

AN EXPERIMENTAL INVESTIGATION OF
CERTAIN ASPECTS OF THE PERSONALITY
THEORY OF KAREN HORNEY

Thesis for the Degree of Ph. D.
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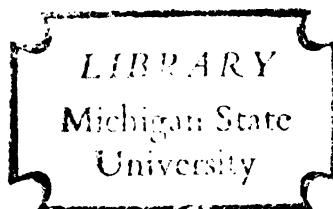
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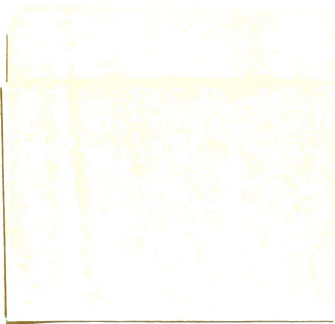
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AN EXPERIMENTAL INVESTIGATION OF CERTAIN ASPECTS
OF THE PERSONALITY THEORY OF KAREN HORNEY

By

James W. Wilkins, Jr.

A THESIS

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VITA

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This study undertook to assess through the application of systematic empirical procedures some of the concepts put forward by Horney on a clinical-intuitive basis.

A brief summary of Horney's theory was presented, which emphasized the three principal modes, or trends, of adjustment that she has described. These trends were regarded as generalized behavior patterns that find expression through an individual's moving toward, against, or away from others, in reference to his interpersonal responses.

Certain relationships between these trends had been indicated by Horney. These were presented as indicating the general questions to which the investigation was addressed. Brief reviews of various methods for personality study were included. Consideration of the lack of specific relevance in available psychological tests resulted in a decision that such tests would have to be devised for the study.

Two scaling methods for the study of Horney's trends were described. One, a forced-choice set of scales, was dealt with in detail. Preliminary investigations with this scale aided in developing its reliability to an acceptable range.

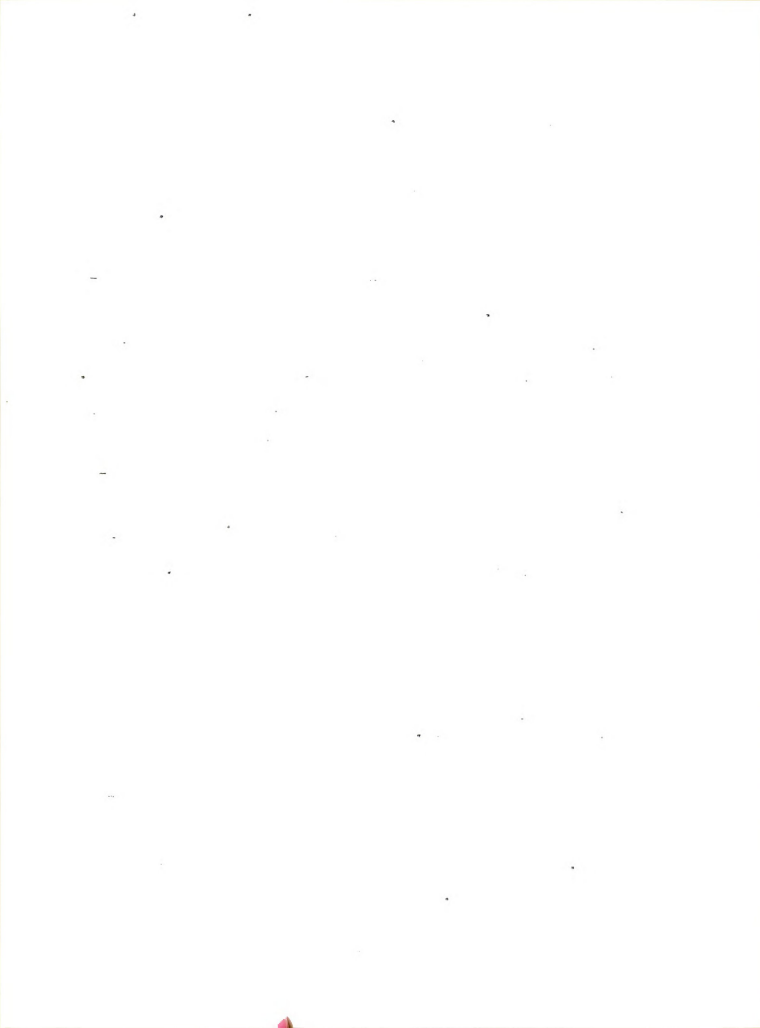
Seventy-five married couples were tested with the devised scales. The four highest scoring persons of each sex, on the three trends, provided a set of three groups for the experimental study of the validity of scale results in terms of

Horney's three dynamic trends. The experimental subjects were submitted to a verbal participation experiment intended to evoke responses relevant to the theory and consistent with behavior patterns characteristic of the subjects. Three psychology graduate students were given training in order to rate responses of subjects tape-recorded in the verbal participation experiment. The adequacy of their judgments was assessed, which revealed a relatively high level of inter-rater agreement, except among the away-from sets of judgments.

Results indicated that normal people, randomly selected, were found to be approximately normally distributed with respect to their scores on the scales depicting Horney's three variables, except that scores were generally lower and less reliable with respect to detachment (moving away) than with the compliant (toward), and the aggressive (against) scales.

High agreement with scale statements representing a particular trend was found to be predictive of behavior in the verbal participation situations, except detachment, which appeared to be predictive of hostile expression among females, or not predictive.

Correlational study of the various scoring categories of the scales revealed that preference for compliant statements was negatively related with selection of aggressive statements. No reliable relation of either of these was found to hold with detachment. Differences between the sexes favored females over males with respect to compliance and the reverse



relation regarding aggressiveness. Intermate correlations revealed that mates tend to attribute similar qualities to one another, or to show no significant resemblance, rather than to be opposite (complementary) as expected in terms of the theory under test.

It was concluded that evidence in support of the usefulness of at least two of Horney's trends had been obtained, and that detachment, as she conceived it, appeared to be more applicable to men than to women. In general this trend provided findings of less reliability and significance than the other two.

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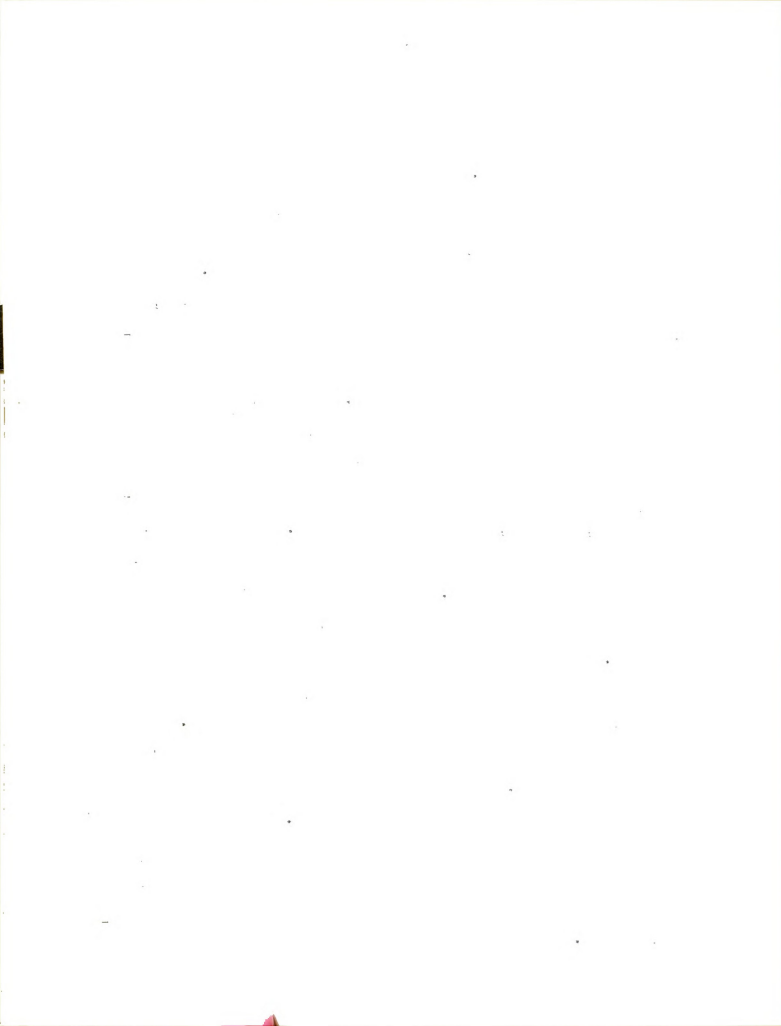
I. INTRODUCTION

A survey of the literature reveals no empirical studies dealing with the personality theory of Karen Horney. It appears to the writer that references to her works (6, 7, 32, 51) are sufficiently numerous to justify such investigations and that thereby significant contributions to current personality theory might be achieved. It was with this in mind that he undertook the present study.

Best known, perhaps, of Horney's viewpoints is her classification of personalities according to trends of movement toward, against, and away from people. These trends, or modes of adjustment, are also referred to as compliance, aggression, and detachment. It is to the objective assessment of this aspect of her theory that this study is specifically addressed.* The present chapter deals with the following two topics in respective order: 1) Horney's theory of neurotic conflict, and 2) a statement of the research problems.

In the following section a brief overview of Horney's theory is presented. For more detailed coverage the reader is referred to Newcomb (34) or Munroe (32).

*A study (31) reported during the preparation of this thesis does in fact specifically involve the operational use of these Horneyan concepts, but does not attempt their assessment, *per se*.



A. Horney's Theory of Neurotic Conflict

In brief, Horney's personality theory is in many respects similar to Freudian psychology in that she espoused psychic determinism, unconscious motivation, resistance and the mechanisms of ego-defense (especially reaction formation, projection, repression). Horney's thinking was congenial to the importance of childhood experience in establishing the "basic" pattern for adult behavior. Her greatest disagreement with orthodox psychoanalysis is seen in her rejection of concepts that were grounded in biological and physico-chemical speculation. She was skeptical of the developmental sequence, oral-anal-genital, and antagonistic to the concepts of penis-envy and masculine protest. It is apparent that some of her arguments may reflect personal bias whereas others appear to have a more objective rationale. She denied that experiences are fundamentally sexual and accused Freud of a mechanistic, Darwinian approach in his use of polar opposites "a 19th century proclivity." (21)

Horney proposed that the fundamental motive of humans is a quest for safety and security in a "potentially hostile world." Subsequently, the "basic conflict" in neurosis is an internal conflict between fundamentally incompatible "security systems." This latter formulation underwent some modification and her last statement (26) which said in effect that the basic inner conflict was between the "true healthy self" and the spurious neurotic idealized image a precipitate of the



"security systems". There is considerable vagueness in her description of the "true self". Throughout the present study the emphasis is on her earlier formulations of incompatible neurotic "trends."

Horney's trends appear to be acquired and generalized behavior patterns aimed at the alleviation of insecurity, or "basic anxiety". The following quotations give general definition to these three modes of adjustment.

"Moving toward others." Group I, the compliant type, manifests all the traits that go with "moving toward" people...He shows a marked need for affection and approval and an especial need for a "partner" -- that is, a friend, lover, husband or wife "who is to fulfill all expectations of life and take all responsibility for good and evil, his successful manipulation becoming the predominant task...Because of the indiscriminate nature of his needs, the...type will overrate his congeniality...this type needs to be liked, wanted, desired, loved; to feel accepted, welcomed, approved of, appreciated...to be helped, protected, taken care of, guided...He tries to live up to the expectations of others"....etc. (23)

This trend has also been called "The Appeal to Love" (26) and will be referred to by various appropriate terms.

"Moving against others." The aggressive type takes it for granted that everyone is hostile, and refuses to admit that they are not. To him life is a struggle of all against all and the devil take the hindmost. His attitude is sometimes quite apparent but more often it is covered over with a veneer of suave politeness, fairmindedness, and good fellowship...he needs to excel, to achieve success, prestige, or recognition in any form...he has a strong need to exploit others...he regards all feelings, his own as well as others, as "sloppy sentimentality"....love plays a negligible role." (23)

This trend has also been called "The Appeal to Mastery" (26), and is equally called the aggressive, dominant or ascendant adjustment.

"Moving away from" others. The third face of the basic conflict is the need for detachment....these people have an "onlooker" attitude toward themselves and toward life in general....there is an inner need to put emotional distance between themselves and others....a determination not to get emotionally involved with others in any way, whether in love, fight, cooperation, or competition...there is a striking need for self-sufficiency...he tends to shroud himself in secrecy....long term obligations are avoided if possible....he will conform outwardly to avoid friction, but in his own mind he stubbornly rejects all conventional rules and standards....detachment and superiority are linked..." (23)

This trend has also been called "The Appeal to Freedom" (26) which is often called aloofness, detachment or neurotic independence.

These abridged descriptions are included to help the reader obtain the gist of their content without the need to consult the original sources (21, 22, 23, 24, 25, 26). It should be noted that each "trend" embodies not only negative attributes but also desirable qualities that the possessor sees as virtues. The hallmark of neurosis is the compulsive utilization of these trends. The healthy person is assumed to flexibly oscillate between being properly loving and kind, assertive and efficient, independent and creative.

Among her most declarative statements (23) are some that have the approximate status of hypotheses similar to those derived for the present study. These remarks are quoted in view of their relevance.

Neurosis, it must be said, is always a matter of degree....I invariably mean, a person to the extent that he is "neurotic".

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources.

3. The third part of the document discusses the challenges faced in data collection and analysis. It identifies common pitfalls and provides strategies to overcome them, such as ensuring data quality and consistency.

4. The fourth part of the document describes the process of interpreting the data and drawing meaningful conclusions. It stresses the importance of context and the need to consider multiple perspectives when analyzing the data.

5. The fifth part of the document discusses the role of technology in data collection and analysis. It highlights the benefits of using modern tools and software to streamline the process and improve accuracy.

6. The sixth part of the document discusses the importance of data security and privacy. It outlines the measures that should be taken to protect sensitive information and ensure compliance with relevant regulations.

7. The seventh part of the document discusses the role of data in decision-making. It emphasizes that data-driven insights are essential for making informed decisions and improving organizational performance.

8. The eighth part of the document discusses the future of data collection and analysis. It explores emerging trends and technologies that are expected to shape the field in the coming years.

9. The ninth part of the document discusses the importance of ongoing learning and development in the field of data collection and analysis. It encourages professionals to stay up-to-date with the latest research and best practices.

10. The tenth part of the document discusses the role of data in social and environmental issues. It highlights how data can be used to identify and address societal challenges and promote sustainable development.

Neurotic conflicts are concerned with the same general problems as perplex the normal person.

...any...example of neurotic conflict would show an...incompatibility of conflicting drives and...their...compulsive nature.

Awareness of conflict is a matter of degree in differentiating the neurotic from the normal.

Regarding moving toward, against, and away from people...in a predominantly leaning and complying type we can observe aggressive propensities and some need for detachment. A predominantly hostile person has a compliant strain and needs detachment too. And a detached personality is not without hostility or a desire for affection.

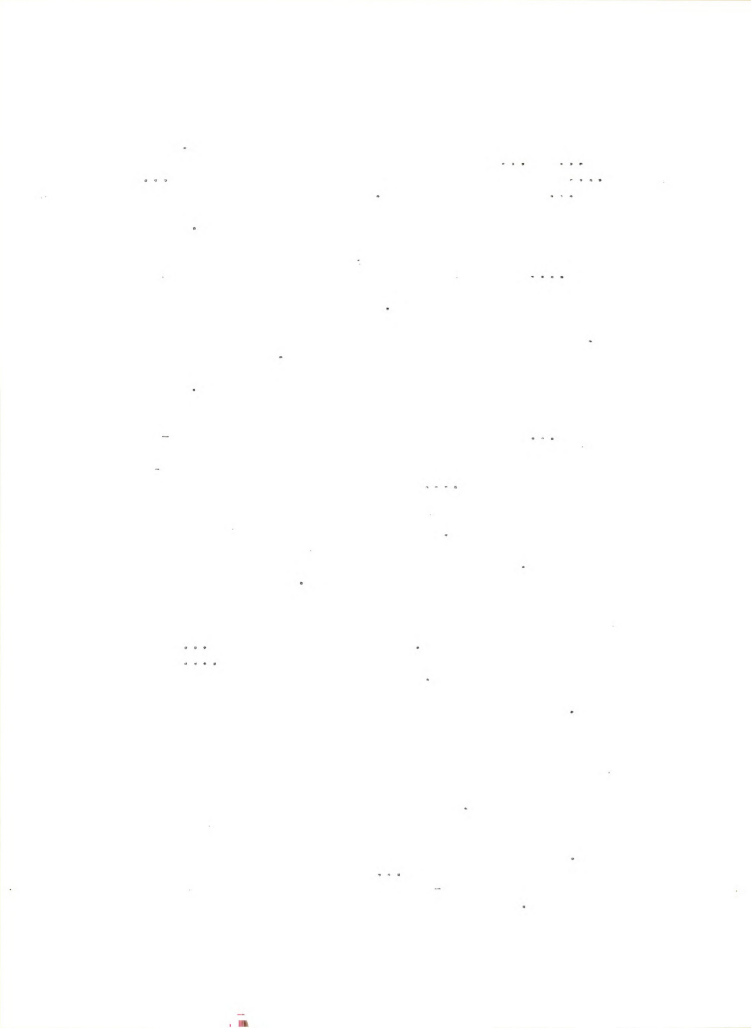
The predominant attitude, however, is the one that most strongly determines actual conduct. It represents those ways and means of coping with others in which the particular person feels most at home...that the potency of the submerged tendencies may be very great is evidenced by the many instances in which the attitude accorded predominance is reversed....

From the point of view of the normal person there is no reason why these attitudes should be mutually exclusive. One should be capable of giving in to others, of fighting, and of keeping to oneself. If one predominates it merely means an overdevelopment along one line.

It is not accidental that a conflict that starts with our relations to others in time affects the whole personality. Human relationships...mold the qualities we develop, the goals we set...the values we believe in. All these in turn react upon our relations with others and so are inextricably bound.

The fact that under the conditions of our civilization this need for love obsession is more frequent and more apparent among women than men has given rise to the notion that it is a specifically feminine longing. Actually, it has nothing to do with femininity or masculinity but is a neurotic phenomenon in that it is an irrational compulsive drive.

The aggressive type...is often drawn toward the compliant type - just as the latter is drawn toward him.



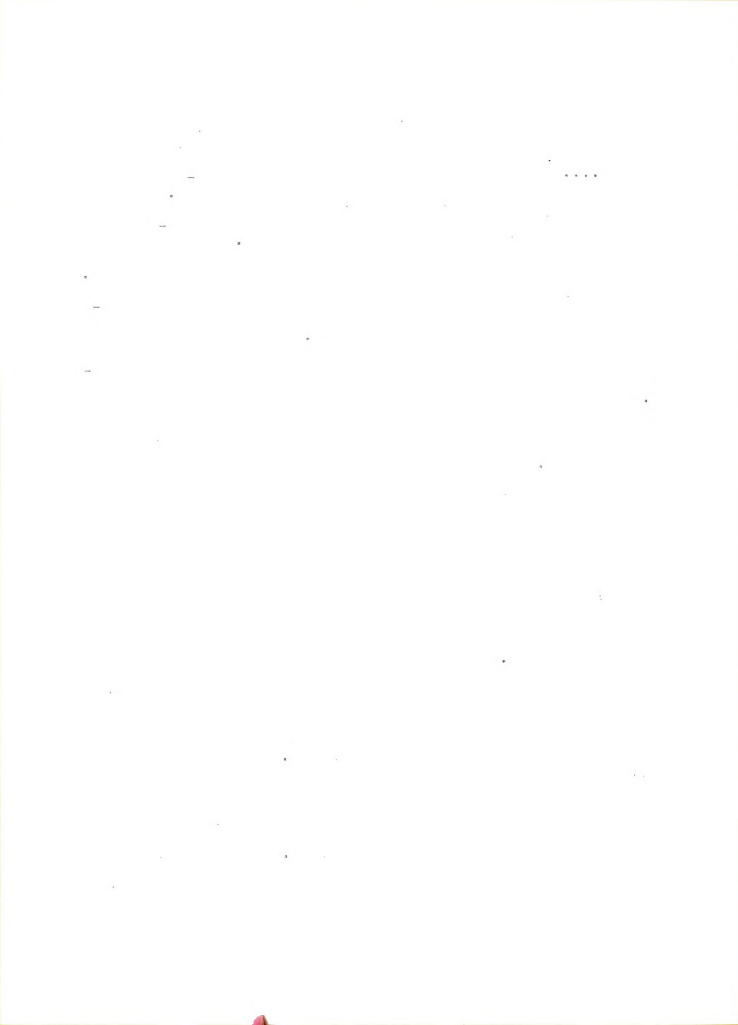
The detached person's goals are negative, he wants not to be involved, not to need any body, not to allow others to intrude on or influence him....only a limited number of tendencies intrinsic to detachment as such can be formulated.

Sometimes a person goes through periods of alternating between one extreme and another compliance to aggressiveness to detachment .

Horney's thinking appears to be psychologically oriented.

Her break from the structural and hereditary biases of orthodox medical psychoanalysis is incisive. Her ideas are thus largely in keeping with the general trend of American psychology. She emphasized the importance of social factors and the cultural milieu as determiners of personality organization and adjustment. This is compatible with the psychologist's tendency to view present behavior as an answer to immediate stimulus variables in terms often largely conditioned by prior experience or modification of the organism through learning, but not as a mere repetition of infantile response or solely dependent upon little understood constitutionally qualifying factors.

As has been indicated, the particular aspect of Horney's ideas to be dealt with in the present paper is her notion that human behavior follows three major trends. For purposes of the study these trends or modes are considered to mean that all people may be seen as fitting one or another, or some combination of these patterns of behavior. In essence, this thesis attempts to fairly represent these aspects of Horney's theory in objective terms in order to determine whether they



can be considered valid descriptions of normal members of this society. A further purpose is to investigate the merit of some of Horney's assertions about the interaction of her trends as they are manifested in mate selection or marriage.

B. Statement of the Problem

Horney's writings make lively reading and contain many descriptive passages with considerable "face validity." Her descriptions of inter- and intra-personal response are unfortunately not accompanied by suggested methods for tests of her hypotheses. Instead she carefully qualified the implications of her views and resolved in artful and appealing literary style some seeming contradictions.

However, the scientific validation of such views requires more rigorous procedures. A first step in this direction might be the construction of appropriate measures of the dynamic trends that Horney described. The capacity of such measures to separate individuals according to the lines described may be accepted as evidence in support of the existence of these trends and their distinctive imbeddedness in different personality structures. Our first attempt therefore is along this line, viz. to construct a test of dynamic trends toward others, against others, and away from others. Two such attempts are herein described.

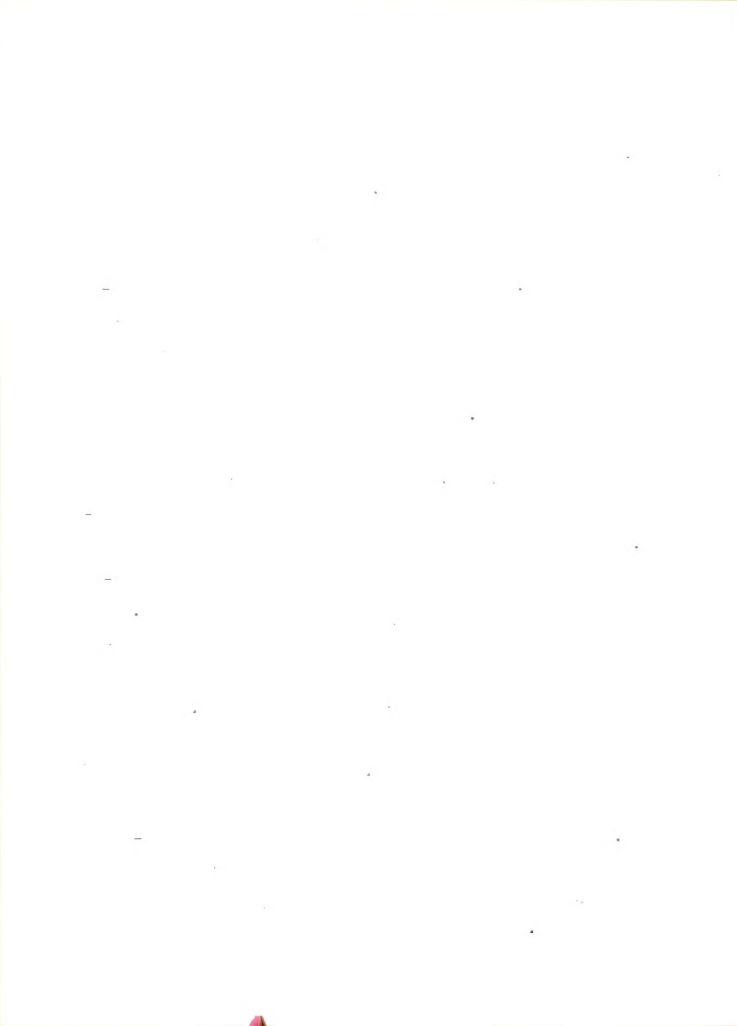


A second approach might be the testing out in social or quasi-social situations of whether people do in fact behave in accordance with these trends. Accordingly, an experiment was attempted in which the behavior of individuals could be assessed according to the directions toward, against, and away from others. The use of subjects who indicated characteristic use of a trend on the basis of the previously mentioned tests provided not only a means for the experimental manipulation of variables, but also a means of exploring the validity of the tests.

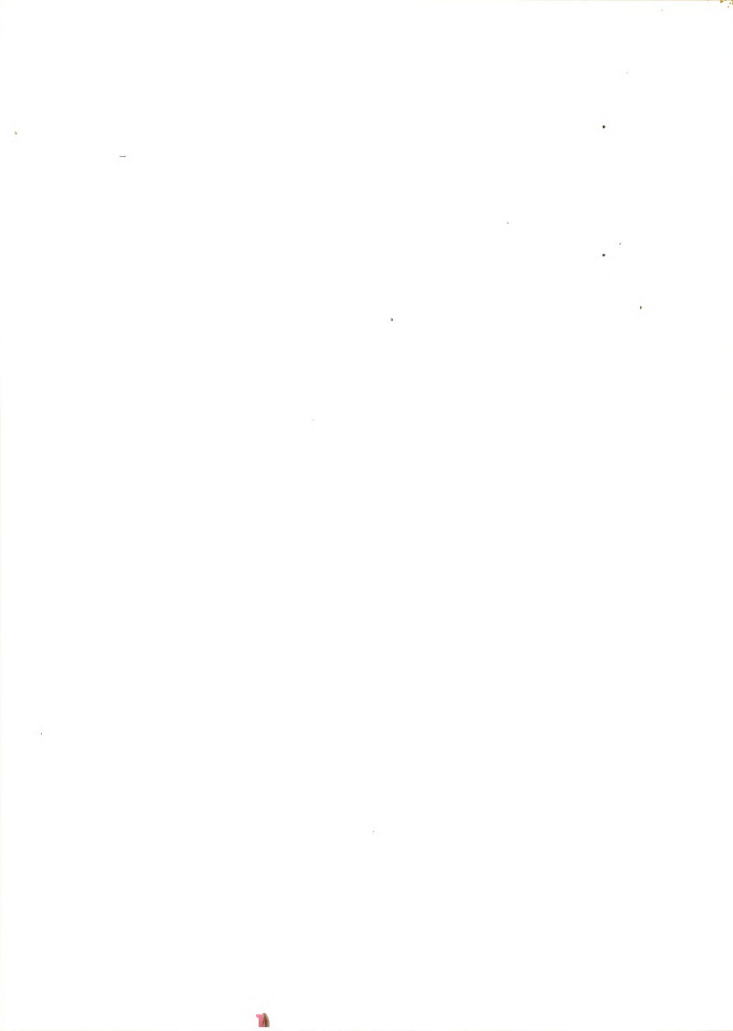
A third check on Horney's theory could be incorporated into the research design. This involves Horney's theory of the relationships of her dynamic trends to sex and mate selection. Specifically her theory holds that individuals tending to be generally compliant are likely to select as mates persons who are more dominant or aggressive, and vice versa. She also asserts that "in our culture" the compliant adjustment appears to be more associated with women than with men, and that the reverse holds for the aggressive mode. The use of married couples as subjects provides a means for checking out the correctness of this view.

In summary, then, the following hypotheses were tested:

1. that a test could be constructed that would distribute individuals according to Horney's dynamic trends of movement toward, against, and away from others,



2. that individuals who test high on a given trend will behave in a characteristic manner in quasi-social situations designed to elicit toward, against, and away from sorts of behavior,
3. that individuals select mates in accordance with Horney's theory as it relates to mate selection and sex differences.



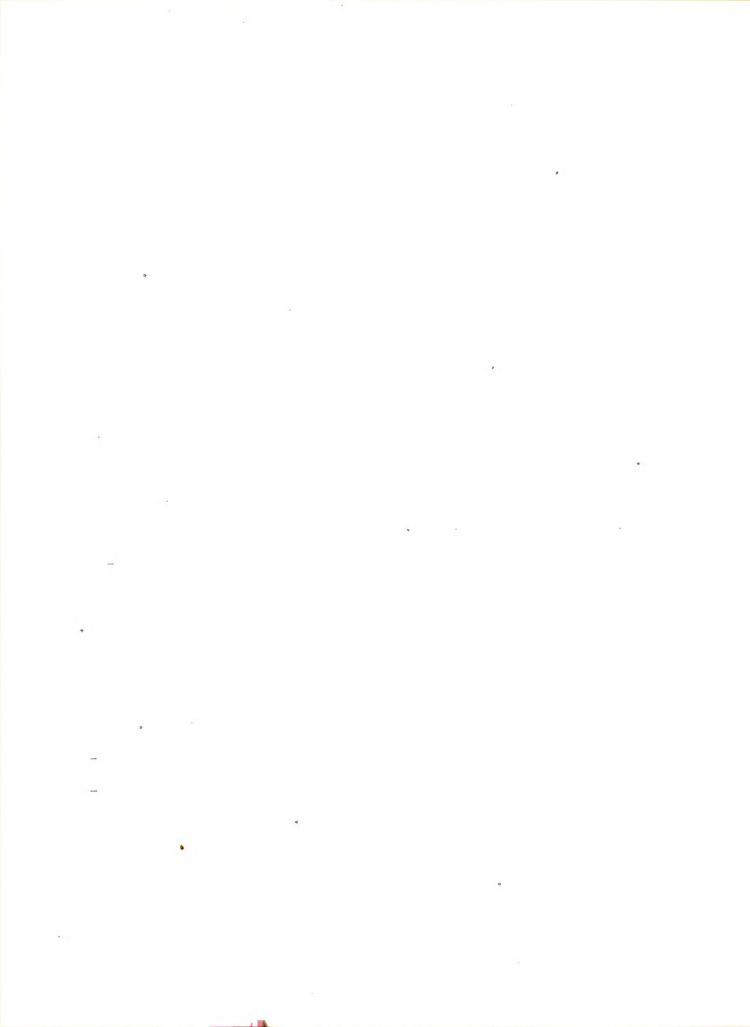
II. THEORETICAL AND HISTORICAL BACKGROUND

Horney expressed the desirability of establishing a typology on the basis of the trends she described (23). Since in some respects at least her modes of adjustment might be so understood a brief review of the literature in this area was made. For more exhaustive treatments of the subject the reader is referred to any of several sources available, such as Stagner, Cattell, and others (14, 19, 20, 49).

In view of the fact that concepts such as types, dimensions, factors, traits, etc. vary in their generality and specificity in the writings of different authorities on personality theory the following section may only serve to point out the lack of agreement encountered in connection with them. In the second section of this chapter problems in connection with personality measurement are considered since they bear directly on the objectives of the current investigation. The third section reviews several studies reported in the literature that are more or less closely related to the present investigation either in content or method.

A. Personality Dimensions

Since typologies are probably the hoariest means of generalizing about the attributes of man they are considered first in



sequence. What are types, and why have them? Stagner (144) presents a summary of the substance of, plus some pros and cons regarding the issue of typologies:

Type descriptions are...the technique of picking some outstanding feature of the individual and using that as a label for the totality.

There are at least three different conceptions of psychological types....a) the mutually exclusive; b) the contrasting types /of a bi-polar continuum/* and c) a multimodal continuum. (see Fig. 1)

Among the notions favorable to type theories are:

a)....it emphasizes the extent to which the parts of personality (specific emotions, prejudices, traits and attitudes) are determined by the whole. b) /Prediction of behavior may be more accurate if the judge allocates/ the personality to some appropriate type classification. c)....The greatest single value of type descriptions is /their serving as/ as anchoring points for reference frames regarding personalities. d) Types....call attention to certain processes in relatively pure form, uncontaminated by accidental and confusing factors.

On the negative side, the following is cited from the same source:

a) The very multiplicity of type theories.... belies their general applicability. b) Were there any universal system of typing which would fit a substantial number of cases or throw special light upon personality organization, it would be espoused by a greater number of psychologists than at present. c) Each type theory represents the special interest of its inventor.

The weaknesses of these criticisms respectively seem to be: a) a multiplicity of combustion theories did not prevent Priestley from developing one that was adequate to explain the data; b) general acceptance of any idea at any point in

*Brackets mine

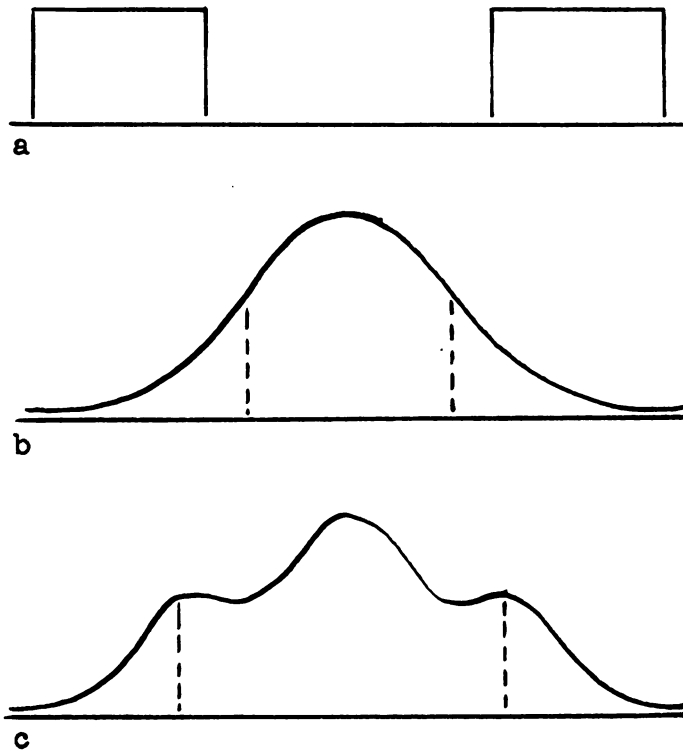
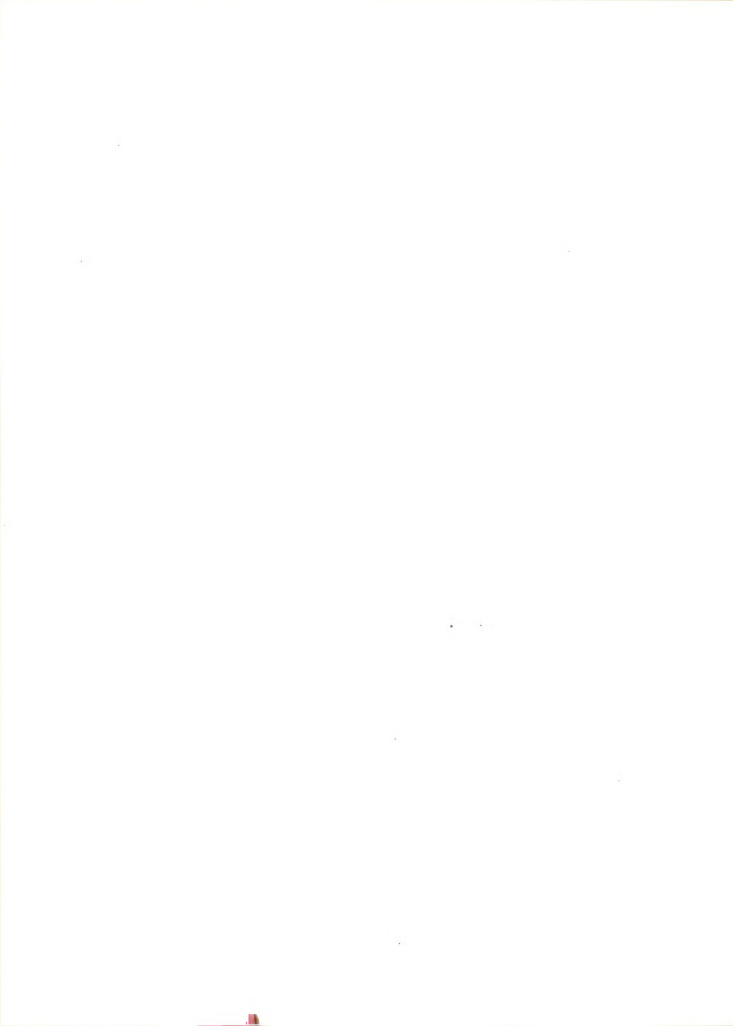


Fig. 1. Typological schemes



time is no certain measure of its validity; and c) any psychological, or other theory almost always represents the special interest of its inventor.

Although some success has been achieved by Sheldon in attempting to demonstrate relationships between body build and temperamental traits (1, 9, 27, 42) these results are not striking nor do they lend themselves readily to interpretation. Psychologists generally are wary of this approach for at least two reasons. First, there is usually an implied mind-body dualism. And second, the irreversible determinism is incompatible with the wide-spread atmosphere of pragmatic optimism in psychology.

Not so alien to modern psychology, however, is the quest for some means of systematizing behavioral phenomena. In fact it may be said that in the early phases of the development of any science an adequate and consistent taxonomy would be desirable. In attempting to fulfill this supposed need Cattell (10), Eysenck and others have made empirical investigations aimed at uncovering consistent patterns of behavior. These researchers have used the well known methods of factorial analysis which they consider to be scientific and objective, it would seem, principally because their methods involve highly complex mathematical processes. Their general objectives seem to be the quantitative description of various traits, attitudes, temperaments, types, or dimensions of personality.

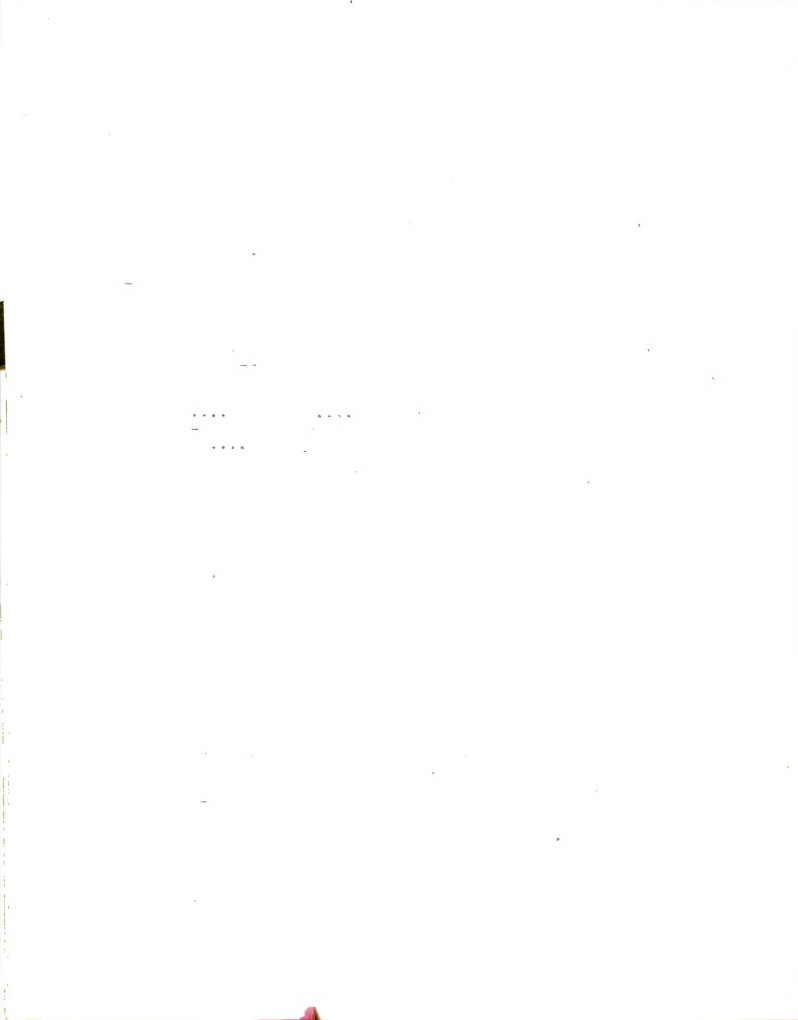
Although the outcome of such studies may or may not have psychological meaning the method of factorial analysis appears to produce nothing not originally included in the measurement devices. It is possible however that certain general sources of variance may be isolated by these techniques. Regarding regularities in human behavior Cattell has suggested the following:

In typology there are two kinds of tasks:
 a) discovering what types exist in nature -- since a type defined by fiat is of little practical use; and b) defining to what extent a given individual belongs to the established types....Types are.... established by clinical forms of intensive observation aimed at noticing repeating patterns....(10)

However, while the previously mentioned investigators point with pride to the establishment of "scientifically" respectable descriptions of the behavioral attributes of people their methods have come under serious attack. Along this general line of criticism McNemar has declared himself as follows:

Summarizing briefly, the factors in factoring behavior have to do with nabbing a small sample, ignoring other crucial sampling matters, treating the rotational problem irrationally, using tests of known unreliability, violating the requirement of experimentally independent measurements, predestinating the outcome, tossing in too much or not enough, choosing and ignoring tests when naming factors, struggling to make sense out of the results, and varying all over the map in the use of hypotheses. (29)

This brief mention of different authorities indicates that to date no definitely agreed upon method has been devised



for the satisfactory description of generalized traits or personality types, or "trends" as in the present study.

It can be asserted however that a reliable and valid sorting of individual cases according to empirically established syndromes of behavior would be useful.

B. Personality Measurements

As is well known there are many available psychological tests. Appraisal of the usefulness of many of them however is disappointing. Whether it be a particular paper-pencil personality test, projective technique, or observational procedure, the relative amount of variance that can be accounted for by its application is no cause for complacency with measurement methods in personality and clinical psychology. This generalization is based upon commonplace reports in the periodical literature dealing with the reliability and especially the validity of these methods. Most contemporary instruments cannot lead to the specific prediction of behavior based upon information obtained through their application. Generally they appear more adequate to a posteriori description than to the task of prediction.

One important difficulty with personality tests is that the "variables" singled out for attention vary from test to test. Were the clinician to take seriously the independent



existence of all the "factors", "trends," "variables", and "diagnostic categories", purportedly measured by such tests as the Guilford-Martin Test, the Guilford-Zimmerman Test, the Cattell 16PF Test, the MMPI, the Rorschach (depending on the system) and TAT, etc. he would find the task of psychodiagnosis more perplexing indeed than it frequently appears.

In view of the fact that the variables represented in the more commonly used instruments are not specifically relevant it appeared, as was mentioned, that a major task in "testing" Horney's theory would be to devise appropriate measures of the trends she described, that would be sufficiently reliable to justify their use.

C. Related Studies

Of greater relevance to the present study than either typologies or factorial techniques is the variety of personality and trait assessment procedures that have been employed.

The classical study in this area is that of Allport and Vernon (5). Using types described by Spranger these investigators studied the validity of their scales by administering them to selected groups (e.g. theological students and business-economics students, science and pre-med students). They found that the groups achieved relatively high scores on the value that corresponded to the particular type in question.

Rosenzweig and co-workers have worked out a triadic scheme of behavioral classification that is closely related to that of Horney. Efforts to demonstrate the validity of this conceptual scheme have not been highly successful. With a series of researches, G. W. and F. H. Allport have reported sex differences in response to their Ascendance-Submission Reaction Study. Validity problems were handled in a manner similar to that employed in the study of values.

Prominent in Murray's personality motivational system (33) are concepts that closely correspond to those dealt with in the present study. For example, *n* succorance and *n* abasement compare with Horney's "moving toward"; *n* dominance, *n* aggression and *n* achievement with "moving against"; *n* autonomy with "moving away" from people. The validating procedure of studies in this framework vary in relevance to the present study. McClelland and co-workers have concentrated effort on the motives of achievement, affiliation and succorance by analyzing thematic material elicited from Subjects (Ss) under controlled conditions while simultaneously varying independent variables such as S' field of major study. Stephenson (45) has applied "Q" technique to the study of Jung's "types".

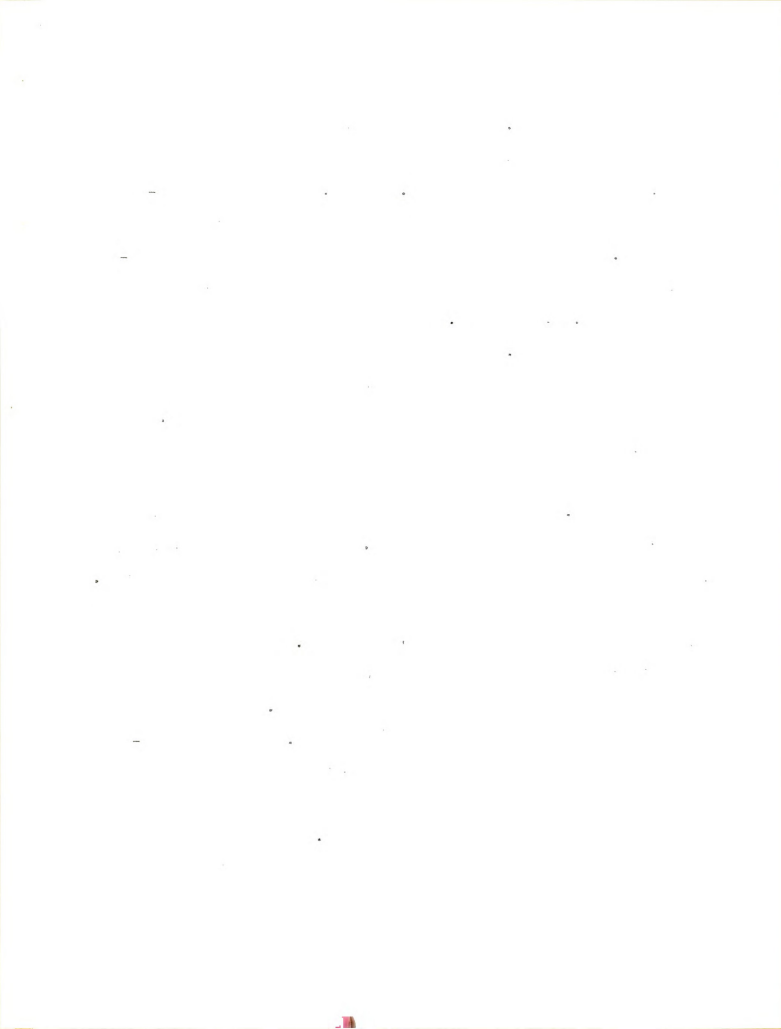
Three specific studies appear to be most closely related to the present study. The first is a series of investigations by Freedman, Leary and co-workers (33) who have also applied empirical methods within the guide lines of "neo- (or para-)

Freudian" psychology. The second is an "empirical elaboration of the theory of complimentary needs in mate selection" by Winch, Ktanses and Ktanses (48). Third, is a recently reported study by Corsini (12) that deals with intramarital variables. The two former sets of investigations were specifically concerned with conceptualizations derived from the writings of H. S. Sullivan.

The Winch et al. studies will be dealt with further since their use of the theory of "complementary needs" in mate selection is especially pertinent to the present project. In essence, these researchers have martialed evidence in support of the notion that the motive clusters of marriage mates tend to be opposite. By this they mean that dominant persons tend to marry submissive ones, and sonon. It was felt that a study such as the present one would provide a check on these findings.

While this manuscript was in preparation an additional study relevant to the above issue appeared. In this latter investigation Corsini (12) addressed himself to the problem of "Understanding and Similarity in Marriage". His data were obtained from a group of 20 married couples. Since data especially relevant to this issue were obtained during the present investigation the topic will also be referred to again in a later section of this thesis (page 57).

In contrast to most of the preceding studies (except 36) the present investigation is addressed to the assesment of



dynamic modes of adjustment in interpersonal relations. This objective is sought by means of a double barreled approach that includes two independent measures of the variables under observation, one of which seeks to measure the social, interpersonal correlates of questionnaire measures.

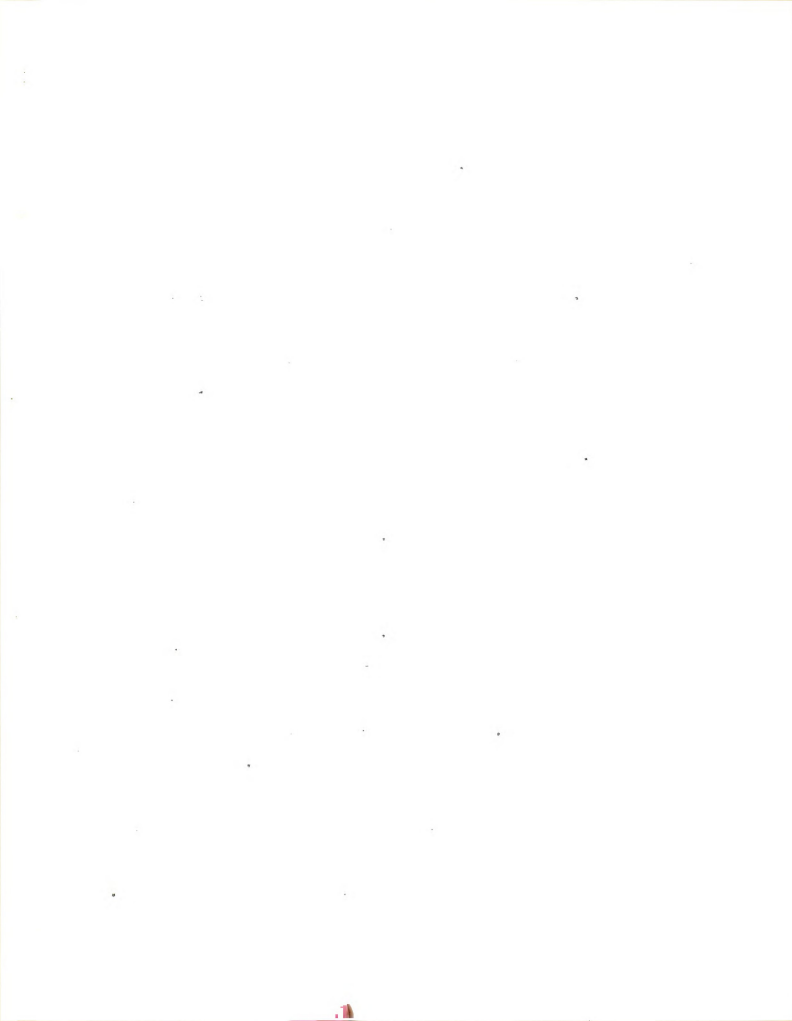
III. METHODOLOGY

The material of this chapter is divided into three major groupings according to their chronological sequence in the investigation. These three steps are, respectively, 1) the construction of scales to measure Horney's dynamic trends, 2) the selection of the Basic Sample, and 3) the development and application of a social participation experiment.

A. The Construction of the Trend Scales

An essential requirement is to fairly represent Horney's ideas in our measuring instrument. It is felt that this requisite was at least partially fulfilled by the following method: Her works were scanned for statements descriptive of her three trends of adjustment. Most of these statements were found in "Our Inner Conflicts - A Constructive Theory of Neurosis" (23), and "Neurosis and Human Growth" (26), the latter her final book. These volumes appeared to reveal most clearly her conceptions of three dynamic trends.

The assortment of statements lifted from context was edited as little as possible, but as much as seemed necessary in order that they could be organized into parallel sets, representing each of the three trends, or some aspect of them.

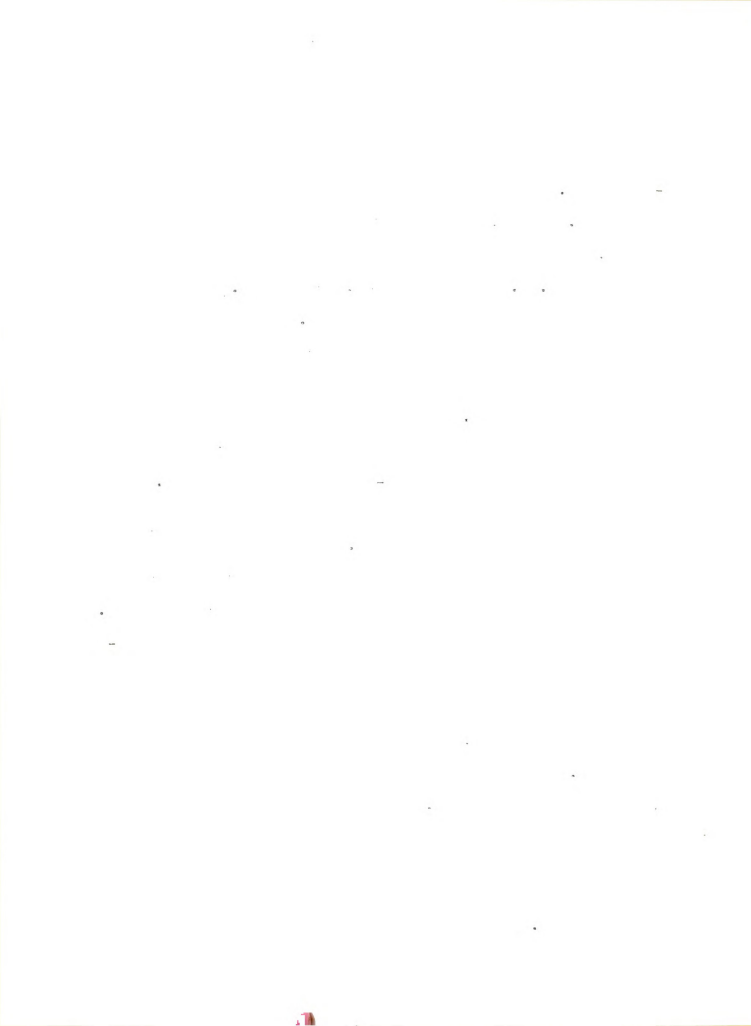


This approach is similar to that suggested by Stephenson* as a method for testing personality theories by means of Q-sort (45). Two general types of scaling procedure were considered. First, was the thermometer method of obtaining ratings. Second was a forced choice method similar to those employed by R. B. Cattell, Strong, and others. Both of these methods are described by Guilford (18).

The aim in either case was to derive a measure of an individual's relative commitment to any one or combination of Horney's three trends.

For the thermometer method two paragraphs were written describing each of the trends - six paragraphs in all. In each case the first paragraph emphasized the "virtues" of the trend, and the second its "vices". These sets of paragraphs were placed at the top of each of three successive pages so that each trend was represented separately on a single page. At the bottom of each page thermometer type scales were arranged so that there were two on each side separated by a series of phrases denoting degrees of similarity, from "extremely unlike" at the bottom, to "extremely similar" at the top of the scales. The order of the pages was randomized to offset possible position effects. The two scales on the left side were provided so that S could rate his similarity to each

*The application of his entire method was considered, but it was decided that adequate results could be obtained through more direct means thus avoiding the internal complexities of the "Q" method.



paragraph separately, and likewise that of the other person S was requested to evaluate (see Appendix 1, page 77). The paragraphs were held to nearly equal lengths and apparent cogency. S accomplished the rating merely by marking one short line across each separate scale, four in all on each successive page. Scoring was accomplished by placing over the scales a matched translucent sheet divided into intervals which were assigned numerical values.

The forced choice Trend Scales also originated from the assortment of descriptive remarks taken from Horney's works. In this case they were assembled into groups of three each. Each set of statements in every case included one representing each of the dynamic trends. The sets were arranged so that statements representing each trend occurred nearly evenly in every possible position and order. The initial version of the scales contained twenty-five such sets or items. In their construction an attempt was made to make all statements within any given item roughly parallel with respect to intrinsic desirability, intensity of expression, etc.

The forced choice scales were administered by instructing S to deal with each item in the series separately, and to denote agreement with one, disagreement with another, and to leave one statement unmarked in each item. Agreement was shown by marking an M, for most like, while marking L was expressive of being least like a given statement. Two columns

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author outlines the various methods used to collect and analyze data. These include surveys, interviews, and focus groups. Each method has its own strengths and weaknesses, and the choice depends on the specific research objectives.

The third section delves into the statistical analysis of the collected data. It covers topics such as descriptive statistics, inferential statistics, and regression analysis. The goal is to identify patterns and trends in the data that can inform decision-making.

Finally, the document concludes with a summary of the findings and recommendations. It highlights the key insights gained from the research and provides practical advice for implementing the results in a business context.

of blank spaces were provided, one on the left and one on the right side of each page. These were so arranged that one appeared on each side of any given statement as locations for the M or L ratings. The blank spaces on the left were to accommodate self ratings and those on the right the subject's evaluation of some other person (see Appendix 2, page 81).

A typical example of a forced choice item follows:

Self		Other
_____	I sometimes feel lost, alone, and helpless.	_____
_____	I always try to match danger with courage and strength.	_____
_____	I generally take a pretty detached view of life's risks.	_____

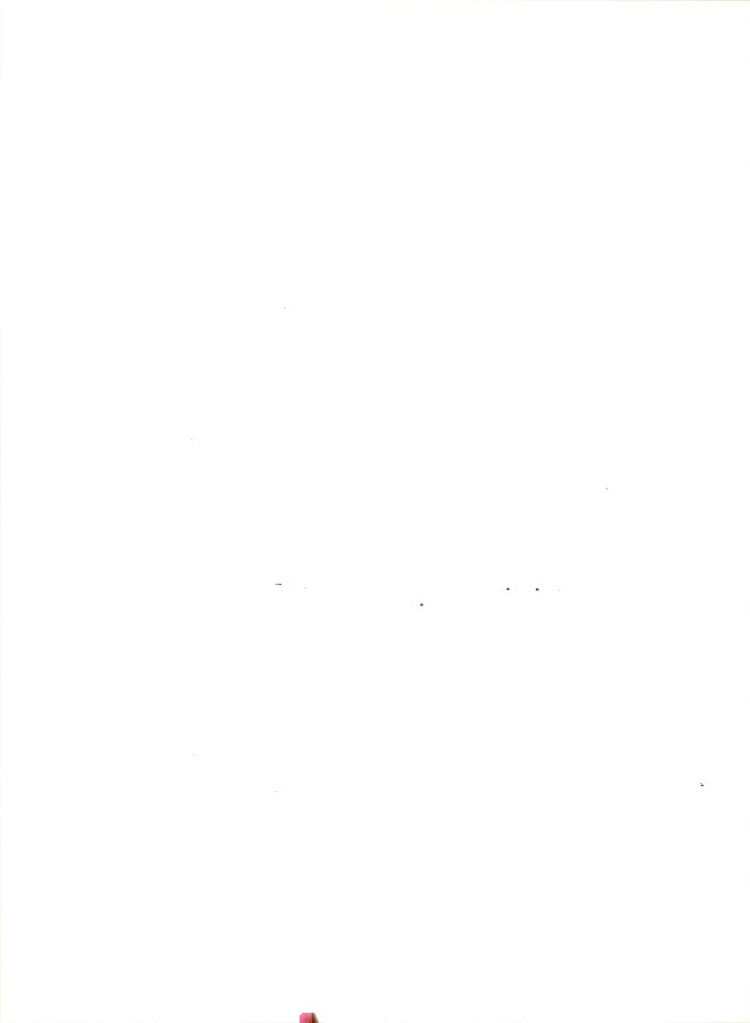
The scoring of the scales was accomplished by means of a key that denoted the trend from which each of the item statements originated. The M scores were obtained by simply counting the number of Ms that occurred in each category for both the self and other ratings. A similar procedure was followed to obtain L scores. These scores were then noted on the cover of each questionnaire in the order represented in Figure 2.

Pilot Study of the Scales

E administered the first forms of the two scales to an introductory psychology class (N=41). Several difficulties immediately arose in connection with the thermometer scale.

	Self		Other	
	M	L	M	L
Toward				
Against				
Away				
Total Responses	25	25	25	25

Fig. 2. Arrangement of forced-choice scores.



It appeared that ambiguity in the instructions had contributed to these, for in several cases subjects had drawn a single line across both scales on either side of the pages. Also noted was an obvious tendency in nearly all subjects to mark high similarity to all positive paragraphs, regardless of the trend involved and congruently to denote a more or less uniform lack of similarity to the negative paragraphs. These findings resulted in the decision to abandon further use of the thermometer scale.

The results obtained with the forced choice scales led, on the other hand, to more hopeful expectations. Scores obtained by this method were analyzed using Pearson product-moment correlations.* Since scheduling problems precluded a second administration of the scales, its reliability was first studied by means of odd-even correlations.

In Table 1 is presented the reliability coefficients based on the r between odd- and even-numbered items. The symbol system in the left hand column of this table follows the scoring scheme hitherto described and illustrated in Figure 2. One further comment regarding this figure will call attention to the "power" of the forced choice method in regard to the purposes at hand. Since S is free to mark an M and an L beside two of the statements in each item set, he can be as consistent as he pleases in the selection of statements representing

*For the total group, agreement with statements connoting compliance correlated $-.76$ with agreements with statements connoting aggression.

TABLE 1
 THE RESULTS OF THE FIRST (ODD-EVEN) RELIABILITY
 STUDY OF THE SCALES

Subscore	\underline{r}
sM_{To}	.58
sM_{Ag}	.44
sM_{Aw}	-.07
sL_{To}	.49
sL_{Ag}	.70
sL_{Aw}	.196
oM_{To}	.746
oM_{Ag}	.667
oM_{Aw}	.386
oL_{To}	.55
oL_{Ag}	.441
oL_{Aw}	.05

Standard error of zero \underline{r} (N=41): $\frac{1}{\sqrt{N-1}} = .158$

4

9

1

2

3

4

5

6

7

8

9

0

any of the three Horneyan trends. It is not possible for S, however, to get a high score on more than one trend, due to the fact that the more he distributes his choices among the different trends the fewer can he consign to any given category.

If scores on each of the three trends were statistically independent of one another, Ss would be found who would be high on more than one trend. Whether or not to include them and how to include them in the experimental groups would be a difficult problem; one that is eliminated with the use of the forced-choice procedure.

There were two outcomes of the pilot study with the forced choice scale that are worthy of comment in view of their relation to subsequent findings. First, ratings of another by a given S tended to be more consistent than his (or her) self-ratings. Second, there was an apparent lack of consistency in ratings involving the statements representing the trend of detachment. This latter outcome may have been due to an absence of detached persons in the sample, inadequacy of the statements, unreality of the variable presumably being measured, some other source of error, or a combination of those mentioned. This problem will be considered further in a later section (page 65).

Preliminary Study of the Validity of the Scales

Since E had assembled the item-sets almost entirely on the basis of subjective judgments, it was considered appropriate to check on his assignment of statements to the three categories.

Accordingly, the individual statements were clipped from one of the questionnaires, then were shuffled and put into a disordered bundle of 75 strips each containing one statement. A brief description of Horney's theory was then given to two graduate students of the psychology department at MSU. These students were asked to sort the statements into three groups of 25 according to the trend they felt each represented. The statements, thus sorted, were found to be in better than 90 percent agreement with E's designation. Though it was not felt on the basis of this outcome that the scale could be considered valid, some evidence of face validity was present.

In view of the relatively thorough analysis to which the first form of the Trend Scales had been subjected, it had become apparent that extensive revisions were required. To better specify the items in greatest need of modifications, one further analytic procedure was used. The frequency and types of selections were tabulated for each statement in the scales. This simple method revealed that some statements were rated M by nearly all Ss, whereas some other statements received almost no M or L marks at all. The statements were subsequently revised in varying degrees in accordance with this finding. The notions of social desirability and undesirability were kept in mind during this revision, although empirical study of the effects of these variables was not undertaken. The position order of the items was altered so that items among which both types of ratings had been most evenly

distributed were placed at the first part of the scale, on the assumption that their implications were less obvious to most Ss. Against the possibility that it should again prove necessary to employ the odd-even method for the study of internal consistency of the revised scale, one further item was added, bringing the total to twenty-six.

Study of the Revised Dynamic Trend Scales

Since E was aware of the weaknesses of the first (odd-even) reliability study of the scales, arrangements were made for a group of volunteer Ss (N=21) from another introductory psychology class to participate in a test-retest study. Since these subjects, though about equally divided according to sex, were not all married, they were directed to follow the instructions as were given (see Appendix 3) to subjects for the earlier reliability study. On the second occasion they were requested to be sure to rate the same "other" person.

It is, of course, obvious that results obtained by the test-retest and split-half methods have their own special merits and shortcomings and cannot be held as comparable. Thus, the reliability coefficients presented in Table 2 are of a different nature from those presented in Table 1. Without further regard to the latter, however, Table 2 indicates that the Trend Scales, though not productive of impressively high correlations between scores of subjects on two occasions, one week apart, were nonetheless sufficiently consistent in

response evokation to permit its use. It could be further argued that analysis of interrelations between various categories of response to the Trend Scales may thereby be justified.

B. The Selection of the Basic Sample

From Horney's frequent remarks to the effect that neurotic phenomena are continuous with patterns of behavior seen in "normals," it was held to be reasonable that married student families would reveal this continuity. The revised Dynamic Trend Scales provided the measuring instrument, and it was accordingly utilized for the collection of data from the Basic Sample.

Subjects

The selection of Ss for the study proper was accomplished as follows: the revised scales were administered to a group of 75 married couples, aged 20 to 28 years, white, with no more than one child, who had been married from 8 months to 5 years. These couples were found among the two married housing areas of the MSU campus.

Seventy-five couples, or an N of 150, were arbitrarily selected as the size for the sample, for this number (in a normal distribution) provides 4 persons of each sex, on each trend, who fall one or more sigma units above the mean. These were intended to be the experimental Ss.

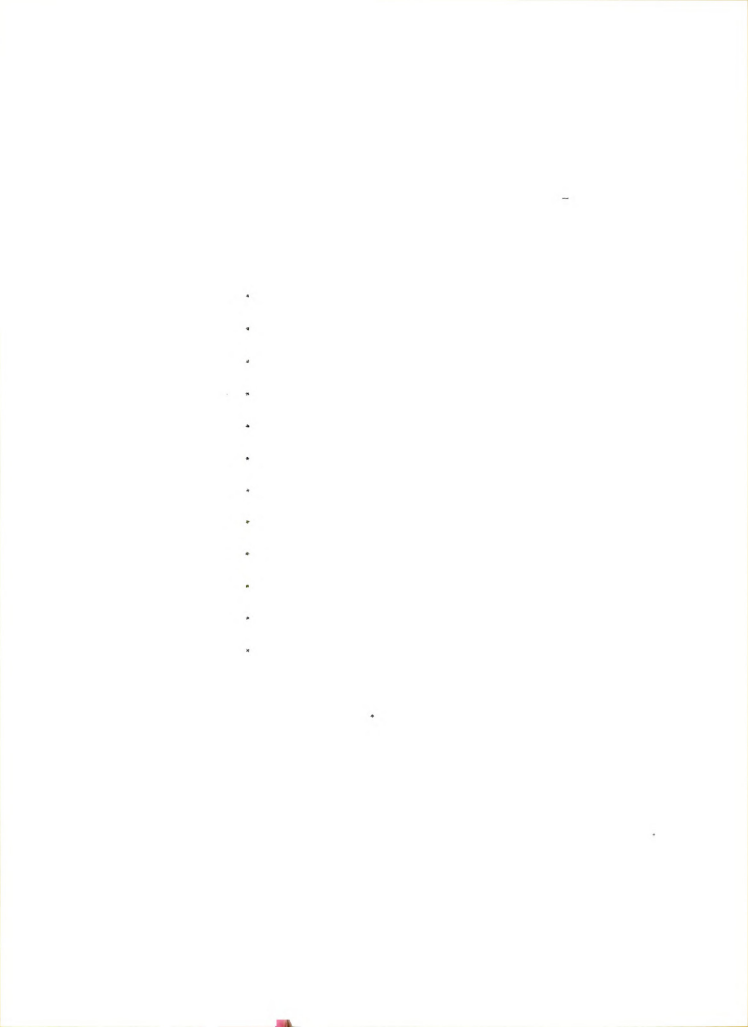


TABLE 2

TEST-RETEST CORRELATIONS FOR THE 12 SCORES OF THE
DYNAMIC TREND SCALES (N = 21)

sM_{To}	.664
sM_{Ag}	.793
sM_{Aw}	.594
sL_{To}	.700
sL_{Ag}	.588
sL_{Aw}	.389
oM_{To}	.846
oM_{Ag}	.906
oM_{Aw}	.354
oL_{To}	.816
oL_{Ag}	.719
oL_{Aw}	.373

Estimate of probable $\sigma_r = .013$



Selection Procedure

With the size and limiting attributes for Ss' admissibility to the sampling distribution decided upon, and the second form of the Dynamic Trend Scales prepared, the population data were collected as follows: E proceeded from door-to-door (in the manner of the ambitious peddler) in a deliberately patternless fashion through each of the married student housing areas of MSU. The sample was in this manner about equally divided between old "barracks apartment" area, and the new "University Village" brick apartments. E hoped that no partially relevant selective factor could have endangered the singleness of these two subsamples.

When E was admitted to an apartment and had determined through questioning that a given couple was eligible for inclusion in the sample, he remained adamant, where necessary, in insisting that they participate in the "research project". This procedure netted a total of about 3 refusals. Very little reluctance was encountered, and many persons insisted that they were "happy to participate" for various reasons. This cooperative spirit in itself gave E some cause for alarm in view of his hypotheses regarding the attributes of the aggressive type of person.

When a couple had agreed to participate E proceeded to explain in general terms that each S was admitting himself (or herself) to a "chance situation", in which roughly "one out of every six persons filling out the questionnaire (scales)

would be called for an additional experiment, to be conducted at the Psychology Building," within a few weeks." The statement that "chance" would determine their selection was a rationalization with a germ of truth.

Ss completed the scales as couples, in the presence of E, who discouraged any discussion of the items. E read the instructions aloud to each couple and then answered any relevant questions. Each scale blank was numbered in a sequence from 1 through 150, and each successive couple tested was given the next two progressively higher numbered blanks in the series. Husbands were given the odd-numbered, wives the even-numbered blank in each case. This procedure was employed to avoid confusion in later separation and analysis of the completed scales. Each couple was promised by E that he would send them a letter (Appendix 5) that would summarize in general terms the nature and purpose of the research and suggest references should they have further interest in the project and its outcome.

With the twenty-six items on the revised scales, there was an exact total of 26 acceptances and 26 rejections by each S, and a similar set by S's spouse. There were consequently two sets of responses presumably descriptive of each S (one subjective and one external). All items were scored by using the key that denoted the trend represented by each statement. Scores were tabulated under two groupings (self and other), according to two valences ("M", most like, and "L",

least like), on three variables (toward, against, and away). In other words, there were two complete evaluation groupings obtained from each S, composed of two subsets of three contingent scores.

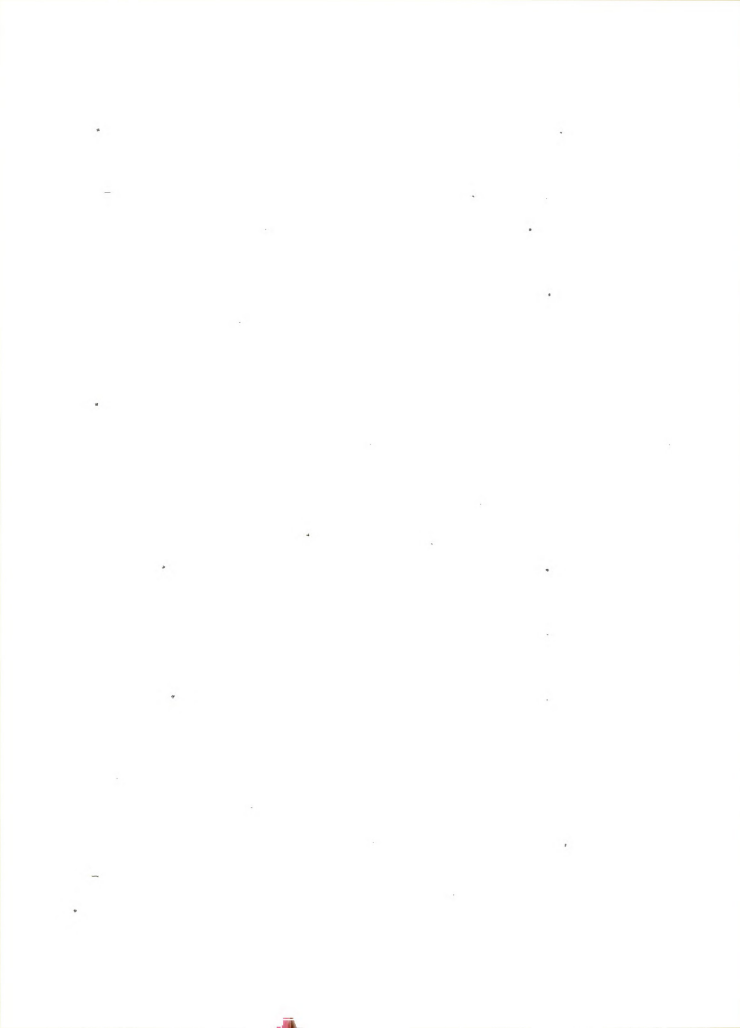
C. The Social Participation Experiment

The central part of this project was the experimental investigation of correspondence between scale marking behavior and socially interactive behavior under standard conditions. It is assumed that if a person reveals a relatively strong tendency to approve of (mark M) items representing a given trend, say "toward", then the prediction would follow that he should be compliant, cooperative, etc., when confronted with other people. This would follow from Horney's ideas. The same could be said of agreement with items representing her other trends, that is, the "against" person should be socially dominant, aggressive, or hostile, the "away" person would appear aloof, stolid, bored, or withdrawn (passive).

Procedure

A verbal participation experiment* (a kind of auditory TAT) was designed to test reactions of life-like social situations. Twelve commonplace, socially frustrating situations

*The design for this phase of the study was an elaboration and modification of a method suggested by John Teahan, a contemporary advanced graduate student in psychology at MSU.



were conceived, for example, "The Lackadaisical Nurse" (see Appendix 4, page 101). These situations were transcribed onto electronic tape. E's voice described each of the twelve situations in neutral, rather expressionless tones. After each description a different voice made four successive and separate stimulus statements relevant to the situation-description immediately preceding. These four statements were written in a manner that attempted to anticipate a wide range of responses from Ss and to be equally appropriate to each sex.

An attempt was made to vary the "situations" in terms relevant to the theory under test, i.e., the stimulus voices individually were members of a series of four groups, each including a "moving toward", "moving against", and "moving away" type (see Appendix 4). These were internally randomized for position effects and sex (half were of each sex).

Apparatus

The apparatus consisted of two Revere magnetic tape recording devices (single speed, 3 and 3/4 in/sec.).

These devices were placed on a table, one (#1) facing S, the other (#2) facing E (see Figure 3). The former "played" the stimulus tape, the latter recorded both the stimulus-statements and subsequent response, but not the situation-descriptions. The recorders were manually operated (using a built-in mechanical stopping device) in such a way that while



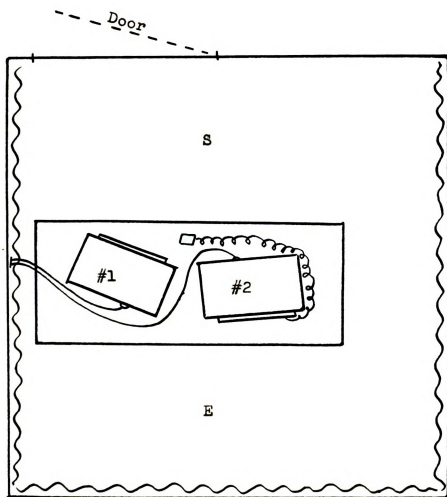


Fig. 3. The experimental arrangement for Social Participation.

recorder #1 played the descriptive material, recorder #2 was inactive. With the onset of the first stimulus-statement recorders #1 and #2 were both in action. When the voice (from recorder #1) had completed its stimulus-statement to S, recorder #1 was stopped and E allowed S up to 60 seconds to respond, however very few latencies were that long. After the first response, recorder #1 was again activated to emit the second stimulus-statement and was again stopped, and so on until all four stimulus-statements for that particular situation had been emitted, and subsequent responses had been elicited; then, recorder #2 was stopped for the duration of the next description in the series, etc.

Experimental Instructions

Prior to the performance of the experiment E told each S which might be expected, in general terms, roughly as follows: "You have been selected, on the basis of chance, for participation in this, the second phase of the research project. I am going to ask you to be seated here, in front of this table. You will notice that there is a microphone in front of you, as well as two tape recoding machines. From the machine on your right you will hear descriptions of commonplace social situations. After each situation is described a voice (now on the tape) will speak to you as though you were both present in the situation. Your "task" is merely to answer, or respond to the voice just as you would if you were in such

a situation. I know this seems artificial, but if you close your eyes and use your imagination I think you will find it quite easy to do. The voice in each case, will speak to you four times, and you are expected to respond each time. If you find that in some of these situations you would not respond, just say so. Try to pay as little attention to me as possible as I shall be busy manipulating the machines and following the material.

"Do you have any questions?" (Usually S did not.)

"Then we shall proceed. First there will be two practice situations to help you get the 'feel' of what you will be doing."

Subsequent to these general instructions the stimulus tape was played through to the first "voice-remark" of the first practice situation. The recording machine was activated after the description and prior to the onset of the "voice" stimulus. Thus the recording tapes contained the relevant "situational stimuli" plus the audible aspects of S' response, or participation.

Subjects

In order to test the validating predictions, the four highest scoring persons of each sex on each trend were selected from the Basic Group. This made eight "high" persons on each trend, or twenty-four in all. The next highest persons in each case were also separated from the Basic Sample for possible use as alternate experimental Ss. Although data were collected

from all such alternate Ss it became necessary to make only one substitution of an alternate for an experimental S. The latter occurred in the Ag group of females.

Scoring

It has been noted (page 34) that all experimental Ss were confronted with 12 recorded situations, each of which was intended to elicit 4 responses, or a total of 48 in all. The raters in turn were instructed to evaluate (or force) each response in terms of the three trends (To, Ag, Aw).

The evaluation of the social participation responses was carried out by E and two other advanced graduate students in clinical psychology at MSU. Responses were scored in terms of the three Horneyan categories, plus a fourth category for unclassifiable responses (see Figure 4). Each rater, or judge, was provided with a long (18 in. x 40 in.) sheet that included the population identification number and thus the sex of each experimental S, in a column down the left side of the sheet. Proceeding to the right across the scoring sheet by each S was a row of 12 grid sets, one for each of the situations. Each grid set was comprised of 4 columns, one for each trend plus a fourth (no category), unidentified, column. The four rows of each grid were provided for the successive scoring of each response (total of 4) in each situation.

Utilizing the method just described the raters met on three occasions to listen to and judge the tape-recorded

Subject	R e s p o n s e	Situation 1		Situation 2		Situation 3		Situation 4		→		Situation 12					
		Trend		Trend		Trend		Trend		Trend		Trend					
105 M	a	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0
	b																
	c																
	d																
16 F	a																
	b																
	c																
	d																
etc.																	

Fig. 4. Form for raters' recording judgments as to category of S' participation responses.

participation responses of all experimental Ss in consecutive order, according to the three Horneyan trends. The recorded stimulus and response material filled the upper and lower recording surfaces of four and one-half 1200 foot reels of Scotch magnetic tape. The total listening time was approximately ten hours.

Training of the judges was informal, and consisted of describing the three "trends", and reading brief relevant descriptive passages from "Our Inner Conflicts" (23). Practice in making independent judgments was carried out by scoring the responses of S's originally selected to serve as control Ss but whose responses were no longer intended for inclusion in the analysis of the experimental data.

The raters were thorough in their consignment of responses to the prescribed categories. This is indicated in the average total of classified responses per subject, which was 44 out of the possible 48, or 92 percent.

Reliability of Participation Scores

In order to assess the consensus among the raters inter-correlations were computed. The result of this analysis is reported in Table 7. Although the agreement among judges is generally high (all coefficients significant beyond the 1% level) there was generally higher agreement noted between raters a and b than between c and either of the other two. This inter-judgmental disparity is most apparant among judgments of responses on the third variable (Aw).

Derivation of Standard Participation Scores

Since there were three raters (scorers) there were, in consequence, three sets of raw participation scores on each of the three trends for all Ss. These raw scores were obtained by summing the check marks in each separate response category assigned by individual raters. This procedure resulted in three sets of raw scores for all Ss in each response category.

Standard participation scores were obtained by averaging for each S the scores obtained from the three judges. This averaging procedure increases the reliability of such scores. Since the judges differed in the frequency with which they assigned responses to the three categories, it was necessary to convert each judge's distribution of ratings on a given trend into standard score form using the familiar equation:

$$z = \frac{X - \bar{X}}{\sigma} .$$

The three standard scores each S received on a given trend were then averaged to yield his Standard Participation Score.

The final scores were obtained by application of the formula $(z + 3)10$ to these averaged scores.

TABLE 3

INTER CORRELATIONS AMONG JUDGMENTS ON THREE
 VARIABLES (To, Toward, Ag, Against,
 Aw, Away), BY THREE RATERS (Wilkins,
 a; Teahan, b; Martin, c)

Variable	Raters	r
To	a b	.90**
	a c	.88
	b c	.79
Ag	a b	.85
	a c	.80
	b c	.79
Aw	a b	.73
	a c	.53
	b c	.57

**An r of .470 is significant at the p .01 level.

IV. RESULTS

The results of the application of the methodology described in the preceding chapter are reported in two major sections of the present chapter. These are, respectively, the results obtained with the Dynamic Trend Scales, and the results of the Social Participation Experiment.

A. Results Obtained with the Dynamic Trend Scales

Statistical analyses of data obtained through the use of the Dynamic Trend Scales are presented in Tables 4, 5, 6 and 7. As was mentioned previously there are twelve categories of scores for the scale performance; six expressing self-directed judgments and six evaluative of the marriage partner. These in turn are subdivided into two equal groups, one expressing a most preference (M), and the other a least (L) preference for any given two statements out of the three each per twenty-six items.

The presentation of the scale data follows the same system of notation presented earlier. Thus, M denoted acceptance, L rejection, of item-statements. s denotes assessment in terms of self, and o denotes evaluation of the marriage partner. To, Ag, and Aw refer to the Horneyan trends

TABLE 4

OVER ALL CORRELATION OF MARRIAGE PARTNERS ON EACH OF THE
TWELVE SCORING CATEGORIES OF THE DYNAMIC TREND SCALES

Scoring Category	<u>r</u>
sM_{To}	.024
sM_{Ag}	.263*
sM_{Aw}	-.057
sL_{To}	.033
sL_{Ag}	.154
sL_{Aw}	.000
oM_{To}	-.124
oM_{Ag}	.033
oM_{Aw}	-.199
oL_{To}	.115
oL_{Ag}	.201
oL_{Aw}	.205

*Significant at 5% level (.228).

being represented, e.g., toward, against and away from people, respectively.

Since these data were obtained from marriage partners in the same room at the same time the independence of their scale marking behavior was investigated. It was felt that these intramarital data could be regarded as independent if they failed to correlate significantly. That this turned out to be the case is revealed in Table 4, which contains only one r (significant at the 5% level) which might possibly suggest "influence". This coefficient, sM_{Ag} , will be referred to later in connection with related findings.

The means and standard deviations for the distributions of both husbands and wives separately are presented for comparison in Table 5. N for each distribution is 75. There are several striking outcomes to be observed in Table 5. Some of these are as follows:

The mean values for each of the six scoring categories of the s variety for a given sex is nearly equivalent to the values appearing in the o grouping of the other sex.

Notable differences between the sexes are seen in regard to their relative preferences for statements describing trends To and Ag . Wives attained a mean value four full units higher than their husbands on trend To , while the men exceeded the women by over three points on both s and o distributions for trend Ag . These differences are statistically significant well beyond the .001 level of confidence. Trend Aw showed

TABLE 5

MEAN SCORES AND STANDARD DEVIATIONS OF HUSBANDS AND WIVES
SEPARATELY ON EACH OF THE TWELVE SCORING CATEGORIES
OF THE DYNAMIC TREND SCALES

	Husbands		Wives		p
	Means	S.D.	Means	S.D.	
sM _{To}	10.8	3.941	14.9	3.574	.001
sM _{Ag}	8.5	3.807	5.2	2.569	.001
sM _{Aw}	6.7	2.584	5.9	2.448	.05
sL _{To}	7.0	3.181	5.2	2.607	.001
sL _{Ag}	8.8	3.363	10.9	2.854	.001
sL _{Aw}	10.1	2.757	9.9	2.587	n.s.
oM _{To}	14.2	4.585	10.2	4.184	.001
oM _{Ag}	5.8	3.890	8.6	4.142	.001
oM _{Aw}	6.0	2.353	7.2	2.741	.01
oL _{To}	5.7	3.159	7.3	3.395	.01
oL _{Ag}	10.4	3.615	9.0	3.321	.02
oL _{Aw}	10.0	2.536	9.7	2.977	n.s.

similar differentiation in terms of sex grouping but less significantly, and without significance in L judgments.

Another aspect of Table 5 is the comparative variability. Husbands showed greater variability than wives with s judgments while wives showed the greater variability within the set of o judgments. These differences are not great, it is their uniformity that is noteworthy. There is only one exception (oM_{T_0}) among the two sets of six categories.

In Table 6 can be seen the Pearson product-moment coefficients of correlation between the self-ratings of Most like on the compliant trend (sM_{T_0}), and all other categories of scores, for husbands and wives separately. In both sections of Table 6 further coefficients are as follows: the remaining two self-evaluative scores of the M type were intercorrelated with scores resulting from ratings of the marriage partner as Most like each of the trends.

The significant inverse relationship between assent to compliant vs. aggressive statements is probably most accurately revealed in the coefficient indicating the correlation between sM_{T_0} and sL_{Ag} . This is due to the contingency between scores within each set of three. It has been previously indicated that as choices accumulate under a given trend within a particular set, M or L, the remaining scores in the set are correspondingly lowered. Thus, the best indicator of the likely negative relationship is apt to be positive coefficient .594,

TABLE 6

INTERCORRELATIONS OF SELF-RATING SCALE SCORES IN THE FIRST THREE CATEGORIES (MOST LIKE, ON TOWARD, TO AGAINST, AG; AND AWAY, AW) WITH OTHER CATEGORIES OF SCORES FOR HUSBANDS AND WIVES, SEPARATELY

Subjects	Scoring Categories											
	sM _{Ag}	sM _{Aw}	oM _{To}	oM _{Ag}	oM _{Aw}	sL _{To}	sL _{Ag}	sL _{Aw}	oL _{To}	oL _{Ag}	oL _{Aw}	
Husbands score correlated with												
sM _{To}	r = -.778**	-.379**	.167	-.070	-.210	-.794**	.594**	.192	-.248*	.196	.029	
sM _{Ag}	r =	-.287*	-.250*	.236*	.097							
sM _{Aw}	r =		.114	-.241*	.178							
Wives score correlated with												
sM _{To}	r = -.729**	-.665**	.186	-.160	-.042	-.724**	.549**	.124	-.195	.244*	-.050	
sM _{Ag}	r =	-.026	-.225*	.350**	-.185							
sM _{Aw}	r =		-.026	-.148	.264*							

*5% level significance .228
 **1% level significance .296

between sM_{T0} and sL_{Ag} , than the value $-.778$, obtained by correlating the self-ratings within the first set.

Preferring aggressive statements is positively associated among both husbands and wives (5% and 1% level respectively) with the attributing of these statements to the marriage mate. Husbands' acceptance of trend Aw items is related to not attributing trend Ag statements to their wives. On the other hand, as wives scores increase on detachment, they tend to attribute similar characteristics to their spouses.

Among both husbands and wives there is a uniformly significant relationship between espousal of aggressive statements (sM_{Ag}) and not attributing statements representing the compliant trend (cM_{T0}) to the partner.

Relationships between self-evaluations and the parallel sets of mate-evaluations for both sexes are presented in Table 7. Here again sex differences in rating behavior are evident. It appears that wives were better able to mark items anticipating the way their husbands would mark for themselves, than vice versa (4 significant r 's to two, favoring women, all are significant at the 1% level of confidence).

B. Results of the Social Participation Experiment

The experimental section of this investigation, as was mentioned earlier, used the four highest-scoring males and four highest-scoring females on each of the three Dynamic



TABLE 7

(a) HUSBANDS SELF-EVALUATIONS CORRELATED WITH
EVALUATIONS OF THEM BY THEIR WIVES

(b) WIVES SELF-EVALUATIONS CORRELATED WITH
EVALUATION OF THEM BY THEIR HUSBANDS

Scoring Category	r	
	a	b
M _{To}	.407**	.361**
M _{Ag}	.421**	.445**
M _{Aw}	.183	.181
L _{To}	.322**	.084
L _{Ag}	.308**	.144
L _{Aw}	.147	.152

**p .01 beyond .296

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Trend Scales. One female S, as was also indicated, did not appear for the experiment, and the alternate S was therefore used. The scores of the experimental subjects on the Dynamic Trend Scales are presented in Appendix 6.

The scores of these Ss resulting from the Social Participation Experiment can be seen in Appendix 7. These latter scores were submitted to an analysis of variance.

The results of this application are seen in Table 8. The significant sources of variance are largely in accord with the predictions of the study and are accounted for by the Dynamic Trend group to which the subjects belonged. There was significant interaction between sex and scale grouping for responses of the aggressive type. Variations from subject to subject, particularly among women, were so large for responses of the detached type (Aw) that none of the latter outcomes approached statistical significance.

Reference again to Appendix 7 will reveal that of the 24 experimental Ss, 8 out of the 12 males conformed to the predicted relationship, whereas only 5 of the 12 women showed this conformity. There were four reversals, that is, one male and three of the female Ss scored high on trend Ag scale-wise and behaved in ways that led to relatively higher frequencies of situational scores typed as To.

A direct comparison of scale marking behavior and participation response results can be made by observing Table 9.

TABLE 8
F TESTS OF THE SOURCES OF VARIANCE

Sources	Estimate of Variance	F	p
Response Type To			
Sex	93	1.368	n.s.*
Scale group	371	5.456	.05
Interaction	88	1.294	n.s.
Within sets	68		
Response Type Ag			
Sex	25	.463	n.s.
Scale group	338	6.259	.01
Interaction	245	4.547	.05
Within sets	54		
Response Type Aw			
Sex	63	.9	n.s.
Scale group	55	.8	n.s.
Interaction	19	.2	n.s.
Within sets	67		

*Required F for rows (sex) at p .01 and p .05 levels, respectively, is 8.40 and 4.45. For columns (scale group) and interactions, the required levels are 6.11 and 3.59.

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TABLE 9
 AVERAGE STANDARD SCORES FOR EXPERIMENTAL
 GROUPS FROM PARTICIPATION (P) AND
 DYNAMIC TREND SCALES (S)

Type of Response	Sex	Groups					
		<u>To</u>		<u>Ag</u>		<u>Aw</u>	
		S	P	S	P	S	P
To	M	48.0	38.0	9.0	20.0	22.0	27.0
	F	48.0	39.0	15.0	31.0	9.0	25.0
	Av.	48.0	<u>38.5*</u>	12.0	25.5	15.5	26.0
Ag	M	18.0	23.0	53.0	43.0	25.0	30.0
	F	17.0	24.0	54.0	29.0	39.0	37.0
	Av.	17.5	23.5	53.5	<u>36.0</u>	32.0	33.5
Aw	M	22.0	30.0	29.0	28.0	51.0	36.0
	F	18.0	27.0	26.0	27.0	52.0	29.0
	Av.	20.0	28.5	27.5	27.5	51.5	<u>32.5</u>

*Underscored are the predicted locations of the highest mean values of participation scores.

It can be seen that the highest average frequencies in the three sets of columns in the table run diagonally from the upper left to the lower right. It seems clear that where subjects select scale statements of the Ag or To type they are in general likely to respond socially in ways that are consistent with these selections. Some degree of validity appears to be present in the scale in light of this evidence.

A reversal of predicted outcome is observed among females for participation responses of the aggressive type. It seems that for women high agreement with Ag statements is predictive of detached (Aw) behavior).

V. DISCUSSION AND CONCLUSIONS

This chapter deals with the implications and significance of results reported in the preceding chapter. The discussion is organized so as to deal with information acquired 1) with the Dynamic Trend Scales, 2) by means of the Social Participation Experiment, and 3) how this information relates to the problems of mate selection and sex differences. The concluding section is concerned with 4) relating the findings of the present investigation to historical and theoretical matters.

A. Data Obtained with the Dynamic Trend Scales

Considerable care was exercised in the construction of the Dynamic Trend Scales in order that it could be reasonably asserted that Horney's ideas had in fact been put to test. Additional techniques such as item analysis, commonly used in scale construction quite possibly could have provided more convincing bases for this assertion.

Perhaps the most serious objection that could be raised with regard to the scaling method is in connection with the fact that it was of a forced choice character and that subjects were thereby provided no alternative but to declare themselves

with respect to the variables presented. Use of the method may in this way give rise to the criticism that the proof in the pudding was provided by its recipe. Since the investigator was concerned about this methodological problem, experimental validation of the scales was part of the total project. The results obtained by this latter procedure are now held to provide at least some defense for the use to which the scales were put, as well as their form and content.

Question may be raised as to the extent to which observed similarity of means between self and mate ratings are artifacts of stereotyped role expectations. The best answer seems to be that if these values resulted from stereotypes the correlations seen in Table 7 would not have arisen because of a lack of variance. Further investigation along these lines would be desirable. It may be that the correlations are not excessively high because persons with extreme scores are more "neurotic", or egocentric, and thereby less able to accurately predict the feelings of their mates.

Horney indicated that it was difficult to formulate specific attributes of the detached (moving away) adjustment. This "difficulty" also appears as an empirical outcome in the data obtained with the Trend Scales.

Corsini (12) has reported on a study involving the application of Q sort to a group of 20 married couples who were selected according to self-concept criteria from a larger

questionnaire sample of 150. Although the procedures and purposes of his investigation were considerably different from those of the present one certain aspects of the results of the two may be fruitfully compared. Most relevant among these is his conclusion that "Husbands and wives are no more similar in their self-perceptions than randomly paired men and women."

In the present study no data were obtained from randomly paired men and women. However, the data obtained by simply correlating the twelve pairs of scale scores of marriage mates (Table 4) in the present study suggest an absence of relationship. Although one of these coefficients (sM_{Ag}) is significant at the .05 percent level of confidence, others fail to approach this magnitude. It can also be reasonably held that correlation in this particular instance may be more descriptive of the college population from which the Basic Sample was drawn than of the married couples in general. Hence, the results of the present investigation seem to agree with those reported by Corsini in this connection.

The near identity of mean scores of self-ratings by one sex with attributed ratings by the other, seen in Table 5, is an outcome that was not anticipated. Neither is this result readily explicable, except perhaps on the basis that married couples tend to become able to predict the feelings of one another with respect to the variables concerned with in this study.

In view of the results obtained it is felt that the first general hypothesis of this investigation was confirmed: a test was constructed which distributed individuals according to Horney's dynamic trends of movement toward (compliance), against (aggression), and away from (detachment) others.

B. Implications of the Social Participation Experiment

Of central interest in this investigation was the experiment aimed at examining the usefulness or predictive value of the Dynamic Trend Scales. The use of the Social Participation method yielded results which seem to confirm its predictiveness, at least with regard to Horney's variables, moving toward and against others. It seems also to have some use among males with reference to the variable of moving away from people. Thus, the second general hypothesis of the study also appears to be supported, by the result that individuals who tested high on a given trend (except females in moving against and away from others) behaved in a manner consistent with their test scores in quasi-social situations designed to elicit toward, against, and away from sorts of behavior.

It is true that group scores showed marked consistency in the predicted directions. However, reference to Appendix 7 reveals that this outcome was determined by little better than half of the experimental subjects. That is, only 13 of the 24 subjects involved in the Social Participation Experiment

actually conformed to the predictions based on Trend Scale scores. Of the thirteen who so conformed, eight were males, five were females. Among those who did not conform to the predictions four were judged by trained raters to have behaved in ways that were exactly opposite to the predictions (against others, rather than toward them). Among these four reversals, three were females. The significance of this result will receive further attention.

In evaluating the general outcome of this phase of the investigation then, it seems appropriate to indicate that the dependability of its results in relation to appropriate predictive criteria would require marked improvement before it could be considered for much additional use. Secondly, since the relative usefulness of each of the twelve Participation situations was not assessed it can only be reported that inspection of the raw tally sheets suggested that some of the situations failed to discriminate.

Regarding the administration of the Participation stimuli, the experimenter developed a very clear impression that it is of considerable importance that previous acquaintance with a subject be minimal. Prior familiarity with a subject, even of the most trivial nature, seems to sharply reduce the degree to which he (or she) can spontaneously enter into the role-taking activity demanded by the procedure. Although close scheduling prevented the conducting of systematic post

experimental interviews, in all cases where such procedure was feasible it was employed. Subjects were asked generally if they felt that their responses to the Participation stimuli had been more or less consistent with the way they thought that they might actually behave in such situations. The replies can be paraphrased in the following general terms: "I think I said just about what I would have said in those situations, but not quite as strongly because my emotions weren't really aroused. That one situation though (various ones were named) was beyond me, I can't imagine what I would really have said or done."

A few final comments about the Participation Experiment are made in reference to its implications. This procedure yielded fruitful results even without systematic exploration of the relative merit of its item components. This being the case, more detailed and careful construction of an instrument built along similar lines might prove useful indeed. It provided uniform stimuli and conditions, comparative ease of administration, and accurate recording of all audible aspects of responses.

C. Mate Differences and Similarities

Differences between men and women, or husbands and wives were consistently revealed in both phases of the present study. The differences in respect to the variables of



compliance and aggressiveness, favoring females and males, respectively, are in agreement with the time-honored data of the A-S Reaction Studies of the Allports (4). The writer has found no information precisely related to the results obtained through his study of detachment, as a Horneyan Trend. However, Gilbert (15) has shown that consistent differences appear in regard to the causes for referral between boys and girls with behavior problems. A greater number of boys than girls are referred in both cases for "aggressive" vs. "passive, withdrawn, or asocial" behavior. This may suggest that the functional limits of trends Ag and Aw (against and away) are more clearly and emphatically defined for boys than girls, or that boys exceed these behavioral margins (due to social pressure) more frequently than do girls, or finally, that parents allow greater latitude to their behavior. As regards the connection between these referral syndromes and the Horneyan trends Ag and Aw the same problems of ambiguity arises, particularly in connection with the latter. The fact that fairly substantial percentages of cases are referred for these two complaints indicates their operational significance in evaluating adjustment. There is, however, no common "referral complaint" counterpart to "moving toward" people, since this is presumably regarded as well adjusted or acceptable social behavior.

Regarding trend Aw, neither the scale nor the participation experiment were very successful in revealing consistent evidence supporting this trend. In fact the data seem to indicate that relatively high agreement with statements describing aspects of this trend means one thing to men -- avoidance, or passive withdrawal, and quite another to women -- a means of expressing hostility. This may well be a result of socially imposed limitations on the direct expression of aggression in the female roles of our society. Horney's mode of detachment may therefore be in need of considerable modification regarding its application to women.

In the series of studies reported by Winch, et al. (48) dealing with two types of "complementariness" in mate selection concepts very similar to those of the present study were used. The latter investigation predicted negative inter-mate correlations between equivalents of trends To and Ag (toward and against). The difference between the relevant Horneyan concepts and those of dominance and abasement, employed by Winch, et al., would be hard to specify. The latter researchers studied 25 young married couples roughly comparable to the present group, though in their case, all were childless. The variables studied were subdivided in several ways so that a fairly large number of sub-correlations on each variable could be pooled in a factor matrix. Summarizing briefly, with significance quoted at the 5 percent level, these authors concluded that

It is hypothesized that high assertives tend not to marry persons who are like themselves in this respect, but rather persons who are high receptives. Sex-specific qualifications on the assertive receptive dimension of marital choice have been noted.

It is clear that the outcome of the present investigation would lead to conclusions contradictory to those drawn by Winch, et al., from their data. "Sex-specific qualifications" were evident in the results of the Winch, et al. data, and clearly in those obtained by the present study. This being the case, it would seem entirely likely that a "complementary" relationship might appear to be present, when in fact it could be attributed to differences in social "role" expectations between the sexes. In the opinion of the present writer, however, the determination of a relatively higher correlation between compliance (n abasement), or what have you, and the feminine gender is not likely to be explained entirely on the basis of psychological or social phenomena. With adherents to the alternate point of view the issue remains unsolved. At least one investigator (14) pointed out, on the basis of sound evidence, that is, however, not precisely comparable to the data of the present study, that "Differences within the sexes, in training were determined by the socio-economic status."

D. Other Theoretical Implications

As has been mentioned repeatedly, the least reliable aspect of the present study was related to the variable of detachment (moving away). There are several possible explanations of the findings in this connection. In the first place, it may be that the trend was not as "fairly represented" as the other two. This seems unlikely in view of the care that was exercised to assure relatively equal "desirability" and distinctiveness for all statements within the items. Another, perhaps more likely explanation, is best expressed by Horney herself as

...the detached person does not follow as strict a pattern as that of the other types described. Individual variations are greater in his case... only a limited number of tendencies intrinsic to detachment as such can be formulated. (23)

In any case, the means and ranges of scale and situational scores, for both sexes, were lower and narrower on this trend than for the other two. It may be that within the population sampled (young married couples, as students) the occurrence of this sort of behavior pattern is comparatively rare. Otherwise one would be forced to conclude that personal detachment (schizoid tendency) is not as easily established by the assessment method used as are compliance and hostility. The fact that scale scores were numerically lower for this variable may tentatively favor the former explanation.



Since Horney's work emphasized the value systems and personality adjustment properties of upper middle class technically and professionally trained people, the concepts she derived are probably somewhat circumscribed by the observations from which they were generated. It would seem, however, that these concepts (at least two of them) have sufficient power to raise questions about their extension as was suggested, into a more general scheme that would take into account such well known relevant variables as intelligence and general activity level.

The degree to which the human adult personality is "stimulus bound", as opposed to functionally consistent in expression is highly relevant, yet essentially unattended to in the present study. It may well be that when techniques for predicting the inter-personal response pattern of Man reach their optimum, chance variations in the stimulus settings still might be so great as to render the effectiveness of the techniques little superior to the best available at the present time.

It was assumed that intelligence was roughly controlled by the fact that subjects were all recruited from a population of college students. However, levels of training differed markedly between the sexes. High and low relative achievement may be relevant variables and their effects were also uncontrolled.



General activity level is perhaps another relevant variable, and of course no means were employed to account for variations in this connection. It is possible that such variables as metabolic rate, physiognomy, age, and socio-cultural background have all contributed to the errors of measurement in this study. These influences appeared, however, to provide a net strength insufficient to completely eclipse the demonstration of valid prediction for two of the response groups, as well as for half of the third one (men, Aw).

The present study was in part an exploration of an implicit typology and, as might have been expected, no "pure" types were found. Rather, the scores in both phases of the investigation indicated continuous series. This outcome is consistent with current notions of multiple causation of behavior. The obtained data, in consequence, appear to be better understood in terms of some sort of dimensional scheme that in the long run may prove more suitable for purposes of systematizing response patterns and accounting for individual variations. The value of any such system will depend on much further investigation of the generality and usefulness of their application. An attempt to subsume human personalities under rubrics such as those dealt with in this investigation, or under any small number of mutually exclusive categories, could not be justified on the basis of the obtained data.



There is no obvious reason, however, to assume that the modes of adjustment described by Horney cannot be developed further into a more extensive system of response classification that might prove to have a considerable range of application.



VI. SUMMARY

This study was prompted by an observed scarcity of empirical evidence supporting the usefulness of personality theories so frequently advanced on a clinical-intuitive basis. An investigation was accordingly undertaken to subject certain aspects of Horney's theory of personality to systematic assessment procedures.

A summary of Horney's theory was presented, which emphasized the aspects of her thinking that were to be studied. These aspects were the three principal modes of personality which she has described. These modes, or trends, of adjustment were regarded as generalized behavior patterns involving three sorts of expression, or movement with respect to others. They are, respectively, moving toward, against, and away from others. Certain relationships between these trends had been more or less specified by their inventor and were reviewed as indicating the general questions to which the investigation was addressed. Brief reviews of various theories of personality study were presented, such as the type, and factor analytic approaches. This review plus a consideration of the lack of specific relevance in available psychological tests led to a decision that such procedures would have to be devised for the study.



Accordingly, general hypotheses were formulated as follows:

1) that a test could be constructed that would distribute persons among the dynamic trends of adjustment, toward, against, and away from people, 2) that an experiment could be arranged so as to elicit, in quasi-social situations, behavior consistent with high test scores on the dynamic trends, and 3) that a check on some of Horney's assumptions governing behavioral differences between the sexes and mate selection could be obtained by using married couples as subjects.

Two scaling methods for the study of Horney's trends were described. One, a forced-choice set of scales, was dealt with in detail. Preliminary investigations with this scale aided in developing its reliability to an acceptable range.

Seventy-five married couples were tested with the devised scales. The four highest scoring persons of each sex, on the three trends, provided a set of three groups for the experimental study of the validity of scale results in terms of Horney's three dynamic trends. The experimental subjects were submitted to a verbal participation experiment intended to evoke responses relevant to the theory and consistent with behavior patterns characteristic of the subjects. Three psychology graduate students were given training in order to rate responses of subjects tape-recorded in the verbal participation experiment. The adequacy of their judgments was assessed, which revealed a relatively high level of inter-rater agreement, except among the away-from sets of judgments.



Regarding the three general hypotheses related to the course of the study, the following results were reported:

1) Normal people, randomly selected, were found to be approximately normally distributed with respect to their scores on the scales depicting Horney's three variables, except that scores were generally lower and less reliable with respect to detachment (moving away) than with the compliant (toward), and the aggressive (against) scales.

2) High agreement with scale statements representing a particular trend was found to be predictive of behavior in the verbal participation situations, except detachment, which appeared to be predictive of hostile expression among females, or not predictive.

3) Correlational study of the various scoring categories of the scales revealed that preference for compliant statements was negatively related with selection of aggressive statements. No reliable relation of either of these was found to hold with detachment. Differences between the sexes favored females over males with respect to compliance and the reverse relation regarding aggressiveness. Intermate correlations revealed that mates tend to attribute similar qualities to one another, or to show no significant resemblance, rather than to be opposite (complementary) as expected in terms of the theory under test. The latter result was in partial agreement with one (12) and in flat contradiction to the conclusions of

another (48), of two recently reported investigations set up along lines somewhat like those of the current study.

The results of the investigation were discussed in respective sections that dealt with the data obtained with the Dynamic Trend Scales, the Social Participation Experiment, behavioral differences according to sex and mate selection, and to problems in the study of personality.

It was concluded that evidence in support of the usefulness of at least two of Horney's trends had been obtained, and that detachment, as she conceived it appeared to be more applicable to men than to women. In general this trend provided findings of less reliability and significance than the other two; a not altogether surprising result.

The suggestion was made that the concepts dealt with in the study might feasibly be expanded, and that if such additional variables as intelligence, and general activity level were taken into account, a useful scheme for the study of behavior in more general terms might be achieved. Various procedural weaknesses of the study were pointed out as implying a need for further investigations along these lines.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and financial management. The text highlights that without reliable records, it becomes difficult to track expenditures, identify inefficiencies, and ensure that funds are being used for their intended purposes.

2. The second part of the document focuses on the role of internal controls and audits in ensuring the integrity of the financial system. It notes that internal controls are designed to prevent and detect errors and fraud, while audits provide an independent assessment of the organization's financial health. The text stresses that a strong internal control system is a key component of good governance and is necessary to build trust among stakeholders.

3. The third part of the document addresses the challenges of implementing effective financial management practices. It identifies several common obstacles, such as limited resources, lack of training, and outdated systems. The text suggests that overcoming these challenges requires a combination of technical assistance, capacity building, and political will. It also emphasizes the need for continuous monitoring and evaluation to ensure that the implemented measures are effective and sustainable.

4. The fourth part of the document discusses the importance of stakeholder engagement and communication in the financial management process. It notes that involving all relevant parties, including citizens, civil society organizations, and the private sector, can help to improve the transparency and accountability of the system. The text suggests that regular communication and reporting are essential for building trust and ensuring that the public is informed about the use of its funds.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of accurate record-keeping, strong internal controls, and stakeholder engagement. The text also provides a list of specific recommendations for improving financial management practices, such as investing in training, upgrading systems, and strengthening the legal and regulatory framework. The document ends with a call to action, urging all stakeholders to work together to ensure the effective and transparent use of public funds.

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THE DESCRIPTIVE PARAGRAPH METHOD

No. _____ Age: _____ Sex: M ___ F ___ Race: W ___ N ___ Oth. _____
 Marital: S ___ M ___ D ___ W ___ Chil.: # _____
 Person rated by you: F ___ B ___ S ___ M ___

INSTRUCTIONS

Please complete your reading of these instructions before turning the page. On each of the following three pages you will find at the upper part two short paragraphs that comprise a personality "portrait". The first one (A) in each case emphasizes some desirable qualities and the second one (B) sets forth some undesirable qualities of the same person.

The lower part of each page contains a set of phrases. These phrases are intended to guide your expression of the correspondence between the "portrait" and the person you are rating (yourself, and the Person known well). On either side of these phrases is a set of "thermometer" scales. The one on the left pertains to you, as a rater of yourself. The one on the right pertains to your rating of someone whom you know well, a friend, buddy, sweetheart, or mate (not a relative, other than spouse).

The ratings intend to show how close the "portrait" or description fits you and the someone else you have selected. Be sure to think of the same other person throughout the rating. You make your rating by merely drawing a short horizontal mark across the vertical line in each case. When you have finished correctly, each line headed A and B should have one mark across it that relates the person you are rating (Self, and Person known well) to the "portrait" by means of the descriptive phrases in the center. Mark each at that point which you feel most accurately represents your opinion or judgment.

IMPORTANT! ! !

If there is an "O" at the top of this sheet:

This "O" signifies that you are in a particular experimental group that should read and complete the rating of each "portrait" before going on to the next in the series.

If there is a "P" at the top of this sheet:

This "P" indicates that you are in a particular experimental group that should read all of the following "portraits" carefully before making any ratings. Read paragraphs A and B on each of the following pages, then turn back to the first page and begin making your ratings.

Be as honest and accurate as you can, the experimenter has no way of identifying you, or the person you are rating.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It provides a detailed overview of how data is used to inform strategic planning, resource allocation, and performance evaluation across different departments and projects.

4. The fourth part of the document addresses the challenges and risks associated with data management and analysis. It discusses the importance of data security, privacy, and the potential for bias or misinterpretation of data, and offers strategies to mitigate these risks.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of a data-driven approach and provides a clear roadmap for future actions to improve the organization's data management and analysis capabilities.

6. The sixth part of the document provides a detailed appendix of the data sources and methods used in the study. It includes a list of all data sources, a description of the data collection process, and a list of the analytical tools and techniques used to process the data.

7. The seventh part of the document provides a detailed appendix of the data sources and methods used in the study. It includes a list of all data sources, a description of the data collection process, and a list of the analytical tools and techniques used to process the data.

PORTRAIT A.

- A. This person is very ambitious. He seems to have lots of self-confidence and initiative and is usually quite active in accomplishing something at work or at school. In many respects he appears as a leader and others frequently yield to his persuasiveness and assertiveness. He does some things, or even many things well and seems to thrive in the face of competition by becoming even more skillful and alert. He is sometimes charming and others pay attention to him. He often inspires others to have faith in him, his ability and strength.
- B. On the other hand, this person sometimes appears to be just plain domineering, and even cruelly inconsiderate. He is sometimes a very poor loser, though he may try to hide it. He sometimes remarks to the effect that "it's everyone for himself in this world," and "he'll be damned if he's going to be caught short". He hates to be afraid and taunts the show of fear in others. He sometimes seems to be able to hit others where it hurts most, and can appear quite pitiless and hard. He is polite to his superiors but often harsh to those under him.

Self			Person known well	
A.	B.		A.	B.
-	-	-- extremely similar	-	-
-	-	-- very much like	-	-
-	-	-- quite considerably like	-	-
-	-	-- noticeable resemblance	-	-
-	-	-- little likeness	-	-
-	-	-- somewhat unlike	-	-
-	-	-- quite dissimilar	-	-
-	-	-- very much unlike	-	-
-	-	-- extremely unlike	-	-

PORTRAIT T.

A. This person is frankly a sort of "sentimentalist". He is kind and generous to a fault. He readily offers a helping hand to others but doesn't seem to want much "limelight". He is sometimes depressed by the amount of misery and unhappiness in the world and may remark to the effect that "if there were just more love and understanding things would be better". Those who know him are often at a loss to understand how he puts up so well with some of the bad treatment he receives. He has so many likeable qualities that it is hard to get angry with him.

B. However, this person sometimes seems awfully weak and doesn't seem able to assert himself to the extent that he should. He hates to be alone and is sometimes really annoying because he "clings" a bit too closely. He's always afraid he's offended somebody and tends to blame himself for mistakes that were really someone else's responsibility. He sometimes demands too much from those close to him because he seems to need help and protection. He seems perpetually worried over losing somebody's approval and seems to need constant reassurance.

<u>Self</u>			<u>Person known well</u>	
<u>A.</u>	<u>B.</u>		<u>A.</u>	<u>B.</u>
-	-	- extremely similar	-	-
-	-	- very much like	-	-
-	-	- quite considerably like	-	-
-	-	- noticeable resemblance	-	-
-	-	- little likeness	-	-
-	-	- somewhat unlike	-	-
-	-	- quite dissimilar	-	-
-	-	- very much unlike	-	-
-	-	- extremely unlike	-	-

PORTRAIT Y.

- A. This person is a bit of a mystery, but intriguing. He appears to be quite thoughtful of others. He is self-reliant and rarely seems to ask much of anybody. It can be said that he is admirable independent and even romantically that he is a "lone wolf". He rarely or never imposes on others and sometimes seems to be the only one in a group that doesn't get excited. He has very interesting ideas and his casual observations about people are often remarkably keen. He's somewhat of a non-conformist but seems to have a great measure of personal integrity.
- B. Sometimes though he seems to be a "cold fish", and nothing or no one can move his feelings. He is unpredictable because he may be attentive and/or helpful for a while and just as suddenly be out of the picture. Sometimes he seems awfully haughty and austere, as though in contempt of the whole human race. At other times he just seems bored. He seems insulted when asked a personal question and spends a great deal of time alone. He is awfully stubborn when he feels others expect him to do something, and is sometimes very annoyingly unconventional.

Self			Person known well	
A.	B.		A.	B.
-		- extremely similar	-	-
-		- very much like	-	-
-		- quite considerably like	-	-
-		- noticeable resemblance	-	-
-		- little likeness	-	-
-		- somewhat unlike	-	-
-		- quite dissimilar	-	-
-		- very much unlike	-	-
-		- extremely unlike	-	-

THE ORIGINAL FORM OF FORCED CHOICE SCALES

No. _____ Age: _____ Sex: M F Race: W N Oth.: _____
 Marital: S M D W Chil.: # _____
 Person rated by you: F B S M _____

INSTRUCTIONS

Please complete your reading of these instructions before turning the page. The material following these instructions is set up in the following manner: Each numbered item contains three statements representing human attitudes and/or behavior. When you read them you will probably find that all statements within a given item may seem quite reasonable, but that all within another item seem quite unreasonable.

Your task is to pick the statement in each item with which you most agree, or which best fits with you in some way, and also to pick the one that least fits with you, or the one with which you most disagree in some way. Mark the ones with which you most agree with an "M" and ones with which you feel least agreement with an "L".

When you have correctly completed the task each item (made of three statements) should contain one marked "M", one marked "L", and one left blank, on both the left side and on the right side of the page. It is understood by the experimenter that marking a statement "M" may merely indicate that it is the one in the group with which you disagree less strongly than with the others, even though you really find all of the statements within the item to be quite disagreeable.

You will notice that there is one blank on the left side of each statement, and one blank on the right side. These are for the following purpose: In the blank on the left side (headed Self) you are to mark (M or L) in terms of the relation the item has to you, as an individual. In the column of blanks on the right side of the page (headed Other) you are to mark (M or L) according to the way you feel the statements fit (describe, agree, etc.) some other person whom you know very well. This person may be a friend, buddy, sweetheart, or mate (not a relative, other than spouse). Be sure to think of the same other person throughout the marking in the right hand blanks.

Remember, complete each numbered item (group of three statements) by marking one with an "M" and one with an "L" for your self (left) and similarly marking independent "M" or "L" for the person you are evaluating (right).

Be as honest and accurate as you can, the experimenter has no way of identifying you, or the person you are rating.

Self Other

1. For the most part one makes one's own destiny and basically the "survival of the fittest" best describes most social problems.

 If everyone were more loving and kind society would be better off and the world would be a happier place to live in.

 The great evil of our time is the restriction of individuality through "conformism" and ever greater curbs on personal freedom.

Self Other

2. Life's greatest happiness is to be found in doing things with or for someone who loves us.

 Life is fulfilled if one achieves mastery over it's obstacles and finds his place in the sun.

 One's most noble qualities emerge when he is free from too many personal ties and enslavement to conventions.

Self Other

3. I require most to be let alone in order to work out the path to a significant life.

 I require most to be respected for my competence, ability and achievements.

 I require most to be liked, wanted, desired, loved, and needed.

Self Other

4. When people become angry with me it is frequently because frankly, they envy the position I have taken or my success with some problem.

 When people become angry with me it is usually because they make unreasonable or unwarranted assumptions about what they can expect from me.

 When people become angry with me I tend to blame myself, for after all I have plenty of weaknesses and shortcomings, even though in this case I may be right.

Self Other

5. There are many dangers in life, but the adequate person is one who has mastered them through his own wit and strength.

 There are many dangers in life, but it is all worth while if there is someone who love, who loves us in return.

 There are many dangers in life, but many of them are imaginary and result from people being too emotional and not sufficiently objective.

Self Other

6. I want to be approved of and loved.

 I want to be free, not interferred with.

 I want to be respected as strong and able.

SelfOther

7. When I'm frustrated or someone disappoints me I usually become a bit depressed and am likely to see that it was largely my own fault anyway.

 When I'm frustrated by someone I usually want most to get away from him (her, them) because few things are worth getting all worked-up about.

 When I'm frustrated by someone I usually become irritated or angry and am as likely as not to let the offending party know where I stand.

SelfOther

9. A desirable society would be one of artisans or craftsmen and would insure that each could develop his uniqueness with a minimum of interference from others.

 Rebirth of a situation where rugged individualism would be truly possible is desirable for then the strongest and most capable can come to the fore as leaders.

 In certain basic ways I favor a truly democratic state where there would be truly equal opportunity for all, and social security for the less favored: a "fair deal".

SelfOther

9. I am usually closely acquainted with several people but feel basically that beyond certain points there is no one that can be trusted.

 I get along well with others but the truth of the matter is that familiarity breeds contempt and it is best to be as independent of others as possible.

 I usually have (or want to have) at least one person (friend or lover) with whom I can share my deepest personal feelings in mutual trust.

SelfOther

10. The ideal mate is one who has enough interests of his (her) own so that he (she) can avoid making excessive demands on the attention of the partner.

 The ideal mate is one that is outstanding enough to have been wanted by many others and was won through successful rivalry.

 The ideal mate is a person who loves and cherishes, and is devoted to becoming as one with the opposite partner in all important feelings, while striving to protect.

SelfOther

11. I sometimes feel lost, alone, and helpless.

 I always strive to match danger with courage.

 I generally take a pretty objective view of life's risks.

- | <u>Self</u> | <u>Other</u> |
|---|--------------|
| 12. _____ | _____ |
| "inning and losing are relative affairs and mostly a matter of people getting themselves involved in something that lacks any really basic importance. | |
| _____ | _____ |
| I guess I really am a poor loser, but I always feel I've been a fool to be beaten at something when I know I could have done much better with a little more effort. | |
| _____ | _____ |
| I generally don't mind losing, because it often makes the winner feel good at least, and for that matter I sometimes feel I've taken unfair advantage when I win. | |
| <u>Self</u> | <u>Other</u> |
| 13. _____ | _____ |
| Sentimentalists, and bossy people especially, seem to lack the knowledge that the only real richness in life lies inside themselves. | |
| _____ | _____ |
| The scheme of life is such that one must assert himself and his will or be forever bogged down by false morality and soft-headedness. | |
| _____ | _____ |
| I would really hate to have anyone think of me as being aggressive or "pushy" because I do try to give others the benefit of any doubt. | |
| <u>Self</u> | <u>Other</u> |
| 14. _____ | _____ |
| Many people lead miserable and unhappy lives due to circumstances over which they had no control at all. | |
| _____ | _____ |
| Human misery by and large results from people wanting or expecting too much and having an adequate sense of proportion. | |
| _____ | _____ |
| Most people suffer the natural consequences of not dealing with life and its' situations realistically. | |
| <u>Self</u> | <u>Other</u> |
| 15. _____ | _____ |
| I generally feel that with continued effort on my part I can be equal to or superior to most of the people I meet. | |
| _____ | _____ |
| I often feel inferior in education, intelligence, and worth to people with whom I associate, even though in some cases my accomplishments are just as great. | |
| _____ | _____ |
| The endless competition of people for different things involves a lot of sordid and scheming behavior that I would generally just as soon avoid. | |
| <u>Self</u> | <u>Other</u> |
| 16. _____ | _____ |
| When I'm convinced I'm right, and have good evidence, I'm not easily moved and yield only under the most extreme pressure. | |
| _____ | _____ |
| Sometimes even when I know I could do a thing well I'm afraid to be firm and/or stubborn enough to see it through. | |
| _____ | _____ |
| When I'm certain I'm right I still don't feel that it's worth knocking myself out to convince anybody, that's their problem. | |

- | <u>Self</u> | <u>Other</u> |
|---|--------------|
| 17. _____ Aggressive and dominant people usually make me feel awkward and incapable, maybe a little angry. | _____ |
| _____ Aggressive and dominant people amuse me, except when they make demands on me --- then I want to get away from them. | _____ |
| _____ Aggressive and dominant people merely show on the surface what everyone wants to be capable of, if the truth were known. | _____ |
| <u>Self</u> | <u>Other</u> |
| 18. _____ I believe that open, friendly, and kind people sometimes expect too much in the way of intimacy and "loyalty" in return for their favors. | _____ |
| _____ I still believe that in the long run "the meek shall inherit..." and I like people best who are sensitive, kind, and friendly. | _____ |
| _____ I believe that on the whole there are some people who are genuinely kind and generous, but by far most people have some personal "axe to grind". | _____ |
| <u>Self</u> | <u>Other</u> |
| 19. _____ Quiet, self-sufficient people are often just afraid of the dirty realities of life's struggle. | _____ |
| _____ Quiet, self-sufficient people rarely make demands on others and do not expect too much from them. | _____ |
| _____ Quiet, self-sufficient people often have the effect of making me feel worthless and unneeded. | _____ |
| <u>Self</u> | <u>Other</u> |
| 20. _____ The best motto is "to thine own self be true". | _____ |
| _____ The best motto is "turn the other cheek". | _____ |
| _____ The best motto is "an eye for an eye...". | _____ |
| <u>Self</u> | <u>Other</u> |
| 21. _____ I often feel either happy and content, or miserable and unhappy, depending on how others are treating me. | _____ |
| _____ It seems that people either want to lean on you or push you around and they get angry when you frustrate either possibility. | _____ |
| _____ I don't care so much whether others like me or not as long as they see I am honest and capable, for after all they may resent my having what they lack. | _____ |
| <u>Self</u> | <u>Other</u> |
| 22. _____ I always try to manage to provide for myself in a modest way and seek to avoid the scratching and hurly-burly of competitive striving. | _____ |
| _____ I feel that although there are perhaps some rules for fair play, one should play hard and play to win in life. | _____ |
| _____ I try to feel that I usually think of the other fellow first as a model for living. | _____ |

- | <u>Self</u> | | <u>Other</u> |
|-------------|--|--------------|
| 23. _____ | The most important teaching of religion lies in the idea of the basic brotherhood of man. | _____ |
| _____ | The most important part of religion is seen in the moral strength and courage of those who believe. | _____ |
| _____ | The most important part of religion is that it is a personal thing and can lead to great self-realisation. | _____ |
| 24. _____ | It seems to me that the more you permit yourself to like others the more you can get hurt. | _____ |
| _____ | When the chips are down its best to be tough-minded and realistic, regardless of feelings. | _____ |
| _____ | I'm usually sensitive to others' feelings and try to avoid hurting them by words or actions. | _____ |
| 25. _____ | An attractive and intelligent member of the opposite sex often appears as a challenge to me. | _____ |
| _____ | An attractive and intelligent member of the opposite sex often makes me feel clumsy and embarrassed. | _____ |
| _____ | An attractive and intelligent member of the opposite sex is often so surrounded by others that there is a noticeable personal emptiness. | _____ |

APPENDIX 3

REVISED FORM OF DYNAMIC TREND SCALES

Age: _____ Sex: F Race: W N Oth.: _____
 Marital: Pres. S M D W A Chil. # _____ Yrs Married: _____
 Past: S M D W A Chil. # _____ Yrs Married: _____
 Address: _____
 Phone: _____
 Person rated by you: F B S M _____

INSTRUCTIONS

Please complete your reading of these instructions before turning the page. The material following these instructions is set up in the following manner: Each numbered item contains three statements representing human attitudes and/or behavior. When you read them you will probably find that all statements within a given item may seem quite reasonable, but that all within another item seem quite unreasonable.

Your task is to pick the statement in each item with which you most agree, or which best fits with you in some way, and also to pick the one that least fits with you, or the one with which you most disagree in some way. Mark the one with which you most agree with an "M" and the one with which you feel least agreement with an "L".

When you have correctly completed the task each item (made of three statements) should contain one marked "M", one marked "L", and one left blank, on both the left side and on the right side of the page. (See illustration at bottom of this page) It is understood by the experimenter that marking a statement "M" may merely indicate that it is the one in the group with which you disagree less strongly than with the others, even though you really find all of the statements within the item to be quite disagreeable.

You will notice that there is one blank on the left side of each statement, and one blank on the right side. These are for the following purpose: In the blank on the left side (headed Self) you are to mark (M or L) in terms of the relation the statements have to you, as an individual. In the column of blanks on the right side of the page (headed Other) you are to mark (M or L) according to the way you feel the statements fit (describe, agree, etc.) some other person whom you know very well. This person may be a friend, buddy, sweetheart, or mate (not a relative, other than spouse). Be sure to think of the same other person throughout the marking in the right hand blanks.

Remember, complete each numbered item (group of three statements) by marking one with an "M" and one with an "L" for your self (left) and similarly marking independent "M" or "L" for the person you are evaluating (right).

Be as honest and accurate as you can.

The following shows how a typical completed item might appear:

<u>Self</u>		<u>Other</u>
<u> </u>	The first statement in the item.	<u> </u>
<u> L</u>	The second statement in the item.	<u> M</u>
<u> M</u>	The third statement in the item.	<u> L</u>

- | <u>Self</u> | <u>Other</u> |
|--|--------------|
| 1. _____ | _____ |
| When I'm frustrated or someone disappoints me I usually become a bit depressed and am likely to see that it was largely my own fault anyway. | |
| _____ | _____ |
| When I'm frustrated by someone I usually want most to get away from him (her, them) because few things are worth getting all worked-up about. | |
| _____ | _____ |
| When I'm frustrated by someone I usually become irritated or angry and am as likely as not to let the offending party know where I stand. | |
| | |
| <u>Self</u> | <u>Other</u> |
| 2. _____ | _____ |
| I always try to manage to provide for myself in a modest way and seek to avoid the scratching and hurly-burly of competitive striving. | |
| _____ | _____ |
| I feel that although there are perhaps some rules for fair play, one should play hard and play to win in life. | |
| _____ | _____ |
| I try to feel that I usually think of the other fellow first as a model for living. | |
| | |
| <u>Self</u> | <u>Other</u> |
| 3. _____ | _____ |
| Aggressive and dominant people usually make me feel awkward and incapable, maybe a little angry. | |
| _____ | _____ |
| Aggressive and dominant people amuse me, except when they make demands on me — then I want to get away from them. | |
| _____ | _____ |
| Aggressive and dominant people merely show on the surface what everyone wants to be capable of, if the truth were known. | |
| | |
| <u>Self</u> | <u>Other</u> |
| 4. _____ | _____ |
| Sentimentalists, and bossy people especially, seem to lack the knowledge that the only real richness in life lies inside themselves. | |
| _____ | _____ |
| The scheme of life is such that one must assert himself and his will or be forever bogged down by false morality and softheadedness. | |
| _____ | _____ |
| I would really hate to have anyone think of me as being aggressive or "pushy" because I try to give others the benefit of any doubt. | |
| | |
| <u>Self</u> | <u>Other</u> |
| 5. _____ | _____ |
| I believe that open, friendly, and kind people sometimes expect too much in the way of intimacy and "loyalty" in return for their favors. | |
| _____ | _____ |
| I still believe that in the long run "the meek shall inherit...." and I like best people who are sensitive, kind and friendly. | |
| _____ | _____ |
| I believe that on the whole there are some people who are genuinely kind and generous, but by far most people have some personal "axe to grind". | |

6. Self Other
 Quiet, self-sufficient people are often merely afraid of the
 dirty realities of life's struggles.
- _____ Quietness and self-sufficiency are desirable for avoiding the
 need to rely on others and expecting much from them.
- _____ Quiet, self-sufficient people often have the effect of making
 me feel useless and unneeded.
7. Self Other
 I must admit that an attractive and intelligent member of the
 opposite sex often appears as a challenge for me to master or
 command.
- _____ I must admit that an attractive and intelligent member of the
 opposite sex often makes me feel clumsy, embarrassed or foolish.
- _____ It seems to me that an attractive and intelligent member of the
 opposite sex is often so surrounded by others that there is a
 noticeable personal emptiness.
8. Self Other
 Winning and losing are relative affairs and mostly a matter of
 people getting themselves involved in something that lacks any
 really basic importance.
- _____ I guess I really am a poor loser, but I always feel I've been a
 fool to be beaten at something when I know I could have done much
 better with a little more effort.
- _____ I generally don't mind losing, because it often makes the winner
 feel good at least, and for that matter I sometimes feel I've
 taken unfair advantage when I do win.
9. Self Other
 I sometimes feel lost, alone, and helpless.
- _____ I always try to match danger with courage and strength.
- _____ I generally take a pretty detached view of life's risks.
10. Self Other
 Many people lead dismal or unhappy lives due to circumstances
 over which they had no control at all.
- _____ Human misery by and large results from people wanting or
 expecting too much and not having an adequate sense of
 proportion.
- _____ Most people suffer the obvious consequences of not dealing
 with life and it's situations realistically.
11. Self Other
 I want to be free, not interfered with.
- _____ I want to be approved of and loved.
- _____ I want to be respected as strong and able.

12. Self Other
 There are many dangers in life, but the adequate person is one who has mastered them through his own wit and strength. _____
 There are many dangers in life, but it is all worth while if there is someone we love, who loves us in return. _____
 There are many dangers in life, but many of them are imaginary and result from people being too emotional. _____
13. Self Other
 Sometimes even when I know I could do a thing well I'm afraid to be firm and/or stubborn enough to see it through. _____
 When I'm convinced I'm right I'm not easily moved, and yield only under extreme pressure. _____
 When I'm certain I'm right I still don't feel that it's worth knocking myself out to convince anybody, that's their problem. _____
14. Self Other
 I often feel inferior in education, intelligence, and worth to people with whom I associate, even though in some cases my accomplishments are just as great. _____
 The endless competition of people for different things involves a lot of sordid and scheming behavior that I would generally just as soon avoid. _____
 I generally feel that with continued effort on my part I can be superior to most of the people I meet, after all "fortune befriends the bold." _____
15. Self Other
 A desirable society would be one of the artisans or craftsmen and, ^{would} ensure that each could develop his uniqueness with a minimum of interference from others. _____
 Rebirth of a situation where rugged individualism would be truly possible is desirable for then the strongest and most capable can come to the fore as leaders. _____
 In certain basic ways I favor a truly democratic state where there would be truly ^{open} opportunity for all, and social security for the less favored: a "fair deal". _____
16. Self Other
 The best motto is: "I would rather sit on a pumpkin, and have it all to myself, than be crowded on a velvet cushion". _____
 The best motto is: "Charity suffereth long and is kind; charity envieth not; charity vaunted not itself, is not puffed up". _____
 The best motto is: "To all the sensual world proclaim, one crowded hour of glorious life is worth an age without a name". _____



17. Self Other
 _____ It seems to me that the more you permit yourself to like others
 _____ the greater your chances are that you can get hurt. _____
 _____ I think that when the chips are down the best course is to be _____
 _____ tough-minded and realistic, regardless of feelings. _____
 _____ I must confess that I'm very sensitive to other's feelings and _____
 _____ I always try to avoid hurting them by words or actions. _____
18. Self Other
 _____ Although it may seem distressing, for the most part I feel _____
 _____ that one makes one's own destiny and basically power is _____
 _____ always right, weakness always wrong in the world. _____
 _____ I guess I feel that if everyone were more loving and kind society _____
 _____ would be better off and the world would be a happier place to _____
 _____ live in. _____
 _____ It seems to me that the great evil of our time is the restriction _____
 _____ of individuality through "conformism" and ever greater curbs on _____
 _____ personal freedom. _____
19. Self Other
 _____ The most important teaching of religion lies in the idea of _____
 _____ the basic brotherhood of men. _____
 _____ The most important part of religion is seen in the moral _____
 _____ strength and courage of those who believe. _____
 _____ The most important part of religion is that it enables the _____
 _____ individual to come to grips with the problems of life and _____
 _____ and secure peace of mind. _____
20. Self Other
 _____ I am usually closely acquainted with several people but I guess _____
 _____ I feel basically that beyond certain points there is no one that _____
 _____ can be trusted. _____
 _____ I get along well with others but the truth of the matter is that _____
 _____ familiarity breeds contempt and it is best to be as independent _____
 _____ of others as possible. _____
 _____ I'm miserable without at least one person (friend or lover) with _____
 _____ whom I can share my deepest personal feelings in real closeness. _____
21. Self Other
 _____ I require most just to be able to work out the path to a signifi- _____
 _____ cant life as an individual. _____
 _____ I require most to be respected for my competence, ability and _____
 _____ achievements. _____
 _____ I require most to be liked, wanted, desired, loved and needed for _____
 _____ what I am. _____

22. Self Other
 _____ When people become angry with me I tend to blame myself, for
 _____ after all I have plenty of weaknesses and shortcomings, even
 _____ though in this case I may be right. _____
- _____ When people become angry with me it is usually because they
 _____ have made unreasonable or unwarranted assumptions about what
 _____ they can expect from me. _____
- _____ When people become angry with me it frequently seems due to
 _____ the fact that they envy the position I have taken or my
 _____ triumph over some problem. _____
23. Self Other
 _____ Life is fulfilled if one achieves mastery over it's obstacles
 _____ and finds his place in the sun. _____
- _____ Life's greatest happiness is to be found in doing things with
 _____ or for someone who loves us, no matter what. _____
- _____ One's most noble qualities emerge when he is free from too
 _____ many personal ties and enslavement to conventions. _____
24. Self Other
 _____ I'don't care so much whether others like me or not as long as
 _____ they see I am honest and capable, for after all they may resent
 _____ my having what they lack. _____
- _____ It seems that people either want to lean on you or push you
 _____ around and they get angry when you frustrate either possibility
 _____ even when you are only minding your own business. _____
- _____ I often feel either happy and content, or miserable and blue,
 _____ depending on how others are treating me, for I guess I really
 _____ want their approval. _____
25. Self Other
 _____ The ideal mate is one that is won through successful rivalry
 _____ and is a desirable personal asset both socially and otherwise. _____
- _____ The ideal mate is one who has enough interests of his (her)
 _____ own so that he (she) can avoid making excessive demands on the
 _____ attention of the partner. _____
- _____ The ideal mate is a person who loves and cherishes and is devoted
 _____ to becoming as one with the opposite partner in all important
 _____ feelings, while striving to protect. _____
26. Self Other
 _____ Security _____
- _____ Freedom _____
- _____ Success _____

APPENDIX 4

STANDARD QUASI-SOCIAL STIMULI

Practice Situation #1 (nice gal)

Imagine that the nice girl whose voice is now on tape is standing before you. She looks at you and says

- a. "Hi, I'm glad you were able to come here to the department. Incidentally I'm majoring in Biology here at MSU. How do you spend your time?"
- b. "Well, that's a field that I've been interested in but haven't explored it in any detail. Do you plan to do graduate work?"
- c. "Did you see that Rose Bowl game, or watch it on TV? It was really something, wasn't it?"
- d. "I hope that you feel just as natural and relaxed in this situation as I do."

Practice Situation #2 (friendly guy)

A stranger approaches you on the street in East Lansing, near the Lucon Theater. He says to you

- a. "Excuse me, I'm a stranger here in East Lansing and wonder if you could tell me where the Student Union Building is?"
- b. "Thank you very much, incidentally, do you happen to know Joe Shelby? He's a graduate student in economics here, at least I believe that's his field."
- c. "Well, I don't suppose you do know him, this is a pretty big place. What is the enrollment here anyway?"
- d. "Well thank you very much for the information you've given me. Could I give you a lift any place?"

Situation 1-F-Aw (Bored waitress)

You and your spouse have taken another couple out for dinner. You are in a fairly nice restaurant. Although the dining room is not exceptionally crowded you have had to wait a long time for service. The waitress failed to bring water and has otherwise displayed noticeable disinterest in waiting on your table. When she finally brought your orders and placed them in front of you, your spouse, and your guests, you become aware of the fact that the orders have been confused and that the food that you had ordered was not what most of you had received. You have summoned the waitress to your table and have told her about this. And now she says to you:

a. (In bored tones) "Oh! Isn't that what you ordered? Well, the food that I brought is alright isn't it...?"

b. "But really, it would be a lot of fuss to take it back to the kitchen and get the things you ordered. You'd have to wait longer that way too..."

c. "I don't see why people get so excited about things like this, I've brought you good food. Why don't you just forget it?"

d. "Well, you can go to the manager if you want to, I guess I can't stop you. Some people are just too fussy about their food."

Situation 2-F-To (Apologetic little girl)

You have carried a heavy schedule this term and as it closes you are concerned primarily about one particular course you have taken. If you turn in a term paper you will get an A.

if you do not turn in a paper, your chances are best of getting C or D. During the last five days you have worked frantically on this paper and have finally finished a single typewritten copy to turn in to your professor. All you have is your notes in addition to the paper. You have gone out the door and have proceeded to the street with the paper in hand. When you reach the sidewalk, an eight or nine year old girl came gleefully by on her bicycle waving to a girl friend on another bicycle, in the street. She unwittingly brushed your arm in passing, which knocked the paper out of your hand; before you could catch it the wind whipped it to the ground and into a greasy puddle of muddy water. The girl says to you:

a. "Oh! Golly! I'm awfully sorry. What is it that you dropped - when I ran into your arm?"

b. "But I said I was sorry, Gee! Is there anything I can do?"

c. "But honestly, I didn't mean to do it! It was an accident."

d. "Oh please! Please! You make me feel terrible" (increased pleading tones).

Situation 3-M-Ag (Mean little boy)

You have recently moved to a new neighborhood and have taken considerable care to improve the appearance of your home, you have taken particular care of your yard and have some pride in the way the flowers and the hedge have grown. A young boy of eight or ten, the son of one of your neighbors has been very careless in riding his bicycle across your lawn,

and in retrieving footballs and baseballs from it. You have been hesitant to correct him or to call this behavior to his attention. Finally, however, seeing that some genuine damage has been done to your hedge, you have, since you are in the lawn now, called the boy's attention to his latest invasion. He says to you:

a. "Oh why don't you dry up? I ain't hurtin' your darned old lawn."

b. "I don't care what you do, you can't tell me what I can' do -- you ain't my folks."

c. "Ha! Ha! Grumpy nose, lost posey!"

d. "You'd better lay off o' me or I'll tell everybody in the neighborhood that you're a dumb-head and then we'll have some fun with you alright."

Situation 4-M-Aw (Indifferent boss)

You have been working in this particular office for over a year. You know from your own judgment as well as the comments of your co-workers that you have been doing a good job of meeting the requirements of the position. Last week the boss came to your office to request that you do a special bit of work. In light of your experience and ability you went ahead to solve the problem, feeling that your training, realistically had prepared you better for this task than anyone else in the office that you could think of. You were pleased that things went well and the problem was solved very satisfactorily even sooner than you had expected. You have been disappointed however, because the boss has given

you no recognition for the job you did, good or bad. After nearly a week you have decided to go to the boss and determine what the score is. You have knocked at his door and he has bid you in, you have just asked him if he has noticed that the special problem he had assigned you was now complete.

He says to you

a. "Yes, I noticed that it is working OK now. Did you want to see me about anything in particular?"

b. "Oh yes, I was satisfied with the job"..(disinterestedly).

c. "Well, I can't see that there's anything especially important in the matter...."

d. "Alright, very well, very well, yes, hmf... Drop in my office from time to time."

Situation 5-M-To (Apologetic adviser)

You have planned your academic program very carefully and have paid particular attention to the details of the requirements for the degree you are seeking. Everything has gone rather well and you have confidence that this will be your last term on the campus. You have also signed a contract with a well-respected firm for a very desirable position which pays an excellent salary. The only requirement is, of course, that you begin work immediately following the present term. You have come to your adviser's office to confer with him regarding the final details prior to graduation. After waiting about twenty-five minutes, the secretary has told you

to go on into his office. This you do, and your adviser looks up and says to you

a. "Oh hello there. It's good to see you, but I'm terribly sorry to have to tell you that it just will not be possible for you to graduate at the end of this term. I can't tell you how much I regret it."

b. "I know, I know -- I've respected you especially for your careful planning and cooperation, but it's this darned 3-hour course requirement. They changed it the year you came here and I guess we overlooked it."

c. "Oh, please. I understand how you must feel-- I've tried every way I can think of to have an exception made in your case, but the policy committee refuses to compromise. I feel very bad about it."

d. "But, I beg of you--don't be angry with me, I'll try to help you in whatever moves you make. Maybe you could talk to the president personally."

Situation 6-M-Ag (Nasty manager)

About a month and a half ago you took a job in a new office. You have done your best to learn to perform your job adequately. From the comments of those with whom you work you have every reason to feel that your work has been satisfactory, or even better, and that your relationships with your fellow workers is very good; as you have found many friends in the office. This morning you came to work as usual and about five minutes ago you were given notice that the office manager wished to see you in his office. You have proceeded to his office, knocked, and have now entered his office and he says to you

a. "Look here now, I've asked you to come to my office because I don't care for your attitude around here...."

b. "That's alright, but just let me finish--don't interrupt when I'm talking to you. This is just a friendly tip that you'd better take it easy--you're a sort of "take-over" guy, aren't you?"

c. "Now, don't put on any superior airs around me! Just remember that I'm in charge here, and I'll still be in charge long after you're gone--which could be a lot sooner than you expect."

d. "Look here now! I said I've had enough from you--you're acting just like the hot-shot, slick, lippy fool that I pegged you for--now go on, get out of here, and shape-up, or you're fired!"

Situation 7-F-Ag (Haughty woman)

It is Saturday, and you have been busy working in the house and taking care of numerous personal obligations all day long. You and your spouse are expecting guests about seven-thirty/ It is now six-thirty and you are in a supermarket. You have just done the week's grocery shopping. The store is somewhat crowded and you have just come up to the end of a rather long line of customers, each with a shopping cart laden with many groceries to be checked out. Only two check-out lines are in operation. As you stood in line you became absorbed with the label of a particular box on a shelf near you. As you read it, the person near the head of the line checked through with his groceries and the line moved up one space, before you moved on, following the man in front of you, a well-dressed woman, perhaps thirty-five years old, moved into the line ahead of you. You have politely and gently informed her that this was your place in the line. She replies to you

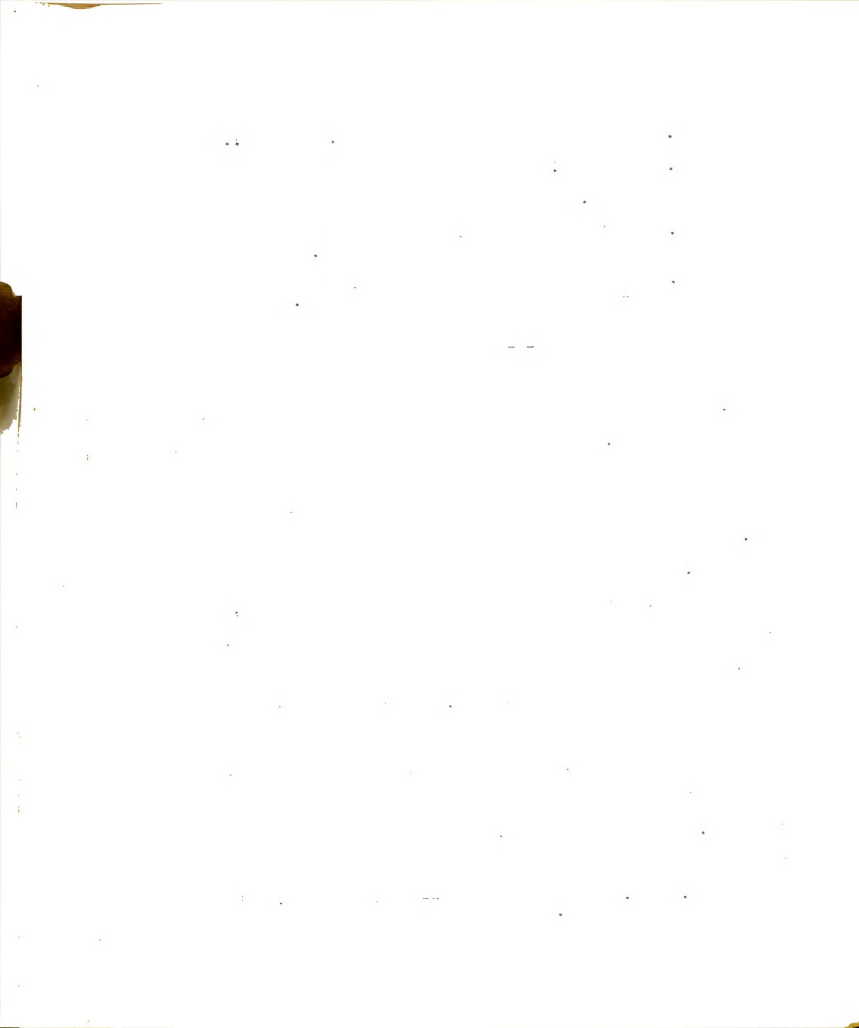


- a. "What do you mean, talking to me!? Really!!"
- b. "Honestly! Do you actually expect me to believe that ridiculous story and give up my place in this wretched line?!"
- c. "You're annoying me, and if you don't stop at once I'm going to summon the store manager."
- d. "I have never been so insulted, this town is being over-run with curs and their fishwives."

Situation 8-F-To (Sponging neighbor)

You and your family have neighbors close to you on all sides. A month or so ago a new couple, with their children, moved in near you. Although you have not been well acquainted, you have become aware that the husband of the family has been called out of town on business, and this happened about a week ago. The wife has no car and they have not yet had a phone installed. For one reason and another she has come to you and your mate, more than anyone else in the neighborhood, with an incessant stream of requests: for a cup of flour, eggs, a cup of sugar, need for you to adjust their heater, a need to be taken to the store, etc. It is now eight-thirty on a Friday evening and you and your spouse have set this evening aside to relax. You have slippers on, and a robe, and have just sat down comfortably when there is a knock at the door. You go to the door, open it, and this neighbor woman says to you

- a. "Oh! You're home I see--gosh, I'm glad. I'm in an awful pickle. I just got a wire saying my mother will arrive in Danville at 10:00 tonight and there are



no busses. I just don't know what to do. It's much too far to take a cab."

b. "I just must find some way to get over there to pick her up. The children have such bad colds that I just can't take them out. Oh! Dear!"

c. "I just can't see what to do, unless maybe you would take me over there to get her. Maybe your spouse would stay with the children. You're such nice people --you've been so good to me."

d. "Oh! would you please take me to get her. I'd be glad to buy the gas, but I couldn't of course until my husband gets back. His letter said another week or so...."

Situation 9-F-Aw (Lackadaisical nurse)

Due to an injury that you have sustained it has been necessary that you be confined to your bed. Although, ordinarily your mate would have seen to it that you were adequately taken care of, it is also the fact that due to other circumstances it has been impossible for your spouse to be with you. In light of these circumstances a private nurse has been employed by you and is in attendance to you throughout these entire days. This situation has continued for a week. Throughout the week you have been quite displeased with the way that she has not performed her responsibility. She has made very infrequent checks as to how you are, and your general condition, and has done very little except to remain in another room and occupy herself with reading historical novels. You have called her to your side after ringing the bell many times and have told her that you would appreciate



her being a little more considerate of your needs. She says to you

a. "The trouble with some patients is that they want to be pampered all the time."

b. "Yes, I know, but you don't know anything about the nursing profession--and I'm telling you things are all right."

c. "You expect too much, you have to amuse yourself. I'm being paid for being efficient and responsible, not to become a mother."

d. "Really now! I'm going back into the other room. Just relax will you?!" (all coolly)

Situation 10-M-To (Party line pleader)

You have been picking up the receiver of your telephone very frequently for three-quarters of an hour in an attempt to obtain the use of your party line. The reason you have needed the use of the line was that there is a very important matter that you must discuss with another party. Finally obtaining the line, you have dialed the number and gotten through to your party and have just begun your conversation when you hear a click and a strange voice interrupts:

a. "Say, I wonder if I could use this line, please?"

b. "Oh, I know you're probably discussing something, but I really must use the line--it's a serious problem."

c. "But, honestly, I just can't wait--there are some people expecting me to call and I don't know what will happen if I don't contact them...."

d. "Please, oh please--in the name of human decency--let me use this line...."



Situation 11-M-Aw (Absent minded acquaintance)

Yesterday afternoon at two o'clock you had an appointment to meet an acquaintance at a particular place. You were prompt in your arrival but your friend did not show up immediately and so you waited ten, twenty, thirty, forty minutes and finally an hour and this acquaintance did not show up, at which time you left with considerable disappointment. It is now the occasion that you are walking on the street and you encounter this person with whom you had planned to meet yesterday at 2:00. As you approach him he says to you

a. "Oh, hi there--say, I was supposed to meet you yesterday, wasn't I? I'm sorry--I was tied up and it slipped my mind altogether..."

b. "Well, I imagine you were a little put out about my not being there, but you shouldn't have waited."

c. "Oh! Easy now, old thing--there wasn't anything intentional in it. It just didn't occur to me, that's all."

d. "Oh come now, what difference will it make a year from now anyway? Let's go talk it over--I'll buy the coffee..."

Situation 12-M-Ag (Irate motorist)

Only a moment or so ago you were driving down this street, you were going about thirty miles an hour; within the legal speed limit when without warning an old man stepped from the curb into the path of your vehicle. Seeing him, you slammed on your brakes and came to an instantaneous halt. By so doing you avoided hitting the old man. However,



there was a car behind you and the driver of this car failed to stop in time, his car rammed into the back of yours, causing some damage to it. The damage to his car however, was considerably greater, the impact having smashed his grille. You stepped out of your car immediately, ascertaining that the old man was unhurt, and then proceeded back to discuss the matter with the driver of the other car behind you. As you approach his car he says to you

a. "Just what the Hell kind of driving is that supposed to be, you idiot?!"

b. "Don't try to hand me any crap like that. You look like the kind of tin-horn that wouldn't even have insurance."

c. "Who wouldn't get mad, when some ignorant slob like you messes everything up!!? Yeh, we'll get the cops alright, after I get through lettin' you know where you stand...."

d. "Look! I've had enough of your drool! You bungling, stupid ass--and you don't give me any lip either. Good Lord, look what you've done to my grill....why, I oughta...."



APPENDIX 5

LETTER TO POPULATION SUBJECTS

Dear Mr. and Mrs.

This note is in regard to the "research project" that involved husbands and wives rating each other on a number of items, in which you participated during the Winter Quarter.

This study was a field investigation of certain ideas originating with Karen Horney, a psychoanalyst of the neo-Freudian school. She claims that our society (in general terms) gives rise to problems of three major varieties. These are labeled as conflicts between "moving toward" (being friendly), "moving against" (being hostile), and "moving away from" (being avoidant of) other people.

Copies of her books are available in almost any library to those of you who have further interest in this area.

The findings of this research tended to support the contentions of Dr. Horney. The title of the thesis is "An Experimental Investigation of Certain Aspects of the Personality Theory of Karen Horney" and will be available at the M.S.U. library after June, 1956.

Thank you again for your cooperation--without which this thesis could never have been done.

Sincerely,

James W. Wilkins, Jr.
Graduate Student, Psychology Department

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... ..

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High Self-rating Scale Scores (z+3)10 on each Horneyan Trend
from Subjects Selected (thereby) for Participation Experiment

Subject		Scale Score Type		
		To	Ag	Aw
<u>Group To</u>				
M	a	51	16	20
	b	48	16	23
	c	46	16	27
	d	46	23	16
	(alternate)	43	21	23
	Means	47	18	22
F	e	50	22	10
	f	47	11	26
	g	47	22	14
	h	47	14	22
	(alternate)	44	25	14
	Means	47	19	17
Group Means		47	18.5	19.5
<u>Group Ag</u>				
M	i	5	58	27
	j	13	55	20
	k	8	50	35
	l	8	50	35
	(alternate)	18	47	23
	Means	10	52	28
F	m	16	63	14
	n	11	55	30
	p	8	48	43
	o	8	48	18
	(alternate)	25	48	18
	Means	15	54	26
Group Means		12.5	53	17
<u>Group Aw</u>				
M	q	23	21	54
	r	18	26	54
	s	25	23	47
	t	20	29	47
	(alternate)	25	23	47
	Means	22	24	50
F	u	0	44	59
	v	8	37	55
	w	11	40	47
	x	16	33	47
	(alternate)	16	40	39
	Means	10	39	49
Group Means		16	31.5	49.5



APPENDIX 7

Participation Scores of Experimental Subjects

High Scale Scoring Groups by Trend	Subject	Participation Response Type		
		To	Ag	Aw
<u>Group To</u>				
M	a	38	27	23
	b	37	16	39
	c	34	29	24
	d	34	20	34
	(alternate)*	43	24	23
Means	38	23	29	
F	e	32	31	24
	f	30	29	33
	g	42	21	28
	h	52	15	24
	(alternate)*	33	27	32
Means	37	25	28	
Group Means		38.5	23.5	28.5
<u>Group Ag</u>				
M	i	12	50	28
	j	16	51	21
	k	33	32	28
	l	19	39	34
	(alternate)	22	33	37
Means	20	41	30	
F	m	21	43	23
	n	42	17	32
	o	30	26	23
	p#			
	(alternate)	32	29	31
Means	31	29	27	
Group Means		25.5	35	28.5
<u>Group Aw</u>				
M	q	18	34	41
	r	39	26	25
	s	35	33	21
	t	16	25	56
	(alternate)	29	14	51
Means	27	26	39	
F	u	29	32	32
	v	22	37	30
	w	22	39	24
	x	25	39	24
	(alternate)	36	32	21
Means	27	36	26	
Group Means		27	31	32.5

*These alternates were not originally intended for inclusion in the analysis except through the loss of an experimental subject.

#The only alternate included in the variance analysis was a female replacement in group Ag. In this way the symmetry of the design was maintained.





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