of thirty sections of Psychology 151 which were conducted at the University during the fall term of 1961. Approximately 160 male students were enrolled in the eight sections. However, because of absences, the tests were actually administered to 138 subjects. Because of incomplete protocols the usable N was further reduced to 124 subjects.

The sample, although not random, should be representative of the male students enrolled in the Psychology 151 course at that time.

Administration and Scoring of the Instruments

The instruments were administered in conventional classrooms to groups of approximately forty-five students. The classes were co-educational and contained an approximate average of twenty male students. The instruments were administered to the entire class, with only the data from the male students being used for this study.

1. Procedure

Each student was presented with a booklet consisting of two blank sheets of paper to be used for responses to the TAT pictures and several mimeographed pages containing the standard Blacky Test for males.

Both the TAT and Blacky pictures were projected on a screen, using a 35MM projector and one inch by one and three-eights inch slides. The administration began with the TAT slides. They were administered alternately using first a neutral picture and then a parental figure related picture. The classrooms were darkened for the presentation of the slides, but enough light was provided to make writing comfortable. Each slide was exposed for three minutes,* which was the length of time allowed for the total response. During the first presentation the subjects were kept informed of the time at one minute intervals. After the first slide, they were informed of the time when two minutes had elapsed.

The directions for the TAT pictures were as follows:

> You will be shown eight slides on which there will be pictures of people. Please make up a story about each one. Please be as imaginative and creative as possible. It would be helpful if you would tell what led up to the scene in the picture, what is going on now, and how it will turn out. But most important of all, please tell how each person feels. You should write quickly, filling at least half a page. But be sure to tell how each person feels.

The Blacky Test was administered immediately following the last TAT slide. The Blacky slides were presented in the manner described above with an allowed response time of three minutes per slide. In this case, however, the slides were exposed for only one of the three minutes. It was decided that this procedure would facilitate the projection of the subject's own feelings into the response situation. The same procedure was followed with regard to apprising the subjects of the elapsed and remaining time during the three minute response period. Each subject was allowed one minute in which to write a brief spontaneous story about each card, and two minutes in which to respond to the objective questions.

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*There is some question as to whether this was an adequate amount of time. The TAT stories might have been richer with a longer time interval.

This division of time was not enforced, but was simply used as a guide-line for the subject's use of time.[1]

The administration of the Defense Preference Inventory[2] followed the administration of the last Blacky slide. Each Blacky slide was re-exposed for a 15 second interval. The subjects were given one minute in which to rank five statements, each of which represented one of the five defensive modalities measured by the inventory. (Intellectualization, regression, projection, reaction formation and avoidance.)

The above testing consumed the entire two hours which were made available for each group of subjects. Thus it was necessary to give the Block Adjective Check List to each subject with the request that he return it during the next class period. Directions were given carefully and the subjects were urged to return the completed check list.[3] Despite the cooperation of the instructors in collecting them, unreturned or incomplete check lists accounted for much of the attrition which reduced the usable data from an N of 138 to an N of 124.

2. Scoring

The Adjective Check List. Two sets of scores were obtained from each subject's responses to the Block Adjective Check List. These two scorings shall be referred to as the "difference score" and the "direct-opposite score." The first of these scores is that conventionally used in research with the Check List. It consisted of any differences in responses to adjectives on the response sheets titled "Your Ideal Self" and "Your Father." When the Check Lists were examined, prior to any scoring, it

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[1]Instructions for the Blacky Test may be found in Appendix I.

[2]Instructions for the DPI may be found in Appendix II.

[3]Instructions for the Block Adjective Check List may be found in Appendix III.

Table I. Summary of Classroom Testing Procedure

Instrument	Exposure Time per Slide	Time Allowed for Subject's Response	Total *
TAT (Eight slides)	3 minutes	3 minutes	3 minutes
Blacky (Eleven slides)	1 minute	3 minutes	3 minutes
DPI (Eleven slides)	15 seconds	1 minute	1 minute

*These total times include the exposure time.

occurred to the writer that a certain amount of looseness existed in the structure of the Check List. It contained a total of 79 adjectives on each response sheet (the same adjectives for each sheet) but only 60 choices were made. A subject could have a large difference score (the range was from 7 to 65) with few instances in which Father and Ideal Self were marked differently in response to the same adjective. This allowed many instances in which the subject could avoid making a direct comparison between Ideal Self and Father. Therefore, the check lists were scored a second time for those instances in which the same adjective was marked for both Ideal Self and Father, but marked X (agreement) for one response sheet and 0(disagreement) for the other response sheet. The range of differences in this case was from 0 to 34.

The Blacky Test. The Blacky Test was scored according to Blum's 1951 revision of a scoring system which originally appeared in the Appendix of Genetic Psychology Monographs, 1949, 39, 3-99. A mimeographed copy of this scoring system was obtained from Blum. Each indication of psychosexual conflict on the Blacky was scored with a simple plus (+). In cases where a response was thought to be especially indicative of psychosexual conflict two pluses (++) were used. This differential weighting of responses is built into the scoring system and has been standardized. On each of the eleven cards, indices of psychosexual conflict were derived from three sources; the spontaneous story, a series of objective questions following the story and any response to a card that indicated psycho-sexual conflict in an area represented by another card. For example, if in response to card IV (Oedipal Intensity) a specific oral reference was made, such as; "meal," "food," "eating," or "nourishment" a plus was added to the scoring of cartoon I (Oral eroticism). Such references were labeled "related comments" in Blum's scoring system.

This particular scoring system yields a conflict score for each of the eleven Blacky cartoons (raw number of pluses) and a total conflict score for the entire protocol (combined raw pluses for all cards). Following directly from the hypotheses employed in this study, five different scores were used in the data analysis. The scores for cards VI (Castration Anxiety), VII (Positive Identification), and IX (Guilt Feelings) were recorded, as well as the total conflict score. A score was also obtained for the total number of pluses found in response to the pre-genital cards. This score was called the Pre-genital loading.

The Defense Preference Inventory. A single score was obtained for each Defense Preference Inventory. The subject was given a form, on which to record his responses, which was essentially a five by eleven matrix. The five statements, representing the five defensive modalities, were ranked from one to five for each of the Blacky cartoons. A coefficient of concordance (Kendall's W) was derived, thus providing a single score for each response sheet.[1]

The Thematic Apperception Test. Each story was scored for affective complexity using Greenwald's scoring system (see p. 14). The score for each protocol consisted of the sum of scores for the eight cards. As mentioned earlier, Greenwald's system employed the following scores: -1, 0, +1, +2, and +3. This is an ordinal scale with plus and minus weightings. There appeared to be some question as to whether a new scoring system, with only token standardization as yet, was sensitive enough to measure both complexity and direction of affect. It appeared possible that the algebraic scoring used by Greenwald might actually cancel out some of the affective complexity. Therefore, two scores were derived for each protocol; an algebraic score which corresponded exactly

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[1]A copy of matrix used for DPI responses may be found in Appendix IV.

to Greenwald's scoring system, and a numerical score which employed Greenwald's categories, but disregarded signs, treating all numbers as positive numbers.*

Scoring Reliability. Three undergraduate students were employed to score the protocols. The adjective check lists were scored first because this was a simple counting process requiring little training and subject to minimal error. The TAT responses were then scored under close supervision of the experimenter. Finally, the Blacky responses were scored, again under the supervision of the experimenter. The Defense Preference Inventories did not require scoring but were ready for statistical treatment when completed by the subjects.

After the protocols were scored, 20 TAT protocols were selected for scoring by the experimenter in order to establish scoring reliability. An interclass correlation (Guilford 1956) was used for the TAT protocols because this statistic was sensitive to each of the eight subscores which constituted the total score for each protocol. The 20 protocols were scored without reference to previous scoring. A correlation coefficient of .78 was obtained.

Twenty Blacky protocols were scored in the same manner. In this case a correlation of .97 was obtained.

The difference between the two correlation coefficients appeared to be due to the greater objectivity of the Blacky scoring system. Although there was some scorer judgment involved in scoring the Blacky protocols, it was not nearly as great as that required for scoring the TAT protocols.

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*Algebraic henceforth referred to as TAT-A and numerical as TAT-N.

CHAPTER V

RESULTS

Analysis of the Data

The initial step in the data analysis was to divide the 124 subjects into quartiles on the basis of their difference scores on the Adjective Check List. The conventional Check List scoring was used; that is, all differences were counted whether they were direct Father-Ideal Self opposites or not. The rationale for using quartiles was that the greatest differences on the experimental variables would logically appear between the upper and lower quartiles.

Including the two methods of scoring the TAT results discussed earlier, there were eight experimental variables in the design. They were: TAT-N, TAT-A, Blacky Total, Castration Anxiety, Positive Identification, Guilt, Pre-genital Loadings and Defense Preference Inventory. They can be diagrammatically represented as follows:

	Low Block Scores (Successful Identifiers)	High Block Scores (Unsuccessful Identifiers)
TAT-N		
TAT-A		
Blacky T		
Cast. Anx.		
Post. Ident.		
Guilt		
Pre-Genital		
DPI		

In order to provide a clearer view of the experimental design, the data were analyzed in two different ways. First the subjects were divided into quartiles on the basis of the scoring suggested by Block; referred to in this study as the Difference score. This data was then run through the Michigan State Integral Computer (MISTIC). A program was written which resulted in triangular correlation matrices for each of the four quartiles, for the upper and lower halves, and for the total N. The matrices included Pearson correlation coefficients for all variables compared with all other variables.

The results of this initial data analysis were disappointing. The correlations appeared to be random and directionless in terms of the hypotheses. The only exceptions were: consistently high positive correlations between the two TAT scorings and among the Blacky sub-tests. The crucial correlations in terms of the experimental design, those between the Check List and the experimental variables, were most unpromising.

The data were then arranged into quartiles on the basis of the second (Direct-opposite) scoring of the Block Adjective Check List. The same statistical treatment was followed, producing correlation matrices for the four quartiles, the upper and lower halves, and the total N. These correlation matrices can be seen in Tables II and III and in Tables 1-5 in Appendix V.[1]

Inspection of the data for this analysis immediately suggested that orderly relationships existed between the screening instrument and the experimental variables. The clearest relationships with the screening instrument were demonstrated on the Blacky Total, Pre-genital Loadings and the Blacky sub-tests. With the exception of Castration Anxiety, all

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[1]Tables II and III contain the correlations between all variables for quartiles one and two combined and quartiles three and four combined. Tables 1 through 5 in Appendix V contain the correlations between all variables for each of the four quartiles as well as for the total N.

Table II. Correlation Matrix for All Variables for Quartiles 1 and 2.

	TAT-N	TAT-A	Blacky T	Cast. Anx.	Pos. Ident.	Guilt	Pre-Gen.	DPI
TAT-A	+.61							
Blacky T	+.21	-.05						
Cast. Anx.	-.07	-.15	+.21					
Pos. Ident.	+.03	-.07	+.12	-.02				
Guilt	-.03	-.09	+.52	-.11	+.10			
Pre-genital	+.30	+.00	+.87	+.32	+.17	+.32		
DPI	+.00	-.12	-.19	-.28	+.10	-.23	-.15	
Check List	+.13	+.20	-.15	+.03	-.26	-.14	-.12	-.13

Using a two-tailed test, a correlation coefficient is significant at the .05 level if it is greater than .25

Table III. Correlation Matrix for All Variables for Quartiles 3 and 4.

	TAT-N	TAT-A	Blacky T	Cast. Anx.	Pos. Ident.	Guilt	Pre-Gen.	DPI
TAT-A	+.61							
Blacky T	+.15	-.01						
Cast. Anx.	+.04	-.06	+.25					
Pos. Ident.	+.20	+.28	+.25	+.05				
Guilt	+.04	+.13	+.38	+.01	-.07			
Pre-genital	+.22	+.06	-.01	+.39	+.30	+.14		
DPI	+.08	-.21	-.06	-.01	-.08	-.04	-.13	
Check List	+.00	+.01	+.18	-.06	+.21	+.26	+.12	-.03

of the Blacky scores for the first two quartiles were correlated negatively with the screening instrument (Bottom row Table II). All the Blacky scores, with the same exception, were correlated positively with the screening instrument for quartiles three and four (Bottom row Table III). This suggested an orderly relationship in the direction of the hypotheses since it was hypothesized that more successful identifiers (quartiles one and two) would have lower psycho-sexual conflict scores than more unsuccessful identifiers (quartiles three and four). The one exception to this was the Castration Anxiety variable which approximated a zero correlation.

The Defense Preference Inventory correlated negatively with the screening instrument for quartiles one and two, as well as for quartiles three and four. As the Tables will demonstrate, the DPI showed either a negative, or near zero correlation with every other variable in the study.

Both TAT scorings demonstrated moderate correlations in the predicted direction. The correlations between the adjective check list scores and the TAT scores for the unsuccessful identifiers were approximately zero. The correlations between the adjective check list scores and the TAT scores for the unsuccessful identifiers were moderately positive. The two TAT scorings correlated positively with each other ($r = .61$).

Since the Blacky Total score is composed of the total of sub-test scores it was expected that the sub-tests would correlate highly with the Blacky Total. This proved to be the case (see column three, Tables II and III). The Pre-genital score includes several Blacky sub-tests and was expected to correlate highly with the Blacky Total. The highest correlations in the matrices were between these two sets of scores. It was obvious from the examination of the matrices that the Blacky scores were not independent of each other.

In observing the correlations between variables as represented by the matrices under discussion, a discrepancy was observed. The correlation coefficients for the relationships between the Block Adjective Check List and the experimental variables were greater when computed for the upper and lower halves of the data (Tables II and III), than when computed for the total N (Table 5, Appendix V).

It was suspected that this might be due to curvilinear relationships between the check list scores and the scores for the experimental instruments. The data were plotted and a curvilinear function appeared. The correlation ratio ETA was computed for the check list and the three experimental variables for which the highest Pearson r's were computed, using the total N. These three variables were: Blacky Total, Pre-genital Loading and Positive Identification. All three correlation ratios ETA were of greater magnitude for the total N than the Pearson r's (Table 5, Appendix V). The correlation ratios for these three variables, as well as their significance levels may be seen in Table IV.

Table IV. Correlation Ratio ETA for the Screening Instrument and the Most Highly Related Experimental Variables

	Correlation ratio n	Significance level
Blacky T	.379	.10
Pre-genital	.731	.05
Positive Identification	.326	.05

The curvilinearity of the data seemed to be responsible for the appearance of smaller Pearson r's when these relationships were computed for the total N than when they were computed for the upper and lower halves of the sample. The function that occurred was as follows: as the check list difference scores increased, the conflict scores on

the Blacky Total, Pre-genital, and Positive Identification measures increased beyond the median and then fell off sharply. The Pearson r's, based on linear relationships, in effect, cancelled themselves out.

Examination of the scattergrams for the other variables did not seem to warrant the computation of the correlation ratio ETA for other than the three tabled above.

Relationship of the Results to the Hypotheses

It appeared from inspection of the data that the means of most of the variables moved fairly smoothly from smaller to greater over the four quartiles (Table V). Thus, it was concluded that greater statistical power could be achieved, without violation of the design, by including the entire N in the statistical operations. Accordingly, the total N was divided at the median check list score to form two groups. The first and second quartiles combined were operationally known as successful identifiers and the second and third quartiles combined were operationally known as unsuccessful identifiers.

Further inspection of the data suggested that normal parametric statistics might be appropriate for tests of significant differences between the two groups. To test this possibility an F test for the homogeneity of two variances was used for all the variables for the two group. The only variable for which the variance was significantly different for the two groups was Castration Anxiety. Because none of the variances for the other variables approached significance, it was assumed that an increased N would decrease the difference in variances between the two groups with regard to the Castration Anxiety variable. Since there was no assurance of normalcy for this variable, a chi square test was run in addition to the t test of significance used for all variables. The results of these tests of significance may be seen in Table VI.

Table V. Comparison of Means and Standard Deviations for the Quartiles

Quartile	Low Block Scores				High Block Scores			
	1.		2.		3.		4.	
	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S
TAT-N	7.0	2.52	8.0	2.58	8.1	2.71	8.3	2.18
TAT-A	10.6	3.84	11.7	4.02	12.3	4.23	11.8	3.60
Blacky T	24.4	7.38	22.6	8.67	26.6	9.27	26.7	9.38
Cast. Anx.	2.2	1.82	2.4	1.71	2.9	1.97	2.7	2.06
Pos. Ident.	1.7	2.16	.8	1.43	2.4	2.85	2.8	3.19
Guilt	4.2	1.40	3.4	1.91	3.5	1.62	3.3	2.02
Pre. Gen.	13.5	4.75	13.0	5.36	16.8	6.62	16.7	7.05
DPI	.18	.15	.17	.12	.06	.01	.16	.12
Check List	.05		2.6		6.4		19.2	

Table VI. Results of the t Tests for the Significance of Differences Between Successful and Unsuccessful Identifiers for All Variables

		$\bar{X}$	S	$s_{\bar{x}_1} - s_{\bar{x}_2}$	t	Significance Level
TAT-N	Successful	7.5	2.60	.45	1.53	< .20*
	Unsuccessful	8.2	2.47			
TAT-A	Successful	11.2	3.97	.71	1.18	< .30*
	Unsuccessful	12.0	3.94			
Blacky T	Successful	23.5	8.10	1.57	2.05	< .025
	Unsuccessful	26.7	9.34			
Cast. Anx.	Successful	2.3	1.77	.35	1.52	< .10
	Unsuccessful	2.8	2.02			
Pos. Ident.	Successful	1.3	1.88	.45	2.95	< .005
	Unsuccessful	2.6	3.04			
Guilt	Successful	3.8	1.73	.32	1.47	< .20*
	Unsuccessful	3.4	1.83			
Pre-genital	Successful	13.2	5.07	1.08	3.03	< .005
	Unsuccessful	16.5	6.85			
DPI	Successful	.17	.13	.08	.002	------
	Unsuccessful	.16	.11			
	Chi Square for Castration Anxiety				1.75	< .20

*All of the t tests were one-tailed tests, since the hypotheses were all directional. The starred figures are not remarkable for their significance, but because they were in the direction opposite that hypothesized.

By examining the Table, it can be seen that the scores for the Blacky T, Positive Identification and Pre-genital variables were in the direction predicted by the hypotheses and were highly significant. It can also be seen that despite correlations within groups in the predicted direction (Tables II and III) both TAT scorings, as well as the Guilt score, were in the opposite direction than that predicted by the hypotheses, when the means were compared. It should also be pointed out that although the Castration Anxiety variables showed an almost zero correlation with the screening instrument, the difference between the means for the groups yielded a t that suggested a strong trend in the predicted direction (.10 level).

CHAPTER VI

DISCUSSION

This study was designed to test seven hypotheses (p. 17). Three of these hypotheses, one, two and three, were derived from major aspects of the theoretical foundations of the study. These appear, on the basis of the data analysis, to have been tested with independent measures. The study was also designed to test four sub-hypotheses. The relationships demonstrated in Tables II and III indicate that these hypotheses were not tested with independent measures. In the following discussion, hypothesis one will be treated first, followed by sub-hypotheses 1a, 1b, 1c, and 1d. Then the treatment of hypotheses two and three will follow.

The first hypothesis stated that:

The successful identifiers will demonstrate lower over-all psycho-sexual disturbance on the Blacky than the unsuccessful identifiers.

This hypothesis appears to have been clearly supported by the data. The difference between groups was in the predicted direction and the difference was significant at the .025 level of confidence (Table VI). It appears to have been suggested on the basis of this data that male college students who have wide differences in their concepts of "ideal self" and "father" experience more psycho-sexual conflict than those whose concepts of "ideal self" and "father" are more compatible. It can be inferred, within the framework of psychoanalytic theory, that something has happened in the developmental history of these persons to make them unwilling or unable to be like their fathers. The use of such a criterion for successful identification suggests that the only real solution to the Oedipal problem is to see one's father as being ideal.

At first blush such a view seems both overly psychoanalytic and exceedingly narrow. But the data has stated simply that males who cannot accept their fathers as ego-ideals have more psycho-sexual conflict than those who can. It makes some sense to suggest that males who cannot accept their fathers as ego ideals have considerably more difficulty finding other "models" to be like than those who can accept their fathers. If not finding a proper model, hence not knowing whom to be like, means that psycho-sexual identification has not been successful, then psychoanalytic theory appears to receive some support from this data.

Hypothesis 1a stated that:

> The successful identifiers will demonstrate less disturbance in response to the positive identification cartoon on the Blacky Test than will unsuccessful identifiers.

This hypothesis was strongly supported by the data. The t was significant at the .005 level. Since the hypothesis was derived directly from psychoanalytic theory viz. unsuccessful identification would result in continued conflict about the appropriate identification object, it appeared that psychoanalytic theory received some experimental support from the data.

This finding also appeared to have presented some experimental validation for the use of the Block Adjective Check List as a measure of identification. It suggested that there were not only more differences between "ideal self" and "father" for the unsuccessful identifiers, but that these differences were indicative of confusion in psycho-sexual identification. The qualification should be added that the usual scoring of the Adjective Check List did not discriminate between subjects with higher conflict scores on the Positive Identification Blacky cartoon and those with lower conflict scores. The direct-opposite scoring did so and thus appeared to enhance the usefulness of the Adjective Check List as a measure of identification. This scoring may prove more useful for future use in studies of identification than the conventional scoring.

By referring to Tables II and III it may be seen that the Positive Identification scores for the unsuccessful identifiers correlated more highly with the Affective Complexity variable than the Positive Identification scores for the successful identifiers, when faced with a situation reminiscent of relationship with parental figures. The inference could be drawn from this relationship that males, more conflicted in identification, experience more complex affect than those who are less conflicted in identification when relating to parental figures.

Hypothesis 1b stated that:

Successful identifiers will exhibit fewer guilt feelings, as measured by the Blacky, than will unsuccessful identifiers.

This hypothesis was not supported by the data. In fact, the trend was in the opposite direction. The trend was such that had the hypothesis been reversed a one-tailed test in the opposite direction might well have approached significance at the .05 level. Further research would need to be done before such a trend could be trusted as a basis for theoretical revisions. However, it gave rise to interesting theoretical considerations. There appeared to be evidence that the subjects with less "ideal self"-"father" discrepancy experienced less psycho-sexual conflict generally, as well as less conflict in regard to the appropriate identification object. They might be said to be more comfortable with regard to the entire identification-oedipal developmental sequence. Surprisingly, however, the successful identifiers evidence more guilt than the unsuccessful identifiers. A second caution must be added to any speculations as to what this may mean; namely, that the Guilt score is in response to only one Blacky cartoon. This cartoon is closely tied to the Sibling Rivalry cartoon which precedes it. Having expressed the tentativeness that must accompany any speculations, it seemed appropriate to proceed with the possible theoretical implications of this finding. It has been stated in psychoanalytic theory that successful completion of the identification

process leads to development of a mature conscience which displaces the punitive superego. Yet here are subjects who, within our operational framework, have successfully identified with their fathers, but who experienced guilt more readily than unsuccessful identifiers when faced with a stimulus which suggested resentment toward parents and jealousy toward siblings. Could it be that successful identification, as we know it in our society, is more nearly conformity to cultural expectations than freedom from punitive superego achieved by emotional maturation? If such were the case, it could be suggested that successful identification, in our culture, consists more of finding ways to gain parental approval for one's behavior, than of resolving an internal struggle such as the Oedipus complex. Such a question cannot be answered within the framework of this study, but poses an intriguing problem for further research.

Hypothesis 1c stated that:

Successful identifiers would show less evidence of castration anxiety, as measured by the Blacky, than unsuccessful identifiers.

The data was somewhat contradictory with regard to this hypothesis. Although the correlation matrices (Tables II and III) indicated an approximately zero correlation between the screening instrument and this variable, the mean conflict score for the unsuccessful identifiers was higher than the mean conflict score for the successful identifiers. The t was at the .10 level of confidence. This would ordinarily be seen as a strong trend in the predicted direction, though it fell short of significance. But it is likely that this did not represent a trend. Instead there were many zero scores in each group with no relationship within groups between the increased difference scores on the screening instrument and increased scores on the Castration Anxiety variable. However, the magnitude of certain scores in the third and fourth quartiles appear to have been great enough to account for the difference in means. It makes sense to distrust this difference until further research gives a clearer view of the

relationship between successful and unsuccessful identifiers and responses to the Castration Anxiety cartoon on the Blacky, if any such relationship exists.

Hypothesis number 1d stated that:

The successful identifiers will have lower pre-genital loadings than the unsuccessful identifiers, as measured by the Blacky.

The score for Pre-genital Loading consisted of the sum of the scores for the following cartoons; Oral Eroticism, Oral Sadism, Anal Expulsion, Anal Retention, Oedipal Intensity and Masturbation Guilt. Since these cartoons make up five of the eleven cartoons on the Blacky Test (Anal Expulsion-Retention while yielding two scores, is one cartoon) it might be expected that if the Blacky Total scores for the two groups of subjects were significantly different, the Pre-genital Loadings would be significantly different. This proved to be the case. However, in terms of psychoanalytic theory, it might be expected that greater differences between the two groups would occur in response to the Pre-genital cartoons than to the remaining cartoons, since the Unsuccessful identifier is thought to be fixated at the pre-genital level. This also proved to be the case. The raw conflict scores for the Pre-genital cartoons were greater than for the rest of the cartoons for both groups, but noticeably more so for the unsuccessful identifiers. The difference between the two groups for the Pre-genital Loadings was significant at the .005 level of confidence as compared with the .025 level of confidence for the Blacky Total score. In this instance, also, psychoanalytic theory appears to have received strong support from the results of the study.

Hypothesis two stated that:

The successful identifiers would include more specific defenders and fewer general defenders than the unsuccessful identifiers as measured by the Defense Preference Inventory.

There were no discernable differences between groups for this variable. There was no evidence of directionality either in the correlation

coefficients or in the DPI means for the two groups. The DPI, even though it is frequently administered in connection with the Blacky, has not been adequately validated by research. Nevertheless, it appeared to be the best instrument available in attempting to measure defensiveness in subjects when faced with a situation reminiscent of relationship with parental figures. Although there was some conflict between the findings of Goldstein (1952) and Shire (1954), the instrument appeared promising. The hypothesis stated above was based on Goldstein's findings. In their studies, it appeared that Goldstein and Shire compared the DPI's of subjects with high Blacky conflict with subjects having low conflict scores. They found differences in the DPI patterns for these groups. This study worked from a different direction. The groups were defined on the basis of the identification of the subjects with their fathers. The conflict scores on the Blacky came out as predicted, but the DPI did not appear to respond to this kind of grouping. It must be concluded that general defenders and specific defenders were randomly distributed throughout the two groups.

The third hypothesis stated that:

The mean affective complexity scores for the successful identifiers would be higher than for the unsuccessful identifiers.

Not only was this hypothesis not supported by the data, but the trend was in the opposite direction (Table III). In order to increase the possible sensitivity of the instrument two scorings were used throughout the study. Both methods of scoring indicated the same trend. Henry and Shlien's (1953) experimental use of the TAT as a measure of Affective Complexity was with subjects who were in psychotherapy at the University of Chicago Counseling Center. The picture of these subjects, as revealed by the Henry and Shlien study, was that of persons who, at the outset of therapy, were affectively constricted. As therapy progressed they evidenced more complex and spontaneous affect, as measured by the Affective Complexity

scoring of the TAT. It was implied in the Henry and Shlien article that since the Affective Complexity scores increased as a result of therapy, increased psychological health and increasing complexity of expressed affect were parallel results of therapy. A further implication appeared to be that psychological health and affective complexity may in some sense be equated.

In the present study this did not appear to be the case. Subjects who demonstrated less evidence of psycho-sexual conflict also demonstrated less affective complexity, using Henry and Shlien's measurement.

Persons who use neurotic defenses to maintain personality integration in the face of painful anxiety, are known to be constricted in their affective modalities. Such might be the case with many of Henry and Shlien's subjects as they began therapy. The expression of affect, even if it is negative, ambivalent or confused, is encouraged by most therapists. As a subject experienced the permissiveness and safety of the therapeutic relationship it might be expected that he would express increasingly complex affect. It has often been observed, however, that after therapy has been concluded old or new defensive modalities are established to maintain psychological comfort in the absence of the therapist. At this point it is quite likely that the overt expression of complex affect decreases. The question might be raised as to whether Henry and Shlien, testing their subjects at the conclusion of therapy might not have been testing at an interim stage in this process rather than at the end. It might also be suggested that as time elapsed after therapy a return to less overt evidence of complex affect might have occurred. In a normal population, such as that from which the subjects in this study are presumed to have been drawn, it might be expected that less amplitude of affective complexity would exist, especially under the testing circumstances.

The subjects were screened on a test of identification. If psychosexual conflict is as directly related to problems in identification as

psychoanalytic theory suggests, then the nature of the TAT cards chosen for the study may account to some extent for the reversal of direction in the findings. Four of the cards were specifically chosen to represent parental figures. If congruence between "ideal self" and "father" represented minimal conflict with parental figures and lack of congruence represented greater conflict, it might be expected that an affective response of greater amplitude and complexity would be aroused in the unsuccessful identifiers by the presentation of these cards than in the successful identifiers. The reason for this being that the stimulus value of the cards would be different for the two groups, arousing conflictual emotions in one group but not in the other.

The above possibilities are offered as potential explanations for the unexpected direction that the data took. They can only be affirmed or disproven by further research.

The area of greatest concern about the adequacy of the experimental design was that of the screening instrument. Tests of identification are not plentiful. Various instruments, including Q-sorts, were considered. Finally, the Block Adjective Check List was settled on as an instrument with good face validity and with considerable potential. However, it was not as adequately validated as a measurement of identification as it might have been. The initial data analysis, using the conventional scoring, proved to be disappointing. Fortunately, however, this difficulty had been anticipated and a tighter scoring (direct-opposite) had already been completed. When the data was arranged into new quartiles on the basis of the direct-opposite scoring the muddiness immediately cleared away. Clear-cut results were obtained, some of them supportive of the hypotheses, others, interesting but challenging to the hypotheses.

Although this study was in no sense intended as a validation of the Block Adjective Check List, it has lent support to the use of the Check List as a measure of identification, providing that the meaning of the term identification is operationally and fairly narrowly defined, and providing that the revised scoring system is used.

Another aspect of the study that deserved further consideration was the marked curvilinearity which the Blacky Total scores and certain of the Blacky sub-tests scores displayed when correlated with the adjective check list. As the discrepancy between perceived Ideal self and perceived Father increased (direct-opposite scores) psychosexual conflict increased. This was directly in line with psychoanalytic theory. However, when the direct-opposite scores increased to a point somewhat beyond the median, psychosexual conflict scores quickly decreased. This phenomenon strongly suggests that when perceived Ideal self and Father are highly different, less psychosexual conflict is experienced by the person.

This study does not provide information as to what kinds of persons responded with combined high Father-Ideal self differences and low Blacky conflict scores, but two possibilities appear to make some sense.

a. These subjects have either been reared away from their fathers or while living with their fathers have found other models for identification. Thus though the Father-Ideal self difference is great, identification with some other model has been fairly successful and psychosexual conflict is minimal.

b. Subjects at the upper end of the Father-Ideal self difference continuum have failed to identify and have arrived at a personality structure that could be called a character disorder. Thus while identification may be very poor, experienced psychosexual conflict might be low.

This problem presents an intriguing possibility for further research.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study was based on the theoretical assumption derived from psychoanalytic theory that groups of adult males could be divided into those who had been successful in identifying with their fathers and those who had been unsuccessful. Having operationally defined a group of successful identifiers, it was predicted that the successful identifiers would demonstrate less psycho-sexual conflict, less defensiveness, and greater affective complexity when placed in a situation reminiscent of relationship with parental figures.

Male undergraduate college students enrolled in an introductory psychology course were used as subjects for the study. One hundred twenty-four subjects were divided into two groups of 62 successful identifiers and 62 unsuccessful identifiers on the basis of their scores on the Block Adjective Check List. The Block Adjective Check List contained 79 adjectives, 30 of which were chosen as being descriptive of the concept "Your Ideal Self" and 30 of which were chosen as not being descriptive of this concept. The same procedure was repeated using the concept "Your Father." Subjects scoring below the median number of differences between the adjectives chosen for the two concepts were labeled successful identifiers. Those scoring above the median were labeled unsuccessful identifiers.

In a classroom setting containing groups of approximately 20 subjects, the experimental instruments were administered. There were: eleven slides depicting the Blacky cartoons, eight slides depicting TAT cards 3BM, 6BM, 7BM, 8BM, 12M, 15BM, 14 and 17 BM, and the

Defense Preference Inventory. The Blacky cartoons were used to measure psycho-sexual conflict, the TAT cards to measure affective complexity, and the DPI to measure defensiveness. The Blacky Test is designed to create a situation reminiscent of relationship with parental figures and the TAT cards were chosen as those most likely to create such a situation. The DPI was used in conjunction with the Blacky slides.

1. The prediction regarding greater psychosexual conflict for the unsuccessful identifiers was supported by the data at the .025 level of confidence.

   Four sub-hypotheses were tested predicting greater conflict indices on certain Blacky sub-scores for the unsuccessful identifiers than for the successful identifiers. The four Blacky sub-scores were: Castration, Anxiety, Positive Identification, Guilt and the Pre-genital Loading. The differences between groups were significant at the .005 level for the Positive Identification and Pre-genital scores. The Castration Anxiety score approached significance (.10 level of significance). The Guilt score was in the opposite direction than that predicted.
2. There was no measurable difference between the DPI scores for the two groups.
3. The Affective Complexity scores were in the opposite direction to that predicted for the two groups.

Psychoanalytic theory appeared to receive some support from the Blacky responses for the two groups. It appeared that subjects who had not been able to successfully identify with their fathers did manifest greater psycho-sexual conflict than those who had been able to identify successfully, and that this conflict was most evident at the psycho-sexual stages of development where it might be expected on the basis of psychoanalytic theory.

The negative results on the tests of differences between groups for the defensiveness and affective complexity hypotheses suggest that there may be a need for further refinement and standardization of the instruments used and for further research.

This study employed a scoring system for the Block Adjective Check List which made the instrument more appropriate for this study and may enhance the value of the instrument as a measure of identification in the future.

A curvilinear relationship between the Adjective Check List and the Blacky Total and sub-tests scores was discovered. Subjects demonstrating greatest differences between responses to the concepts Father and Ideal Self had decreased psychosexual conflict scores. Two possible explanations of this phenomenon were offered.

a. These subjects may have identified successfully with models other than their fathers.
b. Because of the development of defective character structure they have made no strong identification with any model. Consequently, little anxiety and conflict are experienced.

These latter alternatives present challenging possibilities for further research.

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APPENDICES

APPENDIX I

Instructions for the Blacky Test

I'm going to show you a series of cartoons. I'll show them to you one at a time and the idea is for you to make up a little story about each one--just tell what is happening in the picture, why it is happening and so on. Since this is sort of a test of how good your imagination can be, try to tell as much as possible about how the characters feel. There are eleven cartoons in all. You will be allowed three minutes for each cartoon so you will have to work quickly. You will have one minute to write a brief story and two minutes to answer the objective questions on the answer sheet. I will keep you advised of the time.

One minute is a very short time in which to write a story, so be as spontaneous and write as quickly as you can.

APPENDIX II

Instructions for the Defense Preference Inventory

You have before you a booklet containing eleven pages, one for each Blacky Cartoon. On each page are five statements about the Blacky Cartoon which belongs to that page. I am going to put cartoon one back on the screen briefly. Then you will be allowed one minute in which to rank the statements from one to five. Place the number one beside the statement which fits best, a two beside the statement which fits next best, and so on. Place a five beside the statement which fits least well. Do you understand the instructions? Ready for cartoon one.

Defense Preference Inventory

Rank all of the following statements according to how well they seem to fit the situation.

1 - fits best
2 - fits second best
3 - fits third best
4 - fits fourth best
5 - fits worst

I.

_____A. Blacky makes sure he eats heartily to facilitate the growth of healthy bodily tissues which will fortify him for activities which might lie ahead.

_____B. Blacky tends to act in the same helpless infantile way as when he was first born, often stuffing himself more than is good for him.

_____C. Blacky is busy getting his dinner here, but he thinks it is really Mama who makes him eat so much all the time.

_____D. As Blacky eats, he thinks to himself that it's about time he went after his own food rather than having to depend on Mama.

_____E. When Blacky is busy with other things, he often forgets to come to eat, but here he's making up for lost time.

II.

_____A. When Blacky gets angry, he often throws a temper tantrum like he did in his earlier days.

_____B. Blacky tries to pretend that he's ferocious, but when Mama is around he is sure to be overly gentle, calm, and well-behaved.

_____C. Blacky is a firm believer in the idea of releasing ones' aggressions, so he feels justified in ripping Mama's collar here.

_____D. Blacky is so intent on chewing the collar to pieces that he doesn't even realize it belongs to Mama.

_____E. In Blacky's own way of thinking, his family has been treating him so unfairly that he feels entitled to chew up the collar.

III.

_____A. It may look like Blacky is relieving himself between his parents' houses, but possibly he's just digging a hole to bury a bone.

_____B. Blacky knows Mama and Papa are not going to like the spot he chose, but to his way of thinking a dog's physical well-being is extremely important.

_____C. The consequences of Blacky's relieving himself there might very well make his wish that he were a young pup again.

_____D. Blacky thinks his behavior here is perfectly all right because he senses that Mama and Papa have been unreasonably irritated with him, even though their actions didn't show it.

_____E. Blacky figures that Mama and Papa will be pleased to find him so clean and neat about covering his mess.

IV.

_____A. Blacky is feeling irritable, but he'll cheer up when he realizes that Mama and Papa love each other so much.

_____B. Though Blacky is the one behind the bushes, he's still upset by the thought that his parents are hiding their love-making from him in order to keep him out of the group.

_____C. At the moment Blacky is upset watching his parents together, but he'll soon forget his anger as he starts playing again.

_____D. As Blacky watches, he works himself into a fit of anger and helpless rage which will force Mama to take care of him again.

_____E. Blacky feels justified in getting angry here because he wants his parents to enjoy the other activities they had planned.

V.

_____A. Blacky has come to believe that frequent explorations of this sort are necessary to learn more about the role of his sexual anatomy in the functioning of his body.

_____B. Though licking himself, Blacky isn't affected by sexual sensations and will soon move on to other parts of his body.

_____C. Blacky will soon give up this childish practice and will devote his time to more constructive activities.

_____D. Blacky is enjoying his discovery, but he knows that others often get very upset and quilty over such actions.

_____E. When Blacky gets puzzled by a strange new experience like this, he naturally thinks back to the "good old days" before such problems existed.

VI.

_____A. Blacky is intently watching this scene, waiting to see if Tippy's appearance will be improved as a result.

_____B. Blacky's anticipation of this happening to him will lead him to act like a puppy too young to have his tail removed.

_____C. Blacky's own reaction here is merely one of interest, but he thinks that seeing such an act would make other dogs panicky whenever they got around a knife.

_____D. Blacky is frightened here, but he knows that experiences like this will toughen him for future trials and tribulations.

_____E. At first Blacky is terrified by seeing the knife, but he soon decides that it must be some new kind of game.

VII.

_____A. Blacky is so perplexed and frustrated by the toy that he may lose control of his temper the way he did when he was a pup.

_____B. Blacky wants to mind his own business but he figures the toy dog is trying to start a fight by blocking his path.

_____C. Blacky has eagerly called the family's attention to his new toy dog, which he is very proud of.

_____D. Blacky feels justified in this furious outburst against the toy dog because, after all, discipline is vital to the development of a well-rounded personality.

_____E. Blacky is delighted to have this little companion to whom he can give advice, love and affection.

VIII.

_____A. Standing off at a distance like this, Blacky is impressed primarily by the fact that his family is such an intimate group.

_____B. Blacky is pleased to see Mama and Papa being affectionate to Tippy, since he feels that Tippy deserves a turn at getting attention.

_____C. Blacky believes that insight into his own jealousy of Tippy will enable him to handle himself better in competitive situations later on.

_____D. As Blacky watches the rest of the family, he'll act like a helpless infant so they will have to treat him like a baby the way they once did.

_____E. Blacky suspects that Tippy has been trying to win over Mama and Papa because Tippy is envious of their feelings toward Blacky.

IX.

_____A. Blacky feels he wouldn't be in the spot he's in now if others hadn't led him astray.

_____B. Blacky's unhappiness will force him to drift into other thoughts which don't bother him as much.

_____C. After an experience like this, Blacky will become a model of virtue and scrupulously avoid any wrongdoing.

_____D. Though he's suffering now, Blacky will come to realize that his code of ethics is needlessly strict and confining.

_____E. This experience proves so disturbing to Blacky that it will be a long time before he is able to act his age again.

X.

_____A. Blacky isn't concerned about not getting a dog like this, because he figures that even handsome females are sometimes inadequate in their dealings with males.

_____B. Blacky hasn't been very successful in his love life, but he likes to believe that fantasy often serves as a preparation for action.

_____C. Blacky is solely concerned with adding to his long list of female conquests, and here he is dreaming of another prospect.

_____D. Blacky's dream is becoming clearer to him, but he still can't make out who that familiar figure could be.

_____E. Blacky is dreaming here of a mate who will cater to his strong needs for comfort, support, and protection.

XI.

_____A. Blacky is enjoying his dream now, but he probably won't remember it when he wakes up.

_____B. As Blacky dreams, he thinks of the gap between what his family really is like and what ideal dogs should be.

_____C. When Blacky wakes up to what he's really like, he'll want to run to his parents for advice and comfort.

_____D. After Blacky awakens, he'll begin to show off and act like the big shot he dreamt about.

_____E. Blacky figures he doesn't amount to much now, but knowing where one really stands is half the battle.

APPENDIX III

Instructions for the Block Adjective Check List

At the top of the page in capital letters, is the phrase, "Your Ideal Self and/or Your Father." Below this heading are a number of adjectives. You are to describe your ideal self, the person you ideally would like to be, in terms of these adjectives. Mark an X before the adjective if you feel it to be true or characteristic of your ideal self. Mark an 0 before the adjective if you believe it to be false or uncharacteristic of your ideal self. Leave the space blank if the adjective is not relevant to your ideal self.

There is one restriction placed upon you. You are permitted to make only 30 X's and 30 0's, no more and no less. Please check the list when you have finished to be sure you have exactly 30 X's and 30 0's.

When you have finished the description of your ideal self, please turn the page and describe the person named at the top of the page in the same fashion. This task may seem somewhat tedious to you, but please do it as carefully as possible.

Block Adjective Check List

YOUR IDEAL SELF AND/OR YOUR FATHER

_____ absent-minded
_____ affected
_____ ambitious
_____ assertive, dominant
_____ bossy
_____ calm
_____ cautious
_____ changeable
_____ conceited
_____ confident
_____ considerate
_____ cooperative
_____ cruel, mean
_____ defensive, self-excusing
_____ dependent
_____ determined
_____ disorderly
_____ dissatisfied
_____ dramatic
_____ dull
_____ easily embarrassed
_____ easily hurt
_____ energetic
_____ fair-minded, objective
_____ frank
_____ free with praise
_____ friendless
_____ friendly
_____ helpless
_____ hostile
_____ idealistic
_____ imaginative
_____ impulsive
_____ inhibited
_____ intelligent
_____ interests wide, versatile
_____ introspective, self-aware
_____ lazy
_____ masculine
_____ obnoxious
_____ persevering
_____ personally charming
_____ precise
_____ psychologically secure
_____ reasonable
_____ rebellious
_____ relaxed
_____ resentful
_____ reserved, dignified
_____ restless
_____ sarcastic
_____ self-assured, poised, self-confident
_____ self-controlled
_____ self-indulgent
_____ selfish
_____ self-pitying
_____ sense of humor
_____ sensible, level-headed
_____ sentimental
_____ shrewd, clever
_____ sincere
_____ slow in speech and movement
_____ snobbish
_____ sophisticated
_____ stubborn
_____ suspicious
_____ sympathetic
_____ tense
_____ timid, meek, submissive
_____ touchy, irritable
_____ tactless
_____ unconventional
_____ undecided, confused
_____ unhappy
_____ uninterested, indifferent
_____ unworthy, inadequate
_____ warm
_____ withdrawn, introverted
_____ worried, anxious

APPENDIX IV

Scoring Matrix for the Defense Preference Inventory

Cartoon Number	Defense Category				
	Int	RG	P	RF	Av
I.					
II.					
III.					
IV.					
V.					
VI.					
VII.					
VIII.					
IX.					
X.					
XI.					
R_j					
$R_j/11$					

APPENDIX V

Correlation Matrices for Quartiles 1 Through 4

Table 1

Quartile 1

	TAT-N 02	TAT-A 03	Blacky T 04	Cast. Anx. 05	Pos. Ident. 06	Guilt 07	Pre-Gen. 08	Def. Pref. 09	C.Q.T. Raw 10	Block 11
TAT-N	....									
TAT-A	+67	....								
Blacky T	+22	-07	....							
Cast. Anx.	-10	-19	+34	....						
Pos. Ident.	-08	-13	+10	+15	....					
Guilt	+26	+26	+47	+21	-03	....				
Pre. Gen.	+22	+01	+85	+32	+24	+40	....			
Def. Pref.	-18	-25	-21	-39	-01	-28	-25	....		
C.Q.T. Raw	+18	+06	+06	+33	-21	+21	+04	-04	....	
Block	+24	+13	-02	-00	-15	-02	+06	-17	-02	....

Table 2

Quartile 2

	TAT-N 02	TAT-A 03	Blacky T 04	Cast. Anx. 05	Pos. Ident. 06	Guilt 07	Pre. Gen. 08	Def. Pref. 09	C.Q.T. Raw 10	Block 11
TAT-N	....									
TAT-A	+54	....								
Blacky T	+30	-02	....							
Cast. Anx.	-06	-13	+10	....						
Pos. Ident.	+29	+08	+10	-28	....					
Guilt	-17	-29	+54	-34	+18	....				
Pre. Gen.	+40	+01	+89	+31	+08	+26	....			
Def. Pref.	+25	+05	-19	-14	+28	-23	-04	....		
C.Q.T. Raw	-03	+11	-01	+04	+29	-07	-00	-24	....	
Block	-33	+16	-17	-05	-23	+17	-36	-15	-27	....

Table 3

Quartile 3

	TAT-N 02	TAT-A 03	Blacky T 04	Cast. Anx. 05	Pos. Ident. 06	Guilt 07	Pre. Gen. 08	Def. Pref. 09	C.Q.T. Raw 10	Block 11
TAT-N	....									
TAT-A	-77	....								
Blacky T	-15	-20	....							
Cast. Anx.	-15	+00	+31	....						
Pos. Ident.	+03	+03	+19	+19	....					
Guilt	+08	+14	+44	+19	-22	....				
Pre. Gen.	+17	-09	+85	+50	+27	+16	....			
Def. Pref.	+09	+03	+01	+14	-01	+14	+10	....		
C.Q.T. Raw	-15	-06	+10	-02	+05	+08	-04	+09	....	
Block	-14	-10	+00	+03	+22	-15	+08	+11	+45	....

Table 4

Quartile 4

	TAT-N 02	TAT-A 03	Blacky T 04	Cast. Anx. 05	Pos. Ident. 06	Guilt 07	Pre. Gen. 08	Def. Pref. 09	C.Q.T. Raw 10	Block 11
TAT-N	....									
TAT-A	+39	....								
Blacky T	+17	+20	....							
Cast. Anx.	+28	-14	+19	....						
Pos. Ident.	+39	+56	+32	-06	....					
Guilt	-01	+13	+34	-12	+03	....				
Pre. Gen.	+26	+22	+92	+29	+33	+12	....			
Def. Pref.	+08	-44	-34	-12	-14	-15	-31	....		
C.Q.T. Raw	-08	+30	+05	+00	-22	+16	-10	-45	....	
Block	-02	+10	+33	-06	+26	+41	+25	-11	-16	....

Table 5

Correlation Matrix for the Total N

	TAT-N 02	TAT-A 03	Blacky T 04	Cast. Anx. 05	Post. Ident. 06	Guilt 07	Pre. Gen. 08	Def. Pref. 09	C.Q.T. Raw 10	Block 11
TAT-N	....									
TAT-A	+62	....								
Blacky T	+21	-01	....							
Cast. Anx.	+01	-09	+25	....						
Pos. Ident.	+16	+16	+23	+05	....					
Guilt	-01	+01	+42	-05	-04	....				
Pre. Gen.	+27	+06	+88	+37	+31	+17	....			
Def. Pref.	+03	-16	-19	-15	-01	-13	-14	....		
C.Q.T. Raw	-04	+08	+03	+06	-08	+10	-06	-16	....	
Block	+08	+07	+19	+02	+27	+08	+22	-05	-08	....