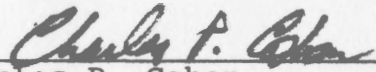


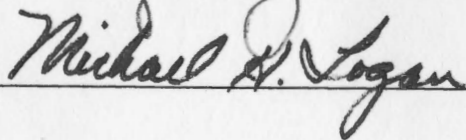
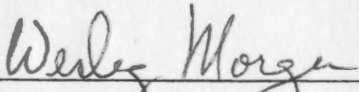
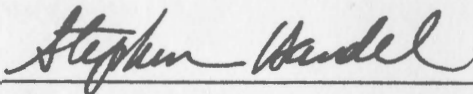
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I am submitting herewith a dissertation written by John Stewart Durland III entitled "Psychological Differentiation and Future Time Perspective." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Psychology.

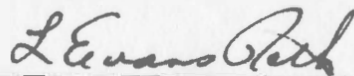


Charles P. Cohen
Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:



Vice Chancellor
Graduate Studies and Research

PSYCHOLOGICAL DIFFERENTIATION
AND FUTURE TIME PERSPECTIVE

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

John Stewart Durland III

June 1981

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ABSTRACT

Witkin's differentiation hypothesis predicts communality in the formal aspects of behavior across diverse psychological areas. The purpose of the present research was to determine to what extent Kastenbaum's dimensions of future time perspective (FTP) are related to Witkin's psychological differentiation (PD) construct.

Experimental data were obtained in two phases. First, 60 undergraduates were administered two tests of PD and four tests of FTP. Based on indexes of PD, the 10 most and 10 least psychologically differentiated subjects were asked to return for further testing. The second phase entailed making unobtrusive observations of temporal behavior during the course of 15-minute structured interviews designed to elicit further FTP data.

Weak positive relationships were found between one of the two PD measures (Group Embedded Figures Test) and extension, coherence, and density of FTP, as predicted. It was found that FTP tests did not intercorrelate substantially, supporting the view of FTP as a multifactorial construct and calling for greater specification of its dimensions.

It appears that available tests of PD and FTP are inadequate. Development of ability measures of field

dependence and both ends of dimensions of FTP was recommended. Reliability and validity studies on existing measures of FTP were encouraged and the validity of using the Articulation of Body Concept Scale as a measure of PD was questioned.

Finally, it appears that Witkin's field dependence and field independence concepts do not always adequately describe behavior in the individual case. For this reason, caution regarding how these concepts are utilized was advised.

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INTRODUCTION

During the past two decades, extensive personality research has been devoted to Witkin's constructs of field dependence and psychological differentiation. Psychological differentiation, in particular, has served to organize behavioral observations and to guide investigations in such diverse areas as education, psychopathology, psychotherapy, occupational choice, artistic ability, and child-rearing, to name only a few. The fruitfulness of these constructs does not appear to have been exhausted by any means, as reports of research on old and new topics continue to flood the literature. The present study attempted to expand or to find limits for the applicability of psychological differentiation as a construct. The investigation was conducted in the domain of temporal perspective because of the increasingly apparent implications of this variable for education and clinical practice.

Historical Background of Psychological Differentiation

The early work in the development of Witkin's psychological differentiation construct involved perceptual research on how people orient themselves in space (Witkin, Lewis, Machover, & Wapner, 1954/1972). The Body-Adjustment Test, the Room-Adjustment Test, and the Rod-and-Frame Test were employed in this phase of the research. To perform well on

these tests, subjects were required to disregard visual cues and to use their bodies as points of reference.

As investigation proceeded, Witkin and coworkers noted that not only were there marked individual differences in performance on these tests, but that there was striking self-consistency across tests (Witkin, Dyk, Faterson, Goodenough, & Karp, 1962/1974, p. 41). (Subsequent cross-cultural research has tended to support this finding for non-Western groups, though comprehensive investigation remains to be conducted; Witkin & Berry, 1975, pp. 20-30.) Individuals capable of maintaining the "separateness" of their bodies from the surrounding field on the Body-Adjustment Test also were able to disregard the visual frame of reference on the Rod-and-Frame Test.

After ruling out two alternate explanations for this self-consistency in performance, Witkin and associates hypothesized that what all three tests had in common was that they required subjects to overcome embedding contexts and that individual differences reflected varying abilities in this respect (Witkin et al., 1962/1974, pp. 42-43). To check this notion, the Embedded-Figures Test, an adaptation of figures developed by Gottschaldt, was devised and tested (Witkin, 1950). In this test, the subject must find a particular simple figure which is contained in a larger complex design. While body position and kinesthetic sense

are not involved, the requirement of separating an item from its context is present—as it seemed to be on the other three tests.

Substantial correlations between the Embedded-Figures Test, the Rod-and-Frame Test, and the Body-Adjustment Test were taken as support for this hypothesis (Witkin et al., 1962/1974, pp. 43-46). (Lower correlations with the Room-Adjustment Test were interpreted as due to the fact that in this "field-as-a-whole" task there is no surrounding context against which the object of perception may be evaluated, in contrast to the other "part-of-a-field" tests in which such a context is present.) Relative inability to overcome embedding contexts—due to reliance on the prevailing visual field—was termed "field dependence" while relative ability to escape or overcome the influence of such contexts was referred to as "field independence." The "relative" is important because it implies that field dependence-field independence is viewed as a continuum rather than as two distinct ways of perceiving (Witkin et al., 1962/1974, pp. 1-2).

Initial work in the development of the field dependence construct was conducted in the area of perception. According to Witkin, however, early in these investigations he and his collaborators began wondering if field dependence phenomena did not have broader applicability (Witkin et al.,

1962/1974, p. 59). To test this possibility, they examined intellectual tasks which seemed to demand that subjects utilize a capacity to break up and reorganize "thought fields." High correlations were found between perceptual tests of field dependence and performance on three subtests of the Wechsler intelligence scales—Block Design, Object Assembly, and Picture Completion, Duncker's and Guilford's insight problems, Einstellung (set) problems, and tests of humor appreciation (Witkin et al., 1962/1974, pp. 59-80). All of these intellectual tasks may be conceptualized as requiring the breaking of a set and the reorganizing of critical problem parts.

Witkin's group came to view these commonalities in intellectual activities and perception in terms of a more general tendency toward analytical or global functioning (Witkin et al., 1962/1974, p. 80). The ability to overcome an embedding context and to experience items as discrete from the fields which surround them was referred to as an "analytical field approach." The tendency to submit to the dominant organization of the field and to experience items as fused with their backgrounds was termed a "global field approach." By organizing their data in terms of a higher-order analytical/global construct, Witkin and associates began making the transition from individual differences in separate areas to a study of cognitive styles. The

traditional distinction between the perceptual and the intellectual gave way to a new concept of cognitive functioning as a whole.

Initially, analytical functioning was conceptualized alongside its counterpart, structuring. Cognitive fields are first broken up or analyzed and then reassembled or structured. In practice, however, a separation between the two processes of analysis and synthesis is often difficult to achieve. Usually, one or the other aspect is highlighted by the particular experimental situation being employed. It was a small step, accordingly, for Witkin to subsume these complementary processes under the rubric of "articulation" of experience.

Articulation of experience was studied in several different areas (Witkin et al., 1962/1974, pp. 81-176). In perceptual and intellectual activities, performance on the Rorschach Inkblot Test was examined. High articulation was reflected in clear, organized percepts with definite boundaries; low articulation was manifest in vague, unstructured percepts without sharp boundaries. Body concept was studied through human figure drawing performance. A sophistication-of-body-concept scale based on form level, identity and sex differentiation, and level of detailing was developed, with ratings ranging from "primitive" to

"sophisticated." A sense of separate identity was investigated through Thematic Apperception Test performance. Those deemed high in articulation of this aspect of their functioning were characterized by evidence of low reliance on others for guidance and support, low susceptibility to influence by external standards in the formation and maintenance of attitudes and judgments, and a stable self-view. Psychological controls and defenses also were examined. Analysis of the aforementioned projective tests revealed a continuum from a tendency to use relatively primitive defenses, such as denial and global repression, to a likelihood of employing more specialized defenses, such as rationalization and intellectualization. Not only did individuals tend to be self-consistent in terms of the degree of specialization of the defenses they used but, of signal importance, they also tended to be consistent across all four areas described.

This latter observation lent support to Witkin's growing penchant for viewing the entire body of his data in terms of the higher order developmental construct of psychological differentiation. As such, degree of articulation in perceptual and intellectual activities, body concept, sense of identity, and defense mechanisms became understood as indicators of the extent of psychological differentiation of the individual in question (Witkin et al., 1962/1974,

pp. 222-228). (Figure 1 may help to illustrate this conceptualization.) These indicators were viewed not as the products of isolated channels of development, but as different expressions of an underlying process of development toward greater psychological complexity. Accordingly, significant intercorrelations among measures of these indicators were predicted for individuals at various stages of growth. This expectation of communality in behavior in several areas of psychological functioning was termed the "differentiation hypothesis."

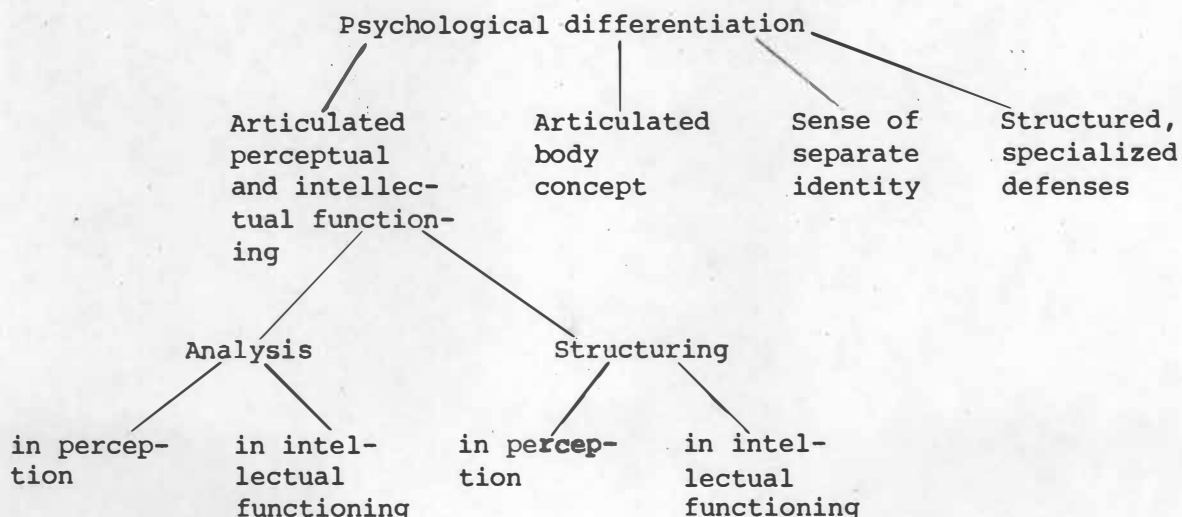


Figure 1. Schematic diagram of differentiation framework.

Source: Reproduced by special permission from A Manual for the Embedded Figures Tests by Herman Witkin, Philip Oltman, Evelyn Raskin, and Stephen Karp; Copyright 1971; published by Consulting Psychologists Press, Inc., Palo Alto, Ca. 94306.

Differentiation in Psychology

The concept of differentiation has been utilized considerably in both biology and psychology. In psychology, it has received its most extensive treatment in the theories of Lewin and Werner.

According to Werner, "wherever development occurs it proceeds from a state of relative globality and lack of differentiation to a state of increasing differentiation, articulation, and hierarchic integration" (Werner, 1957, p. 126). For Werner, this fundamental principle of development applied not only to the evolution of biological structures but also to mental functions. As an example of this tenet, Werner pointed to the thinking of children. A fundamental characteristic of immature thought is "that the conceptual activity operates in indivisible unity with motor-perceptual and imaginative processes. It is only gradually that a nonsensorimotor—that is, abstract—mode of thinking separates itself from this unity" (Werner, 1940/1948, p. 52). With maturation, the perceptual and conceptual modes become increasingly differentiated from each other. Another example would be the differentiation of emotion during infancy. Diffuse excitement at birth differentiates into distress, excitement, and delight by three months and into fear, disgust, anger, jealousy, distress, excitement, delight, joy, elation, affection for adults, and affection for children by 24 months (Bridges, 1932, p. 340).

For Lewin, differentiation is a central concept in the growth of the life space, or psychological field, of the individual. "An outstanding characteristic of the change of the life space during development is an increasing differentiation" (Lewin, 1946/1964, p. 923). At birth, only a few barely distinguishable areas of the life space are present. Specific objects and persons do not seem to be distinguished and "no area called 'my own body' exists. Future events or expectations do not exist; the child is ruled by the situation immediately at hand" (Lewin, 1946/1965, p. 923).

One of the most significant developments in the life space is the differentiation of the psychological time dimension. As stated, the newborn child is strictly bound to the concrete present. With age, however, the time dimension begins to differentiate into increasingly large past, present, and future areas. While a young child is viewed as having merely a global past and future, an older child is conceived of as having a near and a remote past and a near and a remote future. In addition, activities of increasingly longer duration are organized as one unit (Lewin, 1946/1965, pp. 924-925). We will return to this conception presently.

Correlates of Field Dependence/ Psychological Differentiation

Witkin and associates began their investigations in about 1943. In 1954, they summarized the first part of their

work in Personality Through Perception. Eight years later, they published Psychological Differentiation, in which they traced the development from early studies on orientation in space to the high-order construct of psychological differentiation. Especially since 1962, hundreds of studies have been conducted linking field dependence and psychological differentiation to a large variety of other psychological variables. Some of these include sex, alcoholism, obesity, hypnotic susceptibility, delinquency, dogmatism, ulcers, need achievement, locus of control, and conformity. One variable that has received very little attention in this context, however, is temporal perspective in general and future time perspective in particular.

It is this writer's view that the study of temporal perspective can contribute considerably to understanding how individuals organize their experience and their prospects for the future.

Future Time Perspective

The significance of the ability to conceptualize the future has long been recognized in psychology. In 1911, Freud stated that the critical shift from primary to secondary process, or reality principle, behavior depends upon the establishment of a sense of futurity. Immediate gratification must be postponed and a period of tension must

be tolerated while reality-oriented action is planned and carried out. The growing child must relinquish the simple tendency "to unburden the mental apparatus of accretions of stimuli" (p. 16). Hartmann some years later observed that "the reality principle . . . implies something essentially new, namely the familiar 'function of anticipating' the future. . . . It is an ego function and, surely, an adaptation process of the highest significance" (1939/1958, p. 43). In discussing the marked shift in time perspective in the transition from childhood to adolescence, Piaget declared that ". . . the adolescent differs from the child above all in that he thinks beyond the present" (1958, p. 339).

The field of future time perspective received a major impetus in 1956 when Wallace published a study of future time perspective in schizophrenia. Wallace noted that one of the greatest hindrances to progress in the field was a lack of conceptual clarity. Temporal perspective, time sense, temporal aspect, and several other terms were frequently used interchangeably in the literature. In an effort to dispel some of the confusion, Wallace focused on two aspects of man's ability to conceptualize the future: extension and coherence. Extension was defined as "the length of the future time span which is conceptualized" (p. 240); coherence was referred to as "the degree of organization of the units in the future time span" (p. 240).

Wallace devised a simple and popular test for measuring both of these dimensions.

In a later paper, Kastenbaum questioned the assumption that tests of temporal perspective were measuring the same construct (1961)—a position which later received empirical support from Ruiz, Reivich and Krauss (1967) and Platt, Eisenman, De Lisser and Darbes (1971). In testing this assumption, Kastenbaum proposed two additional dimensions of future time perspective: density and directionality. Density was referred to as the number of events that one anticipates for himself; directionality was defined as the degree to which one experiences himself as moving forward into the future. In this quadripartite model, "'density' is the stuffings contained within the framework limited by 'extension,' organized by 'coherence,' and set in motion at the pace dictated by 'directionality'" (Kastenbaum, 1961, p. 206). Kastenbaum created a test of density and he identified a measure of directionality already in use.

CHAPTER I

LITERATURE REVIEW

To date, approximately 30 studies have investigated the relationship between Witkin's constructs and temporal behavior. The bulk of this work, however, examines estimation of time intervals and not time perspective. Research directly related to the question of the relationship between psychological differentiation and future time perspective is extremely limited and, often, methodologically flawed.

In 1975, Garfield conducted research purporting to study the relationship between psychological differentiation and temporal orientation. Psychological differentiation was measured by the Hidden Figures Test, while time orientation was measured by Roos' Time Reference Inventory and the Time Competence and Time Incompetence subscales of Shostrom's Personal Orientation Inventory.

Although the Time Reference Inventory has wide currency in the field of temporal behavior as a measure of temporal orientation, not only is the Hidden Figures Test unrecognized as a criterion measure of field dependence, but because the various tests of this construct do not have equivalent validity, using only a single test to measure field dependence is ill-advised. As Arbuthnot concluded in his

frequently cited review of measurement in this field, ". . . no one test can be taken as a sufficient operationalization of field independence" (1972, p. 486).

Garfield found that both relatively FD and relatively FI subjects in her college-age sample were time competent, and that there was no relationship between future extension and field independence, as measured by the Time Reference Inventory, nor between high and low psychologically differentiated subjects relative to the future time variable of the Personal Orientation Inventory.

Acker (1968) studied the relationship between field articulation and time perspective. She used the Hidden Figures Test and the Articulation of Body Concept Scale to assess field articulation and the Time Competence subscale of the Personal Orientation Inventory to measure time perspective. In addition to the aforementioned problem with the Hidden Figures Test, it is not clear what aspect of temporal perspective is measured by the Time Competence scale. This is a 23-item inventory with alternative statements, one purporting to reflect a competent attitude toward time and the other reflecting an incompetent attitude. "Competence" is defined in terms of attitudes considered psychologically healthy in accordance with Maslow's self-actualization concept. It appears that what is measured is not one clear dimension of time perspective but rather a highly abstract fusion of several dimensions.

Acker found field articulation to be significantly related to time competence, $r = .22$, $p < .01$, though this is a weak relationship the statistical significance of which derives from the large sample employed ($n = 255$).

In a more pertinent study, Spotts (1964) assessed field independence and future and past time perspective in 45 college males. The Embedded-Figures Test and the Hidden Figures Test were employed to assess field independence and Wallace's Events Test was used to measure extension and coherence of both future and past time perspective. The results offered qualified support for the hypothesis that field independent subjects would display significantly greater future extension than their field dependent counterparts. There was no evidence, however, to support the hypothesis of greater organization and articulation of reported future events (coherence) for the field independent subjects.

Friel (1968), like Spotts, used Wallace's test to obtain measures of extension and coherence of future time perspective and the Rod-and-Frame Test to assess field dependence. Although this study is subject to the criticism of using only one test to measure the field dependence construct, the objection is perhaps not quite as serious as in Garfield's case since the Rod-and-Frame Test, unlike the Hidden Figures Test, is considered a criterion measure of field dependence. Friel found that, as predicted, temporal extension and

coherence were significantly greater for field independent than for field dependent subjects. In part, however, the relationships may be an artifact of an uncontrolled age variable, since Friel's 80 male subjects ranged in age from 18-63. It has been reported frequently that field independence gradually decreases during adulthood and into old age. Future extension, it seems evident, would also decrease with age. Hence, the relationship between these two variables may have been spuriously elevated. This reasoning, however, is less compelling with regard to coherence. With age, in fact, there would seem to be greater coherence due to the fact of a diminishing future time span within which to order anticipated events. This would have resulted in a negative relationship with field independence which, however, was not obtained.

Overall, results of research investigating the relationship between field dependence/psychological differentiation (FD/PD) and future time perspective (FTP) are inconclusive. What little work that has been done is often subject to criticism for questionable measurement procedures in the assessment of the FD/PD constructs and for inadequate specification of what FTP dimensions were being measured. Spotts and Friel seem to have started in a promising direction with their identification and measurement of the extension and coherence dimensions defined by Wallace, and attempts to expand upon this base are indicated.

CHAPTER II

STATEMENT OF THE PROBLEM

As noted earlier in Lewin's description of the development of the life space, psychological time seems to go through a process of differentiation much like that of perceptual/conceptual activity and emotion. The advent of both near and remote psychological time regions appears to be one manifestation of the overall progress of the organism "from a state of relative globality . . . to a state of increasing differentiation, articulation, and hierarchic integration" (Werner, 1957, p. 126). Witkin has demonstrated communality in the formal aspects of behavior in several areas of psychological functioning. The theoretical views of Lewin and Werner strongly suggest that such self-consistency also would be manifest in the realm of temporal behavior. The purpose of the present research was to test the limits of Witkin's differentiation hypothesis with respect to one aspect of temporal behavior: future time perspective.

CHAPTER III

HYPOTHESES

Because available evidence indicates that future time perspective (FTP) is not a unifactorial construct, specification of its dimensionality appears a prerequisite for research in this area. For the present investigation, Kastenbaum's quadripartite model of FTP—extension, coherence, density, and directionality—will be used. The following includes hypotheses for each dimension accompanied by brief theoretical rationales.

1. Lewin's conceptualization of the differentiation of the psychological time dimension into increasingly larger past, present, and future areas suggests that extension, the length of future time conceptualized, will increase with greater psychological differentiation (PD). Relatively differentiated individuals, then, are expected to display more distant future horizons than relatively undifferentiated persons.

2. Although both highly differentiated and minimally differentiated psychological systems may be poorly integrated, it follows from Werner's linking of increasing differentiation with hierarchic integration that coherence, the degree of organization of events in the future time span, will be directly related to PD.

3. Since increasing differentiation implies growing complexity, it appears that density, the number of events an individual foresees in his future, also will be directly related to PD.

4. There appears to be no theoretical basis at present for predicting a relationship between directionality, one's subjective appraisal of the flow of time, and PD. As such, a directional hypothesis between these variables will not be made.

CHAPTER IV

METHOD

Subjects

The subjects in the study were 63 undergraduate volunteers from Memphis State University. (Three subjects—Subject Nos. 10, 25, and 29 missing from the tables—were not included in the results due to their failure to complete the test battery, leaving a total of 60). All students were recruited from two sections of a course in introductory psychology with the knowledge that they would receive extra course credit for their participation. The subjects ranged in age from 17 to 23, with nearly 80% aged 18 or 19. There were 38 females and 22 males in the sample.

Instruments

Psychological differentiation (PD) was measured by two tests commonly used by Witkin for this purpose (1965, p. 324). The Group Embedded Figures Test (GEFT) is an adaptation of the original individually administered Embedded-Figures Test designed to make group testing possible (Witkin et al., 1971, pp. 26-32). Reliability and validity evidence indicate that the GEFT is a satisfactory substitute for the Embedded-Figures Test in research where individual administration is impractical. Like the Embedded-Figures Test, the GEFT

consists of various simple geometric figures embedded in complex designs. Twenty-five complex designs are printed in booklet form, with the unembedded simple figures printed on the back covers. Subjects are instructed to observe the appropriate simple figure on the back cover and then to outline this figure within the complex design. There are 7 practice and 18 scorable designs. The subject's score is the number of correctly outlined simple figures in a 5-minute time period.

The second indicator of PD was the Articulation of Body Concept Scale (ABC). This measure requires subjects to draw two human figures, one of each sex, which are rated according to an adult version of the 5-point Sophistication of Body Concept Scale originally devised for children's drawings by Witkin and colleagues (see Appendix A). The criteria used to assess articulation of body concept are form level, identity and sex differentiation, and level of detailing. To ensure that subjects put forth their best efforts, Machover's original Draw-A-Person instructions (1949/1961, pp. 28-29) were modified after Corah in the following manner: "Draw a person; draw a whole person; draw the best person you can" (1965, p. 302). Subjects were then asked to "draw a person of the opposite sex—the best you can." Three judges, two doctoral candidates in Clinical Psychology and one Master's level student in Developmental and Counseling

Psychology, were used to rate the drawings according to the ABC Scale, with the average of their ratings for each subject being taken as the indicator of articulation of body concept. Interrater reliabilities were calculated and are discussed in Section 1 of Chapter V.

Four dimensions of future time perspective (FTP) were assessed: extension, coherence, density, and directionality. Extension, "the length of the future time span which is conceptualized" (Wallace, 1956, p. 240), was measured by Task I of Wallace's Future Events Test (FET-I), modified for group administration. Subjects were asked to "name 10 events that refer to things that may happen to you during the rest of your life. After listing each event, please indicate how old you might be when each event occurs." Two measures of extension were obtained from the resulting data: the difference in years between present age and most remote event and the difference between present age and the average age of occurrence of all 10 events.

Coherence, "the degree of organization of the events in the future time span" (Wallace, 1956, p. 241), was measured by Task III of the Future Events Test (FET-III), modified for group administration. In this test, subjects were asked how old they might be when each of the following common life events occurs in their lives:

1. Your first grandchild is born?
2. You die?
3. You lose interest in sexual activities?

4. You are too old to be physically active?
5. Your son achieves his greatest success in life?
6. You retire?
7. Your youngest child leaves home?
8. Your mother dies?
9. You feel that you have reached old age?
10. Your last sexual intercourse occurs?
11. You have reached middle age?
12. Your father dies?
13. You can no longer have children?
14. Your first great grandchild is born?
15. You can say that you have most of the things you want? (Wallace, 1956, pp. 241-242)

Subjects wrote down the ages on a sheet of paper which was collected after the last item had been presented. Then, they were given a series of 15 cards upon each of which one of the test items was printed. They were then asked to arrange the cards in the order that they expected the events printed on them to happen in their lives. The correlation between the ages given for each event and the sequence resulting from the forced chronological ordering of events was taken as the indicator of coherence.

Density, defined as the number of future events one anticipates for himself, was measured by Kastenbaum's Future Density Test (1961), modified for group administration. Subjects were given sheets of paper with the following paragraph printed at the tops:

We all think about our futures at times, wondering what life has in store for us. We often make guesses or predictions about what might happen in our lives. I would like you to make some guesses now. What do you expect to happen in your future? Tell me as many of these events as you can. You don't have to be absolutely certain that what you guess will happen actually will happen—a good guess is good enough. (Kastenbaum, 1961, p. 208)

Subjects were instructed to write down the events they anticipated on paper provided to them. They were given five minutes to complete this task. Their score was the number of events listed.

Directionality, the subjective appraisal of the flow of time, was measured by Knapp and Garbutt's Time Metaphors Test (1958). This test consists of the following 25 metaphors for time:

- a large revolving wheel
- a whirligig
- a road leading over a hill
- budding leaves
- an old man with a staff
- a bird in flight
- a fast moving shuttle
- a winding spool
- a speeding train
- a quiet, motionless ocean
- a burning candle
- a stairway leading upward
- a dashing waterfall
- a space ship in flight
- wind-driven sands
- an old woman spinning
- drifting clouds
- marching feet
- a vast expanse of sky
- the rock of Gibraltar
- a fleeing thief
- a devouring monster
- a tedious song
- a string of beads
- a galloping horseman

The following paragraph was presented along with the metaphors:

Time is an aspect of our experience of which we are all in some degree and in different ways aware. Above are listed 25 phrases which might be employed

by a poet or a writer to symbolize his sense of time. I would like you to read through this list of phrases and then indicate before each how appropriate you think this phrase is in evoking for you a satisfying image of time. First select the five phrases that seem to you most appropriate and before each place the number "1." Then pick out the next five most appropriate phrases and before them place the number "2." Continue this process until you have placed the number "5" before the five least appropriate phrases in your opinion. (Knapp & Garbutt, 1958, p. 428)

Factor analysis conducted on the metaphors by Knapp and Garbutt (1958) and by Wallach and Green (1961) yielded one factor which was described as a continuum of the subjective speed of time, from static to swift. Each metaphor's loading on this factor was used as the basis for scoring individual protocols. In order to avoid negative correlations, a constant was first added to each loading. Then, the values of the metaphors receiving a rating of "1" (most appropriate) were added for each subject, the sum being used as the indicator of directionality, or subjective speed of time. Metaphors receiving ratings of "2," "3," "4," and "5" were not used in scoring.

In addition to being measured by the preceding tests, future time perspective also was assessed during 10 to 15-minute taped, structured interviews conducted with the 10 most and 10 least psychologically differentiated subjects. Two different kinds of data were collected during the interviews.

First, several unobtrusive observations were made and recorded. For each of the 20 interviewees, the following questions were answered:

1. Is the subject early, on time, or late for his appointment? How early/late?
2. Is the subject wearing a watch?
3. How rapidly does the subject speak?
4. How does the subject move, in terms of quickness?

Rapidity of speech was expressed in terms of number of words spoken per minute. This calculation was made subsequent to the interviews using the aforementioned tape recordings. Degree of motor quickness was decided at the close of the interview by assigning each interviewee a familiar Italian adjective for musical tempo, from grave (very very slow) to prestissimo (very very fast) (Machlis, 1970, p. 24). Each of the 12 adjectives was assigned a number, from "1" for grave to "12" for prestissimo, for computational purposes.

The second kind of future time perspective interview data was elicited through a set of eight questions. Subjects were told at the outset that there were "no right or wrong answers" and asked to "just respond however seems right for you." The following questions were posed to each interviewee:

1. Have you taken out any insurance policies? If not, why not? If so, what kinds and why?
2. Do you plan to have children? If not, why not? If so, do thoughts about the direction the world is going in enter into your plans to have children?
3. Do you think the best time of your life is behind you, ahead of you, or with you now? If behind you/ahead of you, how old were you/will you be? How old are you now?

4. Do you think the worst time of your life is behind you, ahead of you, or with you now? If behind you/ahead of you, how old were you/will you be?
5. Do you most often daydream about the past, present, or future?
6. If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?
7. If you won a million-dollar lottery today, how would it change your life?
8. If you could have either \$100 now or \$200 a year from now, which would you choose? Why?

Responses to these questions were scored in the following manner. For Questions 3, 4, 5, and 8, responses were categorized objectively by the investigator in terms of the specific alternatives in each case. On Question 3, for example, subjects were categorized according to whether they thought the best time of their lives was in the past, the present, or the future. Responses of the high and low PD groups were then compared. For Questions 1, 2, 6, 7, and 8, criteria were developed to enable two judges, second- and third-year medical students, to sort the responses to each question into one of two groups, with 10 in each group (see Appendix B for sorting criteria). For instance, on Question 6, judges sorted the responses on the basis of degree of articulation of the vision of the future expressed, with relatively highly articulated responses put in one group and responses relatively low in articulation put in the other group. The high and low PD groups were then compared in terms of these sortings.

A final measure of temporal behavior also was used. Subjects were given a pencil and sheet of paper and asked to write "Mississippi River" taking as much time as they could. They were instructed to write in longhand, to make sure their pencils were always moving, and to avoid pausing between words. Their score was the number of seconds taken to write the two words. It was assumed that lengthier performances would indicate relatively greater ability to articulate (analyze and structure) time spans or, in other words, to "bind time."

Procedure

Data collection was accomplished in two phases. In phase one, 3 groups of approximately 20 subjects were administered the GEFT, ABC, FET-I, TMT, FDT, and FET-III, in that order, during 80-minute testing sessions. All groups met in a classroom in the psychology building at Memphis State University.

At the conclusion of this phase of the study, the GEFT and the ABC were scored. Scores were then transformed into Fisher z scores and averaged to yield indexes of PD (Karp, Poster, & Goodman, 1963, p. 390). From these indexes the 10 least and 10 most psychologically differentiated subjects were selected. There were six males and four females in the high PD group and four males and six females in the low PD group.

These 20 subjects were then asked to return for the interviews. The investigator remained "blind" as to which subject belonged to which group in order to minimize possible biasing effects in making the unobtrusive observations and in conducting the interviews. These subjects received additional extra course credit for their participation in the interviews. Following the interviews, all tape recordings were transcribed for analysis.

CHAPTER V

RESULTS

Results of the study will be presented in three sections. In the first section, scores on the measures of PD and FTP, along with their intercorrelations, will be discussed. Section 2 will describe the unobtrusive observations made on the 20 interviewees, the differences between subjects in the high and low PD groups in terms of these observations, and the Mississippi River Test results. In addition, intercorrelations among measures of PD, FTP, and unobtrusive observations (contemporary behavior-in-time) within the high and low PD groups will be presented. In the final section, the responses of the high and low PD groups to the interview questions will be compared.

Section 1: Tests of Psychological Differentiation and Future Time Perspective

Scores on the GEFT for all 60 subjects are presented in Table 1. It will be noted that the full range of possible scores is represented. No relationship between GEFT performance and either age or sex was found. The correlation between GEFT scores and age was low and negative, $r = -.10$, $p > .10$, and, contrary to the consistent finding of sex differences on Witkin's standard tests of field dependence (Maccoby, 1966), GEFT scores and sex were almost equally unrelated, $t(58) = .88$, $p > .10$.

Table 1
Group Embedded Figures Test Scores
for 60 Undergraduate Students

Subject #	Sex ^a	GEFT ^b Score	Subject #	Sex	GEFT Score
1	M	13	34	F	11
2	M	5	35	F	9
3	F	9	36	F	12
4	F	16	37	F	7
5	M	7	38	F	14
6	F	8	39	F	18
7	M	17	40	F	14
8	M	18	41	F	9
9	F	15	42	M	10
11	F	15	43	M	5
12	F	15	44	F	16
13	F	12	45	M	5
14	F	11	46	M	13
15	M	15	47	M	14
16	F	5	48	F	7
17	F	4	49	F	14
18	F	11	50	M	17
19	M	15	51	F	17
20	F	9	52	M	18
21	F	14	53	M	13
22	F	7	54	F	17
23	M	16	55	F	4
24	M	15	56	F	16
26	M	1	57	M	7
27	F	14	58	F	14
28	F	12	59	F	5
30	F	7	60	M	4
31	M	17	61	M	12
32	F	4	62	F	2
33	F	4	63	F	2

^aM = Male; F = Female.

^bGEFT = Group Embedded Figures Test.

Note: Higher scores reflect greater analytical ability compared to lower scores.

The ABC Scale ratings are listed in Table 2. Interjudge reliability was $r = .77, .69$, and $.72$. These figures are somewhat lower than reliabilities reported by Faterson (1980), which ranged from $r = .83$ to $.90$. Table 3 presents the ABC Scale scores, averaged from the Scale ratings. Although scores tend to be somewhat bunched toward the upper end of the distribution obtained, the full range of possible scores is represented. As with the GEFT, no relationship between ABC performance and either age or sex was found. The correlation between ABC and age was $r = .08, p > .10$. ABC and sex were similarly unrelated, $t(58) = .22, p > .10$.

The indexes of PD, derived from an equal weighting of GEFT and ABC scores, are presented in Table 4. Consistent with the GEFT and ABC findings, there was no relationship between PD indexes and either age or sex. The PD index and age correlation was $r = -.04, p > .10$, while the PD index and sex correlation was $t(58) = .17, p > .10$.

Table 5 presents the range and average difference scores on the Future Events Test-Task I (FET-I). Several unanticipated scoring problems were encountered with these measures, as indicated by the explanatory footnotes to the table. First, some subjects listed either more or less than the requested 10 events. In these cases, the range and average difference were calculated based on whatever number of events were given, usually 9 or 11. Second, occasionally an

Table 2

Articulation of Body Concept Scale Ratings
for 60 Undergraduate Students

Subject #	Judge			Subject #	Judge		
	1	2	3		1	2	3
1	2	3	4	34	4	4	5
2	3	3	4	35	2	3	4
3	1	3	4	36	3	3	4
4	4	4	5	37	2	3	4
5	2	3	4	38	2	4	5
6	2	3	4	39	3	3	4
7	3	4	5	40	2	3	4
8	3	3	5	41	3	4	5
9	1	3	3	42	1	2	3
11	2	3	4	43	3	4	4
12	3	4	4	44	2	3	5
13	1	3	4	45	4	4	5
14	2	4	4	46	2	3	3
15	5	5	5	47	1	2	3
16	2	3	5	48	5	5	5
17	1	2	3	49	4	5	5
18	5	5	5	50	2	4	4
19	4	5	5	51	3	4	5
20	2	3	3	52	3	5	5
21	4	5	4	53	3	4	4
22	2	3	4	54	3	4	4
23	2	4	4	55	4	3	5
24	2	3	4	56	4	3	5
26	4	4	5	57	1	2	3
27	3	4	4	58	3	3	4
28	3	4	4	59	1	1	1
30	3	4	5	60	2	3	4
31	4	4	4	61	2	2	3
32	1	2	3	62	5	5	5
33	2	3	4	63	3	3	4

Note: Higher ratings mean greater articulation of body concept compared to lower ratings.

Table 3

Articulation of Body Concept Scale Scores
for 60 Undergraduate Students

Subject #	Sex ^a	ABC ^b Score	Subject #	Sex	ABC Score
1	M	3.00	34	F	4.33
2	M	3.33	35	F	3.00
3	F	2.67	36	F	3.33
4	F	4.33	37	F	3.00
5	M	3.00	38	F	3.67
6	F	3.00	39	F	3.33
7	M	4.00	40	F	3.00
8	M	3.67	41	F	4.00
9	F	2.33	42	M	2.00
11	F	3.00	43	M	3.67
12	F	3.67	44	F	3.33
13	F	2.67	45	M	4.33
14	F	3.33	46	M	2.67
15	M	5.00	47	M	2.00
16	F	3.33	48	F	5.00
17	F	2.00	49	F	4.67
18	F	5.00	50	M	3.33
19	M	4.67	51	F	4.00
20	F	2.67	52	M	4.33
21	F	4.33	53	M	3.67
22	F	3.00	54	F	3.67
23	M	3.33	55	F	4.00
24	M	3.00	56	F	4.00
26	M	4.33	57	M	2.00
27	F	3.67	58	F	3.33
28	F	3.67	59	F	1.00
30	F	4.00	60	M	3.00
31	M	4.00	61	M	2.33
32	F	2.00	62	F	5.00
33	F	3.00	63	F	3.33

^aM = Male; F = Female.

^bABC = Articulation of Body Concept Scale.

Note: Higher scores reflect greater articulation of body concept compared to lower scores.

Table 4
Indexes of Psychological Differentiation
for 60 Undergraduate Students

Subject #	Sex ^a	PD ^b Index	Subject #	Sex	PD Index
1	M	2.56	34	F	3.54
2	M	2.33	35	F	2.55
3	F	2.35	36	F	3.06
4	F	4.05	37	F	2.34
5	M	2.34	38	F	3.46
6	F	2.44	39	F	3.67
7	M	3.97	40	F	3.07
8	M	3.87	41	F	3.14
9	F	2.77	42	M	2.06
11	F	3.17	43	M	2.53
12	F	3.57	44	F	3.47
13	F	2.66	45	M	2.92
14	F	2.95	46	M	2.76
15	M	4.35	47	M	2.47
16	F	2.33	48	F	3.53
17	F	1.44	49	F	4.05
18	F	3.94	50	M	3.57
19	M	4.16	51	F	3.97
20	F	2.35	52	M	4.26
21	F	3.85	53	M	3.36
22	F	2.34	54	F	3.77
23	M	3.47	55	F	2.62
24	M	3.17	56	F	3.86
26	M	2.51	57	M	1.75
27	F	3.46	58	F	3.26
28	F	3.26	59	F	.95
30	F	2.93	60	M	2.03
31	M	3.97	61	M	2.46
32	F	1.44	62	F	3.01
33	F	2.03	63	F	2.02

^aM = Male; F = Female.

^bPD = Psychological Differentiation.

Note: Higher indexes denote greater psychological differentiation compared to lower indexes.

Table 5

Future Events Test Scores—Task I
for 60 Undergraduate Students

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Subject #	Sex ^a	Range ^b	Average Difference ^c	Subject #	Sex	Range	Average Difference
1	M	52	9.1	34	F	71	20.9
2	M	55	17.1 (11) ^e	35	F	70	17.1
3	F	42	10.7	36	F	54	20.9
4	F	67	17.7	37	F	72	24.3
5	M	<i>d</i>	11.1 (9) ^e	38	F	56	9.1
6	F	37	9.3	39	F	32	9.3
7	M	51	20.3	40	F	83	24.3
8	M	72	21.2	41	F	16	3.7
9	F	20	6.7	42	M	36	15.5
11	F	52	18.8	43	M	23	10.5 (5) ^e
12	F	64	21.9	44	F	90	20.9
13	F	63	18.9	45	M	25	8.9
14	F	<i>d</i>	4.3 (9) ^e	46	M	45	14.9
15	M	22	12.4	47	M	53	20.2
16	F	57	15.3	48	F	8	4.4 (9) ^e
17	F	31	7.6	49	F	8	3.9
18	F	72	20.7	50	M	36	10.8
19	M	16	7.8	51	F	32	6.6
20	F	59	15.9	52	M	68	21.4
21	F	32	11.2 (11) ^e	53	M	47	18.8
22	F	31	12.8	54	F	81	23.2
23	M	71	16.4	55	F	74	14.1
24	M	<i>d</i>	12.7 (9) ^e	56	F	80	14.1
26	M	31	13.8	57	M	55	12.2
27	F	47	13.1	58	F	19	11.3
28	F	8	4.2 (6) ^e	59	F	30	8.7
30	F	16	7.1	60	M	34	15.8
31	M	79	23.5	61	M	13	5.0
32	F	34	14.0	62	F	46	13.0
33	F	57	21.0	63	F	44	8.0

^aM = Male; F = Female.

^bNumbers denote difference in years between present age and most remote event listed; higher numbers reflect greater future extension compared to lower numbers.

^cNumbers denote difference in years between present age and average of all events listed; higher numbers reflect greater future extension compared to lower numbers.

^dRange was not calculable since no age was given for the most remote event.

^eNumbers in parentheses indicate the number of events listed by those subjects.

approximation rather than a specific age was associated with an event (e.g., 24-26; 30's). In these instances, the midpoint of the time span presented was used (e.g., 25; 35). Third, infrequently, no numerical age was associated with an event. When this occurred, the item necessarily was omitted. In cases where the event was any but the chronologically last one listed, range was unaffected and average difference probably was only slightly influenced. When the event was almost certainly the most remote one in the list (e.g., death), range was not calculated. This occurred in only three instances and intercorrelations with the remaining FET-I range scores were judged not to have been affected significantly.

Future Events Test-Task III (FET-III) scores are presented in Table 6. Two minor scoring problems occurred in regard to this test: two subjects failed to list a numerical age for one of the 15 events read to them and one subject returned only 14 cards at the conclusion of the test. These situations were handled identically, simply by calculating correlations between ages and ranks of the remaining 14 items. This practice is likely to have had a negligible effect on overall correlations with FET-III.

Scores on the FDT are listed in Table 7. Due to significant difficulties with the scoring and, to some extent, administering of this test, the validity of

Table 6
Future Events Test Scores—Task III
for 60 Undergraduate Students

Subject #	Sex ^a	Correlation ^b Coefficient	Subject #	Sex	Correlation Coefficient
1	M	.75	34	F	.85
2	M	.76	35	F	.81
3	F	.81	36	F	.89
4	F	.83	37	F	.92
5	M	.89	38	F	.27
6	F	.92	39	F	.93
7	M	.85	40	F	.96
8	M	.96	41	F	.93
9	F	.70	42	M	.86
11	F	.93	43	M	.80
12	F	.88	44	F	.95
13	F	.77	45	M	.83
14	F	.84	46	M	.74
15	M	.76	47	M	.93
16	F	.78	48	F	.81
17	F	.31	49	F	.90
18	F	.65	50	M	.88
19	M	.66	51	F	.96
20	F	.95	52	M	.96
21	F	.86	53	M	.88
22	F	.54	54	F	.90
23	M	.87	55	F	.45
24	M	.77	56	F	.89
26	M	.76	57	M	.85
27	F	.96	58	F	.92
28	F	.79	59	F	.76
30	F	.95	60	M	.96
31	M	.91	61	M	.30
32	F	.54	62	F	.89
33	F	.95	63	F	.95

^aM = Male; F = Female.

^bHigher coefficients reflect greater future coherence compared to lower coefficients.

Table 7
Future Density Test Scores for
60 Undergraduate Students

Subject #	Sex ^a	FDT ^b Score	Subject #	Sex	FDT Score
1	M	15	34	F	20
2	M	8	35	F	11
3	F	12	36	F	18
4	F	11	37	F	14
5	M	12	38	F	9
6	F	15	39	F	11
7	M	11	40	F	16
8	M	20	41	F	10
9	F	15	42	M	11
11	F	10	43	M	9
12	F	18	44	F	15
13	F	12	45	M	13
14	F	9	46	M	13
15	M	12	47	M	17
16	F	22	48	F	12
17	F	15	49	F	22
18	F	7	50	M	18
19	M	12	51	F	9
20	F	16	52	M	10
21	F	14	53	M	12
22	F	10	54	F	9
23	M	6	55	F	7
24	M	19	56	F	21
26	M	6	57	M	17
27	F	12	58	F	12
28	F	6	59	F	14
30	F	11	60	M	11
31	M	10	61	M	20
32	F	11	62	F	14
33	F	8	63	F	12

^aM = Male; F = Female.

^bFDT = Future Density Test.

Note: Higher scores indicate greater future density compared to lower scores.

these results is questionable. The fundamental scoring problem hinged on the issues of conceptual differentiation and category width (Gardner & Schoen, 1962). The practical question was whether or not to draw a line between separable future happenings and to count them as one event or as two. For example, many subjects listed "getting married" and "having children" in very close proximity. Some subjects who presented their anticipated events in numbered phrases put "getting married" and "having children" on the same line of their paper. Others responded in narrative form, making the decision to separate or not even more perplexing. In order to cope with this problem, rules were generated with the aim of scoring, as nearly as possible, on the basis of whether or not the subject himself seemed to separate events or to lump them together. That is, the subject's own category widths were used. When "getting married" and "having children" were placed on the same line of a list of phrases, for example, they were counted as one event. When they were separated by lines on a list or by commas in a narrative, they were counted as two events. Nevertheless, there were many situations in which scoring cues were virtually absent.

The administrative problem with the FDT involved the factor of fatigue. The battery of tests given in the first phase of the study was administered from early to late

afternoon, and the FDT was second-to-last in the test sequence. Most subjects obviously were tired and not especially motivated to list as many events as they could, as instructed. As such, scores are interpreted as measuring to an inordinate degree response to fatigue.

The TMT scores are entered in Table 8. Infrequently, a subject chose four or six favorite metaphors for time, instead of five, as directed. In these cases, the average loading for the metaphors chosen was calculated. This figure was then added to the loadings of the most appropriate metaphors if only four had been selected, or subtracted from the sum of the loadings of the chosen metaphors if six had been picked out. A significant alteration in the correlations with the TMT is considered highly improbable.

The intercorrelations among the tests of PD and FTP are presented in Table 9. All correlations were calculated using the Pearson correlation method. Perhaps the most striking result in Table 9 is the unexpectedly low correlation between GEFT and ABC: $r = .18$. According to Witkin's report (1971, p. 29), highly significant correlations of $r = .55$ and $r = .71$ between these measures were obtained for college-age samples, supporting the practice of using them conjointly to measure PD. In an attempt to account for the low correlation found in the present research, two possible explanations were investigated.

Table 8

Time Metaphors Test Scores for
60 Undergraduate Students

Subject #	Sex ^a	TMT ^b Score	Subject #	Sex	TMT Score
1	M	183	34	F	148
2	M	308	35	F	152
3	F	226	36	F	122
4	F	368	37	F	184
5	M	206	38	F	646
6	F	149	39	F	211
7	M	177	40	F	347
8	M	258	41	F	202
9	F	292	42	M	153
11	F	136	43	M	249
12	F	116	44	F	107
13	F	554	45	M	143
14	F	443	46	M	188
15	M	81	47	M	270
16	F	279	48	F	274
17	F	265	49	F	261
18	F	400	50	M	239
19	M	493	51	F	165
20	F	547	52	M	170
21	F	345	53	M	102
22	F	260	54	F	371
23	M	230	55	F	228
24	M	148	56	F	573
26	M	212	57	M	544
27	F	376	58	F	158
28	F	268	59	F	303
30	F	250	60	M	134
31	M	168	61	M	208
32	F	198	62	F	186
33	F	234	63	F	201

^aM = Male; F = Female.

^bTMT = Time Metaphors Test.

Note: Higher scores reflect a subjective sense of the speed of time as faster compared to lower scores.

Table 9

Matrix of Intercorrelations among Tests of Psychological
Differentiation and Future Time Perspective
for 60 Undergraduate Students

	GEFT	ABC	PD	FET-I (Range)	FET-I (Avg. Diff.)	FET-III	FDT	TMT
GEFT	X	.18	(.76)	.24*	.22*	.21*	.23*	.06
ABC		X	(.77)	-.02	-.01	.17	-.26**	-.04
PD			X	.14	.14	.25*	-.03	.02
FET-I (Range)				X	(.84)	.19	.13	.15
FET-I (Avg. Diff.)					X	.30**	-.04	-.12
FET-III						X	-.20	-.23*
FDT							X	.07
TMT								X

Note: GEFT = Group Embedded Figures Test.
 ABC = Articulation of Body Concept Scale.
 PD = Indexes of Psychological Differentiation.
 FET-I = Future Events Test—Task I.
 FET-III = Future Events Test—Task III.
 FDT = Future Density Test.
 TMT = Time Metaphors Test.

Parentheses around numbers indicate correlations whose magnitude is an artifact of one measure being derived, in part, from the other.

* $p < .10$.

** $p < .05$.

First, because interjudge reliability on the ABC was somewhat low, correlations between GEFT and each rater's ABC scores were calculated to determine if, perhaps, one judge rated "correctly" while the other two did not, thereby lowering the correlation considerably. None of these correlations, $r = .08, .26, \text{ and } .16$, however, even approached a substantial level. Second, the possible existence of a curvilinear rather than a linear relationship between the two measures was examined by constructing a scatter plot of the scores for each test. No such relationship, however, was apparent.

In terms of the hypothesized relationships between PD and FTP, Table 9 shows that except for a low but significant ($p < .10$) correlation between the PD index and the FET-III, there were no significant relationships between the PD index and any other test of FTP. The GEFT, on the other hand, correlated significantly ($p < .10$) in the expected direction with all FTP tests except for the TMT. These correlations, however, were significant only at moderate levels. No relationship was found between the ABC and any of the FTP measures, except for an unexpected negative relationship with the FDT at the .05 level of significance.

With regard to the FTP measures as a group, there were only two out of nine significant intercorrelations. The FET-I average difference and FET-III correlation was $r = .30$, $p < .05$, while the FET-III and TMT relationship was negative and low, $r = -.23$, $p < .10$.

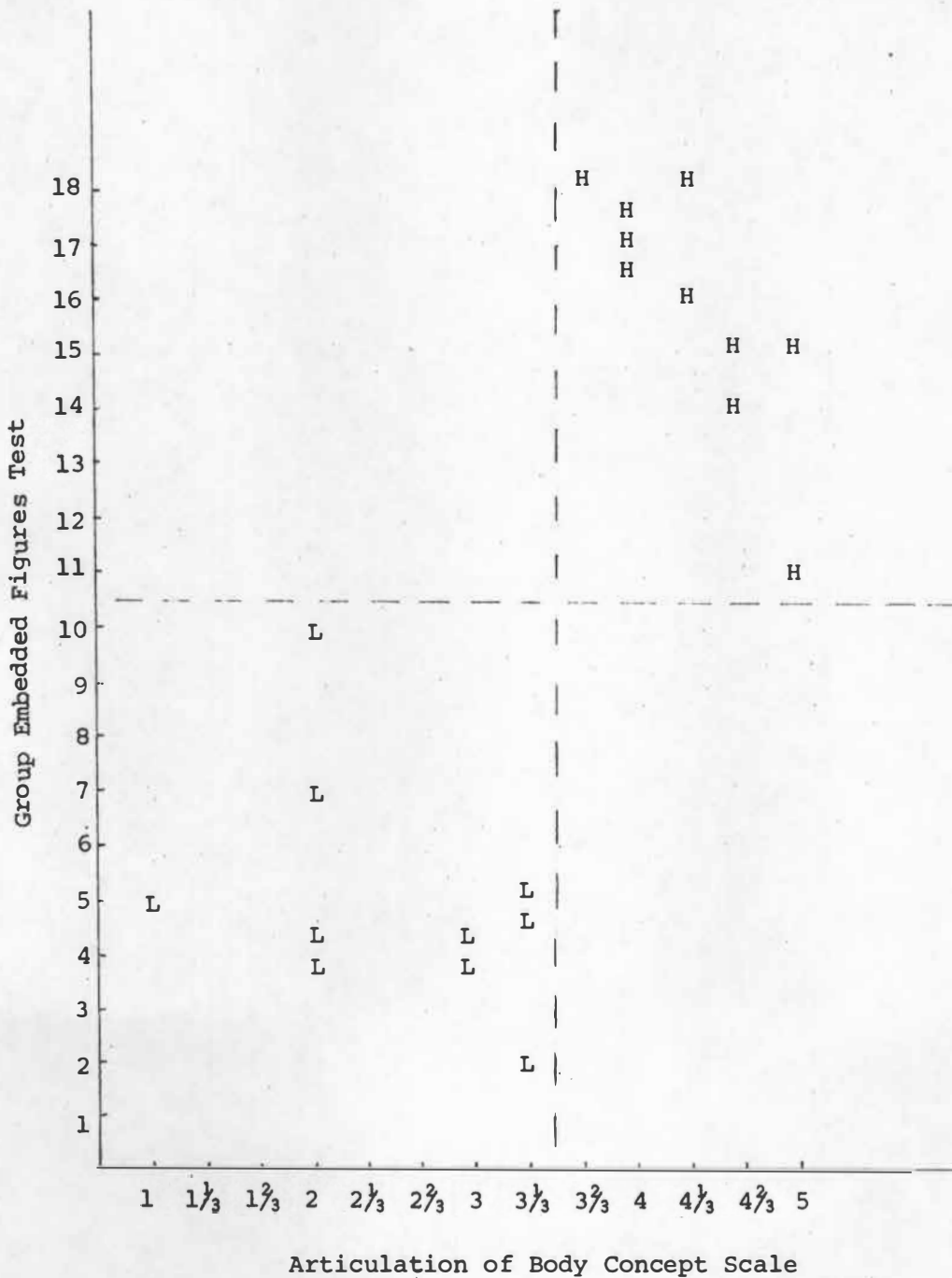
Section 2: Measures of Contemporary Behavior-in-Time

A scatterplot of scores on the PD measures for the high and low PD groups is shown in Figure 2. As can be seen, there was no overlap between the groups on either test.

Unobtrusive observation scores for contemporary behavior-in-time for the high and low PD groups are presented in Tables 10 through 15. Significances of difference between groups on each measure are shown in Table 16. As can be seen, the null hypothesis—that there is no difference between the populations from which the samples were drawn—cannot be rejected for any of these measures. The only comparison on which group differences even approached significance were Total Words and Motor Tempo. Here the trends were for high PD individuals to use fewer words to express themselves and to move at a slower pace than their low PD counterparts.

Mississippi River Test scores are depicted in Table 17. To minimize the influence of extreme scores in the distribution, a sign test using the median rather than the mean was employed. A significant difference between the groups was found, $\chi^2(1) = 7.20$, $p < .01$, with high PD subjects taking longer to write "Mississippi River" than low PD subjects.

Tables 18 and 19 present matrices of intercorrelations among measures of PD, FTP, and contemporary behavior-in-time for the high and low PD groups, respectively.



Note: H = High PD Group Member; L = Low PD Group Member.

Figure 2. Scatterplot of scores on psychological differentiation measures for high and low PD groups.

Table 10
Interview Appointment Punctuality Scores
for 20 Undergraduate Interviewees

High PD Group			Low PD Group		
Subject #	Sex ^a	Minutes ^b	Subject #	Sex	Minutes
4	F	15E	2	M	3L
7	M	12E	16	F	15E
8	M	16E	17	F	2E
15	M	19E	32	F	22E
18	F	5E	33	F	17E
19	M	2E	42	M	2E
31	M	2E	57	M	3E
49	F	12E	59	F	O
51	F	1L	60	M	13E
52	M	14E	63	F	8E

^aM = Male; F = Female.

^bE = Early; L = Late; O = On Time.

Table 11

Watch Wearing Observations for
20 Undergraduate Interviewees

High PD Group			Low PD Group		
Subject #	Sex ^a	Observation ^b	Subject #	Sex	Observation
4	F	Yes	2	M	No
7	M	No	16	F	Yes
8	M	No	17	F	Yes
15	M	No	32	F	Yes
18	F	Yes	33	F	Yes
19	M	Yes	42	M	No
31	M	No	57	M	No
49	F	Yes	59	F	No
51	F	Yes	60	M	No
52	M	Yes	63	F	No

^aM = Male; F = Female.

^bYes = Wearing a Watch at the Time of Interview;
No = Not Wearing a Watch to the Interview.

Table 12

Total Words Spoken during Interview
for 20 Undergraduate Interviewees

High PD Group			Low PD Group		
Subject #	Sex ^a	Words	Subject #	Sex	Words
4	F	262	2	M	840
7	M	1369	16	F	625
8	M	273	17	F	314
15	M	444	32	F	363
18	F	541	33	F	212
19	M	163	42	M	1955
31	M	409	57	M	1479
49	F	666	59	F	453
51	F	718	60	M	569
52	M	192	63	F	2380

^aM = Male; F = Female.

Table 13

Total Time of Interviewee Responses
for 20 Undergraduate Students

High PD Group			Low PD Group		
Subject #	Sex ^a	Seconds	Subject #	Sex	Seconds
4	F	139	2	M	297
7	M	614	16	F	255
8	M	187	17	F	190
15	M	192	32	F	227
18	F	311	33	F	163
19	M	150	42	M	830
31	M	204	57	M	495
49	F	262	59	F	235
51	F	515	60	M	377
52	M	117	63	F	756

^aM = Male; F = Female.

Table 14
Verbal Speed during Interview for
20 Undergraduate Interviewees

High PD Group				Low PD Group			
Subject #	Sex ^a	Words/Minute		Subject #	Sex	Words/Minute	
4	F	114		2	M	170	
7	M	138		16	F	147	
8	M	90		17	F	99	
15	M	138		32	F	96	
18	F	102		33	F	78	
19	M	66		42	M	141	
31	M	120		57	M	179	
49	F	150		59	F	116	
51	F	84		60	M	90	
52	M	98		63	F	189	

^aM = Male; F = Female.

Table 15

Motor Tempo Scores of Interview Behavior
for 20 Undergraduate Interviewees

High PD Group			Low PD Group		
Subject #	Sex ^a	Score ^b	Subject #	Sex	Score
4	F	6	2	M	9
7	M	9	16	F	8
8	M	4	17	F	7
15	M	5	32	F	4
18	F	4	33	F	5
19	M	7	42	M	10
31	M	2	57	M	9
49	F	5	59	F	4
51	F	7	60	M	5
52	M	6	63	F	11

^aM = Male; F = Female.

^bHigher scores indicate faster motor tempo compared to lower scores.

Table 16

Significances of Difference between High and Low
PD Groups on Contemporary Behavior-in-Time
Measures

Punctuality Scores: $t(18) = .50, p > .10$

Watch Wearing Observations: $\chi^2(1) = .80, p > .10$

Total Words Scores: $t(18) = 1.57, p > .10$

Total Time Scores: $t(18) = 1.23, p > .10$

Verbal Speed Scores: $t(18) = 1.34, p > .10$

Motor Tempo Scores: $t(18) = 1.67, p > .10$

Table 17
Mississippi River Test Scores for
20 Undergraduate Interviewees

High PD Group			Low PD Group		
Subject #	Sex ^a	Seconds ^b	Subject #	Sex	Seconds
4	F	20	2	M	182
7	M	150	16	F	13
8	M	40	17	F	25
15	M	155	32	F	15
18	F	27	33	F	25
19	M	100	42	M	18
31	M	85	57	M	15
49	F	135	59	F	25
51	F	195	60	M	320
52	M	730	63	F	25

^aM = Male; F = Female.

^bNumber denotes length of time in seconds taken to write "Mississippi River."

Table 18

Matrix of Intercorrelations among Measures of Psychological Differentiation, Future Time Perspective, and Contemporary Behavior-in-Time for the High PD Group

	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 GEFT	-.82***	-	.24	.25	.77***	.13	-.49	.18	-.38	-.03	.02	-.15	.18	.41
2 ABC	X	-	-.44	-.34	-.76***	-.17	.28	.07	.38	-.17	-.27	.19	-.06	-.03
3 PD		X	-	-	-	-	-	-	-	-	-	-	-	-
4 FET-I (Range)			X	(.93)	.22	-.35	-.02	.04	-.23	-.15	-.13	-.14	-.40	.06
5 FET-I (Avg. Diff.)				X	.11	-.34	-.13	.19	-.45	-.05	-.11	.01	-.32	.11
6 FET-III					X	.34	-.62*	.17	-.19	.09	.12	.12	-.06	.40
7 FDT						X	-.01	.43	-.15	-.06	-.20	.28	-.14	-.17
8 TMT							X	-.32	.55*	-.35	-.28	-.50	.06	-.39
9 Punctuality								X	-.32	-.05	-.29	.49	.05	.17
10 Watch Wearing									X	-.29	-.15	-.37	.22	.23
11 Total Words										X	(.93)	.51	.50	-.15
12 Total Time											X	.20	.54*	-.15
13 Verbal Speed												X	(-.08)	-.09
14 Motor Tempo													X	.22
15 Mississippi River														X

* = $p < .10$.

** = $p < .05$.

*** = $p < .01$.

Note: Parentheses around numbers indicate correlations whose magnitude is an artifact of one measure being derived, in part, from the other.

Table 19

Matrix of Intercorrelations among Measures of Psychological Differentiation, Future Time Perspective, and Contemporary Behavior-in-Time for the Low PD Group

	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 GEFT	-.38	-	.01	.23	.10	.10	.19	-.40	-.30	.28	.41	.17	.28	-.17
2 ABC	X	-	.63**	.45	.41	-.11	-.23	.34	.09	.16	.08	.25	.39	.38
3 PD		X	-	-	-	-	-	-	-	-	-	-	-	-
4 FET-I (Range)			X	(.54)	.42	.13	.47	.14	.11	.09	-.07	.43	.37	-.10
5 FET-I (Avg. Diff.)				X	.43	-.39	-.18	.44	.19	-.27	-.19	-.28	-.16	.30
6 FET-III					X	-.21	-.07	.09	-.53	.44	.46	.28	.23	.29
7 FDT						X	.43	-.03	.22	.00	-.07	.26	.14	-.37
8 TMT							X	-.38	-.13	.03	-.14	.46	.18	-.30
9 Punctuality								X	.62**	-.35	-.31	-.47	-.45	.00
10 Watch Wearing									X	-.62*	-.63**	-.55*	-.40	-.39
11 Total Words										X	(.96)	.78***	.85***	-.17
12 Total Time											X	.60*	.75***	-.07
13 Verbal Speed												X	(.85)	-.17
14 Motor Tempo													X	-.16
15 Mississippi River														X

* = $p < .10$.

** = $p < .05$.

*** = $p < .01$.

Note: Parentheses around numbers indicate correlations whose magnitude is an artifact of one measure being derived, in part, from the other.

In terms of the tests of PD and FTP, comparison of correlations within the high and low PD groups shows that the behavior of the two groups often varied considerably. For example, while the GEFT/FET-III high PD group correlation was $r = .77$, $p < .01$, the low PD group correlation was only $r = .10$, $p > .10$. Similarly, the FET-III/TMT high PD group correlation was $r = -.62$, $p < .10$, while the low PD group correlation was only $r = -.07$, $p > .10$.

Although correlations within the low PD group in these examples were small, the direction of relationship was the same within both groups. The significant positive ABC/FET-I range correlation within the low PD group, $r = .63$, $p < .05$, on the other hand, contrasts with the negative relationship between these variables within the high PD group, $r = -.44$, $p > .10$. Likewise, the strongly negative ABC/FET-III correlation within the high PD group, $r = -.76$, $p < .01$, contrasts with the positive correlation within the low PD group, $r = .41$, $p > .10$. In these latter two instances, the high and low PD groups behaved quite differently with respect to the variables in question.

With regard to intercorrelations among the FTP and contemporary behavior-in-time measures, several relationships emerged—many of which involved watch wearing behavior. Within the low PD group, watch wearers tended to talk less, $r = -.62$, $p < .10$, for a shorter time, $r = -.63$, $p < .05$,

and more slowly, $r = -.55$, $p < .10$, than those who did not wear watches. The Total Words, Total Time, and Verbal Speed measures seem to form a factor of "volubility," such that watch wearers might be described as verbally reserved while nonwatch wearers tended to talk a good deal more. In addition, watch wearers in the low group arrived earlier for their interview appointments, $r = .62$, $p < .05$, than those without watches, suggesting that the former were more concerned about being late than the latter. A finding which may be related was the tendency for the degree of organization of events in the future time span to be greater for nonwatch wearers. This and the previous relationship suggest that watch wearers in the low PD group may use their watches to provide a temporal structure for their lives.

Within the high PD group, watch wearers experienced time as flowing faster, $r = .55$, $p < .10$, than did nonwearers. Those who sensed time moving swiftly apparently needed to "keep track" of time, while those for whom time moved more slowly and, perhaps, smoothly, might be described as relatively "cool" about time. In a related finding, coherence was negatively correlated to the subjective speed of time, $r = -.62$, $p < .10$, indicating that those who felt a need to keep track of (swift-flowing) time had more poorly organized future time spans than their counterparts. The picture that emerges for the high PD group is suggestive of

two styles of being-in-time. For one subgroup, time was "no problem," as it were; for the other subgroup, time was pressing.

What stands out about the remaining significant correlations is the consistent disparity between the high and low PD groups. While the Total Words/Verbal Speed, $r = .78$, $p < .01$, Total Words/Motor Tempo, $r = .85$, $p < .01$, Total Time/Motor Tempo, $r = .75$, $p < .01$, Total Time/Verbal Speed, $r = .60$, $p < .10$, and Verbal Speed/Motor Tempo, $r = .85$, $p < .01$, correlations for the low PD group were all highly significant, those for the high PD group—while in the same direction—were not nearly as substantial. These discrepancies may be understood in terms of the theoretically greater segregation of psychological components in more differentiated individuals. The clearest example would be that while Verbal Speed and Motor Tempo were highly correlated for subjects in the low PD group, $r = .85$, $p < .01$, as expected, they actually were negatively correlated for the high PD group, $r = -.08$, $p > .10$. High PD individuals, in other words, could speak rapidly yet move other body parts slowly, and vice versa; the different body parts of low PD individuals, on the other hand, tended to move at nearly the same rate of speed. As such, expressive behavior of the high PD group might be characterized as more heterogeneous (differentiated) than that of the low PD group.

Section 3: Interview Results

The results of the high and low PD group responses to the interview questions are presented in two parts. The first part covers the objectively scorable responses to Questions 3, 4, 5, and 8, while the second part consists of the qualitative scoring of responses to Questions 1, 2, 6, 7, and 8 (see Appendix C for interview transcripts).

Question 3: Do you think the best time of your life is behind you, ahead of you, or with you now? If behind you/ahead of you, how old were you/will you be?

The difference between the two groups on the first part of Question 3 was low and insignificant, $\chi^2(2) = 1.28$, $p > .10$, with six members of the high PD group and seven members of the low PD group indicating that the best time of their lives was ahead of them. Due to small numbers, the imprecise dates given, and the slight difference in calculated means, there is no evidence of a significant difference between these subgroups in terms of how far into the future the best time was expected.

Question 4: Do you think the worst time of your life is behind you, ahead of you, or with you now? If behind you/ahead of you, how old were you/will you be?

The difference between the groups on the first part of Question 4 was significant at the .10 level, $\chi^2(2) = 5.80$. While none of the high PD group thought they were in the

midst of their worst time, four members of the low PD group did. In addition, six high PD individuals compared to only two low PD subjects indicated that their worst time was behind them. The impression drawn was that the low PD individuals tended to experience themselves as struggling and somewhat stuck, while high PD subjects seemed to feel they already had passed through the narrows and were "on their way." Again, the numbers are so small and imprecise that a valid calculation of occurrence of the worst time was not possible.

Question 5: Do you most often daydream about the past, present, or future?

On this measure, the difference between the two groups was significant at the .05 level, $\chi^2(2) = 6.00$. While most subjects in both groups said they daydream mainly about the future, the only individuals who said they daydreamed mostly about the past were from the low PD group and the only individuals who reported daydreaming mostly about the present were from the high PD group. It seemed that past-oriented low PD subjects were somewhat depressed and nostalgic for better days gone by, while present-oriented high PD subjects appeared exceptionally active and interested. It was as if their current lives were so rich that they had little time or inclination to muse about the past or future.

Question 8: If you could have either \$100 now or \$200 a year from now, which would you choose?

There was no difference between the two groups in their responses to this question. Eighty percent of individuals in both groups opted for the "\$100 now."

As stated, descriptions of the sorting criteria for Questions 1, 2, 6, 7, and 8 are presented in Appendix B. Tables 20 through 24 show the sortings of the two judges into high and low groups of 10 for each question. Interjudge reliability was $r = .80$, an acceptable level for category data.

It should be apparent from the sorting criteria for Questions 1, 2, 6, and 7 that the essential task of the judges was to rate responses in terms of degree of articulation and clarity. Question 1, about insurance coverage, elicited present knowledge about a topic imbued with future implications. Questions 2, 6, and 7 related to visions of the future which could be evaluated in terms of vagueness or clarity. As applied to these instances, degree of articulation would seem to be closely related to Wallace's concept of coherence. As such, it was expected that responses of the high PD group would be sorted into the high articulation group to a significant degree.

The criteria for Question 8 were derived from Heimberg's observation that "it is the difference in the weighting of

Table 20

Judges' Sortings of 20 Undergraduate Interviewees'
Responses to Question 1

Judge A				Judge B			
High ^b		Low		High		Low	
Subject #	Sex ^a	Subject #	Sex	Subject #	Sex	Subject #	Sex
+4 ^c	F	+15	M	+4	F	+15	M
+7	M	-17	F	+7	M	-17	F
+8	M	+18	F	+8	M	+18	F
-16	F	+19	M	-16	F	+19	M
+52	M	-33	F	+52	M	-33	F
-57	M	+51	F	-57	M	+51	F
-60	M	-63	F	-60	M	-63	F
<u>—</u> ^d		<u>—</u>		<u>—</u>		<u>—</u>	
-42	M	-2	M	-2	M	-42	M
+49	F	+31	M	+31	F	+49	M
-59	F	-32	F	-32	F	-59	F

^a M = Male; F = Female.

^b High indicates greater cognitive clarity and articulation compared to subjects in the Low group.

^c + denotes that subject is a member of the High PD Group;
- indicates that subject belongs to the Low PD Group.

^d Judges agreed on those sortings above the underscored lines and disagreed on those below the lines. Interjudge reliability on Question 1: $r = .70$.

Table 21

Judges' Sortings of 20 Undergraduate Interviewees'
Responses to Question 2

Judge A				Judge B			
High ^b		Low		High		Low	
Subject #	Sex ^a	Subject #	Sex	Subject #	Sex	Subject #	Sex
-2 ^c	M	+7	M	-2	M	+7	M
+18	F	+15	M	+18	F	+15	M
-32	F	-16	F	-32	F	-16	F
-42	M	+49	F	-42	M	+49	F
+52	M	+51	F	+52	M	+51	F
-63	F	-60	M	-63	F	-60	M
<u>+4</u> ^d	F	<u>-17</u>	F	<u>-17</u>	F	<u>+4</u>	F
+8	M	+31	M	+31	M	+8	M
+19	M	-57	M	-57	M	+19	M
-33	F	-59	F	-59	F	-33	F

^a M = Male; F = Female.

^b High indicates greater articulation compared to subjects in the Low group.

^c + denotes that subject is a member of the High PD Group;
- indicates that subject belongs to the Low PD Group.

^d Judges agreed on those sortings above the underscored lines and disagreed on those below the lines. Interjudge reliability on Question 2: $r = .60$.

Table 22

Judges' Sortings of 20 Undergraduate Interviewees'
Responses to Question 6

Judge A				Judge B			
High ^b		Low		High		Low	
Subject #	Sex ^a	Subject #	Sex	Subject #	Sex	Subject #	Sex
+4 ^c	F	-17	F	+4	F	-17	F
+8	M	+18	F	+8	M	+18	F
+15	M	+19	M	+15	M	+19	M
-16	F	+31	M	-16	F	+31	M
-42	M	-32	F	-42	M	-32	F
+51	F	-59	F	+51	F	-59	F
-57	M	-63	F	-57	M	-63	F
+49	F	-2	M	-2	F	+49	M
+52	M	+7	M	+7	M	+52	M
-60	M	-33	F	-33	M	-60	F

^a M = Male; F = Female.

^b High indicates greater articulation compared to subjects in the Low group.

^c + denotes that subject is a member of the High PD Group;
- indicates that subject belongs to the Low PD Group.

^d Judges agreed on those sortings above the underscored lines and disagreed on those below the lines. Interjudge reliability on Question 6: $r = .70$.

Table 23

Judges' Sortings of 20 Undergraduate Interviewees'
Responses to Question 7

Judge A				Judge B			
High ^b		Low		High		Low	
Subject #	Sex ^a	Subject #	Sex	Subject #	Sex	Subject #	Sex
-2 ^c	M	+4	F	-2	M	+4	F
+7	M	+8	M	+7	M	+8	M
+15	M	-17	F	+15	M	-17	F
-16	F	+18	F	-16	F	+18	F
-32	F	+19	M	-32	F	+19	M
-42	M	+31	M	-42	M	+31	M
+49	F	-33	F	+49	F	-33	F
+51	F	+52	M	+51	F	+52	M
-57	M	-59	F	-57	M	-59	F
-63	F	-60	M	-63	F	-60	M
<u> </u> ^d				<u> </u>			

^aM = Male; F = Female.

^bHigh indicates greater articulation compared to subjects in the Low group.

^c+ denotes that subject is a member of the High PD Group;
- indicates that subject belongs to the Low PD Group.

^dJudges agreed on sortings above the underscored lines.
Interjudge reliability on Question 7: $r = 1.00$.

Table 24

Judges' Sortings of 20 Undergraduate Interviewees'
Responses to Question 8

Judge A				Judge B			
High ^b		Low		High		Low	
Subject #	Sex ^a	Subject #	Sex	Subject #	Sex	Subject #	Sex
+7 ^c	M	-2	M	+7	M	-2	M
+15	M	+4	F	+15	M	+4	F
-17	F	+8	M	-17	F	+8	M
+19	M	-16	F	+19	M	-16	F
+31	M	+18	F	+31	M	+18	F
-42	M	-32	F	-42	M	-32	F
+51	F	-33	F	+51	F	-33	F
-57	M	+49	F	-57	M	+49	F
-59	F	+52	M	-59	F	+52	M
-63	F	-60	M	-63	F	-60	M
<u>—</u> ^d				<u>—</u>			

^a M = Male; F = Female.

^b High indicates greater weight given to the future alternative in the choice-making compared to subjects in the Low group.

^c + denotes that subject is a member of the High PD Group;
- indicates that subject belongs to the Low PD Group.

^d Judges agreed on sortings above the underscored lines.
Interjudge reliability on Question 8: $r = 1.00$.

consequences as a function of their distance in time which seems to be crucial in all the important behaviors which have been theoretically associated with FTP" (1963, p. 2). Judges were asked to sort the responses to this question in terms of the extent to which the future alternative seemed to be weighed in the decision-making. It was expected that subjects whose future temporal horizons extended relatively less far would appear to make only token reference—or none at all—to the future alternative when explaining their choice.

The results of chi square analyses of the differences between observed and expected sample frequencies for each of these five questions are presented in Table 25. As can be seen, none of the group differences with respect to these questions approached an acceptable level of significance.

Table 25

Significances of Difference between High and Low
PD Groups on Questions 1, 2, 6, 7, and 8

Question 1:	$\chi^2(1) = 0$
Question 2:	$\chi^2(1) = .80, \underline{p} > .10$
Question 6:	$\chi^2(1) = .20, \underline{p} > .10$
Question 7:	$\chi^2(1) = .80, \underline{p} > .10$
Question 8:	$\chi^2(1) = 0$

CHAPTER VI

DISCUSSION

According to Witkin's differentiation hypothesis, communality in formal aspects of behavior is expected across diverse psychological areas. The central purpose of the present study was to test the generalizability of this hypothesis; specifically, to what extent future time perspective (FTP) is related to Witkin's psychological differentiation (PD) construct. From the work of Werner (1940/1948; 1957) and, especially, Lewin (1946/1965), it was predicted that significant positive relationships between PD and several dimensions of FTP would be found.

Interpretation of results of the present study is complicated, however, by the surprisingly low correlation between the Group Embedded Figures Test (GEFT) and the Articulation of Body Concept Scale (ABC). Since the indexes of PD were derived from these two measures, intercorrelations between these indexes and the FTP measures, as well as the composition of the extreme PD groups, were directly affected by this relative lack of relationship. The low shared covariance between these measures for the present sample raises questions about the validity of the indexes and the "purity" of the groups in regard to the differentiation concept.

One possible explanation for the low GEFT/ABC correlation is that the sample drawn may have been somewhat atypical of the entire undergraduate population. Although the full range of possible scores was represented by both distributions, GEFT scores tended to clump at the upper and lower ends of the distribution, while ABC scores were relatively tightly packed from the middle to the upper limit of that distribution. In both cases, more normal distributions were expected.

To test nonnormality of distribution, GEFT distributions of males and females in the present study were compared with large-scale ($n = 155$ and $n = 242$, respectively) sample results reported by Witkin et al. (1971, p. 28). Although there was some indication that the males in each study came from different populations, $\chi^2(1) = 3.08$, $p < .10$, there was no such evidence that the females belonged to disparate populations, $\chi^2(1) = 2.00$, $p > .10$. Because females comprised nearly two-thirds of the sample in the present study, there do not appear to be sufficient grounds for doubting that the samples were fundamentally similar.

Regarding the ABC distribution obtained, it is possible that the somewhat bunched scores (often found with college populations) artificially depressed the GEFT/ABC correlation. Because none of the three sets of ABC ratings correlated highly with the GEFT scores, however, this hypothesis does

not seem plausible in accounting for the low correlation obtained.

Another possible explanation is that the expectation of a much greater shared covariance may itself be erroneous. In his review article dealing with the measurement of field independence, Arbuthnot (1972, p. 485) cited approximately 12 reports of EFT/ABC correlations, the average of which was only $r = .34$. In addition, in the sole large sample reported, the intercorrelation of scores produced by 200 adolescent males was only $r = .22$. Accordingly, Arbuthnot cautioned researchers about the advisability of using the ABC as a measure of field independence. The same admonition might apply when one considers the use of the ABC as an indicator of psychological differentiation.

Correlations between FTP tests and criterion measures of PD (GEFT and ABC) were calculated along with PD indexes (see Table 9, page 43). Although among the FTP measures PD was related only to the FET-III ($p < .10$), low but significant correlations ($p < .10$) between the GEFT and the FET-I, FET-III, and FDT were found. These results suggest a positive—though weak—relationship between PD and extension, coherence, and density of future time perspective. These findings are compatible with Friel's (1968) demonstration of greater extension and coherence and Spotts' (1964) finding of greater extension in field independent

undergraduates. The present study found no evidence, however, of a relationship between PD and one's metaphoric evaluation of the speed of time, as measured by the TMT.

In terms of intercorrelations among the FTP measures themselves, the fact that there were only two out of a possible nine significant relationships—and these were at low levels—tends to support the findings of Ruiz et al. (1967) and Platt et al. (1971) challenging the assumption that future time perspective is a unitary construct. It follows that further progress in the analysis of future time perspective awaits specification of what aspect of FTP one is attempting to measure.

Another requisite for progress in the field of future time perspective concerns the reliability and validity of the measuring instruments used. Other than reliability coefficients for the Future Events Test-Task I reported by Spotts (1965, p. 158), $r = .58$ for 69 college males, and by Lessing (1968, p. 185), $r = .94$ ($n = 44$) and $.89$ ($n = 51$) based on a corrected odd-even method and $r = .59$ ($n = 44$) and $.55$ ($n = 46$) using a test-retest procedure with 5th and 8th grade children, the present investigator was unable to locate reliability data for any of the other measures used in this study. Although most measures have good face validity, little construct validity has been established for any of the tests commonly used in the field (Ruiz et al., 1967; Platt et al., 1971).

With regard to contemporary behavior-in-time measures, the expectation of no differences between the high and low PD groups was maintained. Although subjects in the low PD group tended to be more verbose and to move at a faster tempo than subjects in the high PD group, no differences reached significance. Given greater group purity, the Total Words and Motor Tempo means may well have been significantly different; however, it is doubtful that any of the other measures would have discriminated between the groups.

Results produced by the Mississippi River Test indicate that extent of psychological differentiation in college students appears to be positively related to the ability to articulate time spans, or to bind time. High PD undergraduates, in other words, appear to be more patient than their low PD classmates. Because reliability data for this instrument has yet to be gathered, however, further research is needed before concluding to what extent this relationship holds true over time, across situations, and with different age and socioeconomic groups.

In terms of responses to the interview questions, as stated, only Question 5 produced a group difference significant at the .05 level, although Question 4 reached the .10 level of significance. Since both of these questions (and Question 3) were adapted to the present research from

the Time Reference Inventory (Roos & Albers, 1965), using this instrument to investigate the relationship between PD and temporal orientation might prove to be fruitful.

One useful point of view to assess the results of the present study and, indeed, all research in the field dependence/psychological differentiation (FD/PD) area can be found in Allport's (1961, pp. 460-494) distinction between coping and expressive behavior. Allport wrote that all behavior may be thought of as having two main components. The coping component refers to the "what" or content of behavior. It is the purposive, specifically motivated behavior called forth by the task at hand. The expressive aspect refers to the "how" or style of behavior. It is the spontaneously emitted manner in which we behave. Coping behavior, for example, is what we write; expressive behavior is our handwriting.

Although all activities involve both aspects of behavior, Allport observed that there are varying proportions of coping and expressive behavior in different activities. For instance, there is relatively more coping involved in assembly-line work, automobile driving, radio announcing, military drill, bookkeeping, and surgery than there is in dancing, conversing, composing music, designing dresses, and relaxing (1961, p. 465). Generally speaking, the more

precisely task requirements are set forth, the greater the coping aspect in the resulting action, and vice versa.

The implications of this conceptualization for the FD/PD field were grasped by Wachtel (1968; 1972), who noted that all of the commonly used tests of FD/PD are tests of "ability." That is, they are designed to elicit field dependent or psychologically differentiated behavior if such can be produced. Performance on these tests, however, is typically used to make statements about an individual's "style," frequently defined as the witting and unwitting adaptive choices and strategies usually employed. Wachtel's point was that people do not necessarily produce their most differentiated behavior unless so asked (and not even then, sometimes). Ability to function in a highly differentiated manner does not necessarily imply deliberate choice, or subconscious penchant, for doing so. This contrast between ability and style is akin to Allport's distinction between coping and expressive behavior. Both authors emphasize the importance of the presence or absence of specific task requirements when evaluating an individual's behavior. When given precise instructions, a person's performance usually may be regarded as his ability to cope with a certain task. How he behaves when instructions are ambiguous or absent may be viewed as his style or self-expression.

With regard to the instruments used in the present research, while we may reasonably assume that subjects did their best on the GEFT and the ABC in accordance with the instructions given, we may not make the same assumption with respect to measures of future time perspective (FTP). Except for the Future Density Test, the instructions for these measures did not indicate to the subjects what was being assessed. They were not told to look as far into the future as they could nor to order their conceptions of the future as consistently as possible, and they were given no hints about how to respond to the interview questions ("There are no right or wrong answers . . ."). As a result, the subjects cannot be viewed as having produced their most differentiated behavior on these measures. In sum, because the design of the FTP measures permitted—in effect, forced—subjects to express their stylistic preferences rather than the extent of their ability in some respect, perhaps the very modest relationships between the FD/PD and FTP measures should have come as no surprise.

The preceding discussion of the design of the FD/PD and FTP tests used in the present study touches upon another useful frame of reference for viewing each of these fields. In 1957, Werner outlined what he called the principle of "fixity versus mobility of developmental level of operation" as follows:

The assumption that all organisms normally operate upon a relatively fixed and rather sharply circumscribed developmental level appears to be tacitly accepted by many psychologists. A contrary view is that all higher organisms manifest a certain range of genetically different operations. This means, for instance, that a child of a certain age or an adult, may, qua normal, perform at genetically different levels. Furthermore, there is, so to speak, not only "horizontal" differentiation but also "vertical" differentiation; that is, the more mature compared with the less mature individual has at his disposal a greater number of developmentally different operations. (1957, p. 138)

Witkin used this conceptualization to describe the results of research concerning the relationship between field dependence and susceptibility to personality change through therapy. He observed that "some persons who are field-independent . . . function consistently at a highly differentiated level, whereas others vary more according to circumstances and inner state. The first kind of subject shows 'fixity' of functioning, the second shows 'mobility'" (1965, p. 333).

Witkin acknowledged that because his perceptual tasks press subjects to perform analytically if possible, they fail to distinguish between fixed and mobile field-independent individuals or, as Wachtel put it, "between those who can function in a field-independent fashion and those who must function that way" (1972, p. 186). Some efforts have been made to develop tests in which the correct solution requires a passive-global approach (Witkin et al., 1954/1972, pp. 89-97; Haronian & Sugerman, 1966), but further work is needed.

Without positive measures of the field-dependent or passive-global mode, the researcher is not only unable to identify those who can relinquish more differentiated modes when the situation calls for it or, in psychoanalytic terms, to regress in the service of the ego (Kris, 1952, pp. 28, 60-63, 177, 197-198), but he may inadvertently fall prey to "overrating" analytical functioning. Witkin has been criticized on this point with, it seems, justification.

The principle of fixity versus mobility of developmental operation just discussed also may be applied to the field of future time perspective. In 1939, Frank noted the "wide individual variations" in future extension within different age groups. Some individuals "seem to live almost entirely in the immediate present" while others "apparently live almost entirely in the future" (p. 343). Werner's concept of "fixity" seems to describe these two temporal orientations. Frank went on to observe that "with increasing maturity an individual may alter his time perspectives, seeing certain events in a more remote focus and others in a more immediate" (1939/1948, p. 344). This capacity to shift from short-range to long-range thinking—and back again—would seem to be a manifestation of Werner's "mobility" of developmental operation. We will return to these concepts shortly.

To date, the preponderance of research in the field of future time perspective has focused on the importance of

being able to make long-range plans and to anticipate distant consequences. Foreshortened future extension has been associated with schizophrenia (Wallace, 1956), alcoholism (Smart, 1968), heroin addiction (Henik & Domino, 1975), and delinquency (Stein, Sarbin, & Kulik, 1968). Few would argue that the inability to extend one's thought far into the future does not constitute a serious obstacle to healthy adaptation. The inability to see events in a "more immediate (focus)" (Frank, 1939/1948, p. 344), however, also represents a major handicap. As Gergen and Back (1965, p. 186) remarked, while there are "certain classes of problems for which optimal solutions should be based on a consideration of an extended future . . . optimal solutions to some problems might indeed require a short-range view." Because we are continually confronted with problems requiring different lengths of future extension, it seems evident that "mobility" in the extension of one's future time span represents a critical variable in human adaptation. Frank went so far as to say that "the ironical tragedy of the human race has been the inability of man to find the appropriate time perspective for each of the multiplicity of events that crowd in upon him. . . ." (1939/1948, pp. 344-345). This broadening of outlook with respect to extension of future time perspective has implications for assessment of this and other dimensions of future time perspective.

The present investigator has pointed out that, except perhaps for the Future Density Test, the tests of future time perspective used in the present study are measures of stylistic preference rather than ability. An important direction for research in this field is to develop tests of maximum performance. Assesssing how far a person can extend his thought and how coherent he can be about anticipated events would provide valuable data. Just as positive tests of field dependence ability need to be developed, however, tests designed to measure the ability to take a short-range view and, perhaps, to be somewhat incoherent about expected events also are needed. Developing ability tests which measure in both directions along future time dimensions would facilitate identification of those individuals relatively able "to find the appropriate time perspective" (Frank, 1939/1948, p. 345). Subsequent study of these individuals might uncover trainable strategies for more effective behavior-in-time.

In the preceding pages, the distinctions between style and capacity and between fixity and mobility have been discussed in terms of the field dependence/psychological differentiation and future time perspective fields. Another distinction worth examining in this context is personal versus impersonal situations.

In 1939, Frank postulated that

a single individual may develop a variety of time perspectives, each applicable to a different aspect of living, so that he may view economic events in one dimension, political in another, social in another, sexual in another, and so on, with little or no apparent conflict; or he may develop a more or less homogeneous set of dimensions for all aspects of life, bringing his conduct into a well-integrated pattern. (p. 344)

As mentioned, recent work in the field of future time perspective—including the present study—indicates that FTP is a multidimensional construct; that, in effect, the first part of Frank's thesis is more tenable than the second. Lessing (1971) provided support for this view when she found that future extension in personal events was significantly different from future extension in social-political events.

In the present study, it may be important to recall that extension, coherence, and density were assessed in terms of anticipated personal events. If there is as much heterogeneity in individual time perspectives as current research suggests, then generalizing from personal dimensions of FTP to impersonal ones, and the converse, may not be valid in many cases. One may need to speak of "personal future extension" rather than merely "future extension," as much as the latter is an improvement over "future time perspective." Clearly, increasing specification is essential for further progress in the field.

It might also be pointed out that the PD measures used presented subjects with essentially impersonal situations, in contrast to the FTP tests. Thus, behavior was being measured in two—perhaps crucially different—contexts. As such, the generally low correlations obtained between PD and dimensions of FTP may reflect that the behavior concerned is more situation-specific than the investigator had assumed at the outset.

Clinical Impressions of High and Low PD Subjects

Although categorization of interview data yielded only two significant group differences—on Questions 4 and 5—the interviewer gained several distinct impressions of high and low PD subjects. These impressions will be presented, along with supporting narrative.

In the low PD group, four subjects struck the interviewer as psychologically impoverished. They displayed relatively low energy levels, passivity, vague and unelaborated thinking, and emotional flatness. In response to the question on anticipated life changes in the event of blindness, for example, one of these subjects (No. 32, female) said:

I think I would learn to appreciate you know a lot of things that I take for granted you know now, that you know if I lost my sight I would you know take it pretty much you know what would happen if I lost my hearing, I would start to appreciate you know things that I see . . . my family and you know necessary things. . . .

Another (No. 33, female) responded:

I think it would be a whole lot different. Because—I want to be a nurse and you need to see . . . to be able to do things.

(Any other kinds of changes that you could foresee?)

It would probably hinder a lot of things that I would like to do. But that's the most. . . .

A third (No. 17, female) replied:

What changes. . . . I don't know of anything it would change—it wouldn't change my career, it wouldn't affect anything. Um, I don't know of anything it would change. . . . I don't know of anything it would change.

(You don't know of anything it would change?)

Mm-mm (no).

(Do you have a career planned?)

Right now, I want to do something working with people, such as social work or something.

(Mmm.)

So, I don't see why talking to people—well, maybe so. Seeing their reactions to what I'm saying. But you can be a counselor still and not be able to see.

The previous subject (No. 17) displayed obliviousness to the implications of loss of sight. Similarly, another low PD subject (No. 16, female) manifested a Pollyanna sort of denial when confronted with this hypothetical situation:

Well, I couldn't finish my nursing school, but I would do something you know—I wouldn't sit around. And uh we wouldn't have to change the house around because I basically know where everything is. I might have to get a seeing eye dog or something, but other than that I wouldn't change anything.

(Mm-hmm.)

Because I basically know everything that's around in the environment—in my environment. Only thing that would be wrong is I wouldn't be able to drive.

(Mm-hmm.)

And so, nothing really I would change except those two things.

In contrast to the majority of low PD subjects, high PD individuals tended to make more realistic, detailed appraisals of the predicaments they would probably face should they become blind. Subject No. 15 (male), for instance, responded as follows:

Well, there'd be a lot of changes, because right now I'm trying to get my pilot's license and you have to see to fly. And in my future I plan to be in aviation—probably for my whole life. So I'd just have to change everything around. I don't know what I'd do.

(It'd really throw a monkey wrench into your plans.)

Mm-hmm.

(Any other changes that you could anticipate?)

It might be harder to find a wife. A blind man, you know. A woman prefers a man who can see. She doesn't have to be there all the time. And it would affect my plans of going and seeing things that I haven't seen yet that I want to see.

Another relatively clear and thoughtful response was given by Subject No. 51 (female), who really seemed to put herself into the situation:

(Nervous exhalation.) The first thing is having a particular place for everything, I guess. Um,

I see a lot of challenges for me. What changes (to herself)? There'd be a lot of physical changes, just learning where things are and uh taking a last look at things I haven't seen. Like I say, I could see some changes emotionally. Um, and learning to do things on my own. Probably I'd have to learn um to communicate with people, too, just how they would react to me. And how I feel about myself—that would be different.

In a similar vein, Subject No. 7 (male) replied:

I would have to seek a lot more help from other people, a lot more—I think I'd have to think about people's relationships I have right now and be able to understand what they feel. Um, it'd cause a lot of self-examination, I think, for me. Um, a lot of things—I'd get more in touch with a lot of things if I knew something drastic like that was gonna happen.

(Mm-hmm.)

Um, it'd be pretty strange you know saying one day you would lose your sight. Um, it'd be very, very traumatic, I'm sure. Ah, I'd be seeking more and more help from other people. Uh, I can't—it's hard for me to conceive of myself like maybe forever being put in a wheelchair and having to adjust myself to this kind of situation. I think it'd be difficult for me, but uh eventually I think I'd survive.

(Mm-hmm.)

And I think I'd be happy, too. 'Cause I personally think I could survive no matter what I'd have to do. . . . But I'm not saying it wouldn't be difficult.

Subject No. 7 displayed what might be described as realistic coping confidence. His conviction that he could "survive" was made in the context of a respectful analysis of the attendant difficulties, in contrast to Subject No. 16's blithe minimizing of the situation. This attitude of coping

confidence in the midst of a more realistic appreciation of inevitable hardship also characterized two other high PD group subjects. Subject No. 31 (male) responded in a quiet, sober manner:

Well, I'd expect to be a lot more limited in the things I could do. On my choice of jobs. I don't think it would be the end of the world; I think a lot of other people cope with it and I think I might could, too—probably could. Just have to be there to really tell.

Subject No. 49 (female) expressed similar sentiments in her response:

Um, a lot of hard times, I can tell you that. Um, just adjusting to you know being without my sight. I'd anticipate that my other senses would get better. Like my hearing and everything to compensate for the loss of my eyes. Um, I would expect more . . . more support from my family than I have now, you know, they'd stand behind me with my friends you know. I expect I'd be able to get through. . . . There'd be pressure, you know. It'd be kind of hard to overcome a problem like that, because you know every day you use your eyes. But um it's not one that I couldn't overcome.

Another dimension that seemed to discriminate between the groups was that of empathy and concern for external situations versus narcissistic centering on one's own needs. The high PD group tended to be more concerned about the domestic and international situation when considering parenthood than the low PD group. They also manifested an ability to consider the needs of their unborn children separate from their own needs, in some contrast to the low PD group. Subject No. 7 (male), for example, in responding

to being asked whether or not the world situation enters into his plans to have children, said:

Um, it sure should bother everyone, it should, you know, sure people should think about the kind of world they'd be bringing a child into, I mean, what they have to expect for the child. That's normal, it seems to me.

Subject No. 15 (male) viewed having and rearing children, in part, as a contribution to the problem of evil in the world:

I plan to raise a family, of about five, I believe, and as moral as possible because in this bad world you need all the more moral people.

Another high PD subject (No. 31, male) responded:

Well, they probably form my opinions about how many I have—like I wouldn't want to have over two.

(Mm-hmm.)

Just for population reasons and financial reasons. I just don't feel it would be logical to have over two.

(Mm-hmm. Anything else about that that you've thought of?)

I'd wonder what it'd be like for them, but I really don't know.

Subject No. 49 (female) expressed even more direct concern for children she might bring into the world:

Well, with all the problems we're having internationally uh I kind of wonder, well, would it be—will we still be here when I'm ready to have children? And also, the way the world is today, would it be wise and safe to raise children?

Low PD group members seemed to express a more egocentric outlook in response to this question. Subject No. 16, for example, declared:

No, not really. Um, I know the world is going to a mess but uh I like kids and I don't think about things like that. You know I don't think people should think about that, whether they should bring a child into the world or not. If you love 'em enough and everything they're gonna do the best they can.

Subject No. 2 (male) could not seem to separate his own personal malaise at present from the more long-range question of advisability of bringing children into a troubled world:

Like sometimes I think about you know why should I bring kids into this world. I'm not having the greatest time in my life right now.

Subject No. 2's response is noteworthy, in addition, because it illustrates a peculiar kind of narrowing of temporal horizons found in several low PD subjects. Because he was having a hard time at this point in his life, he seemed unable to imagine when things might be better for him personally and when the decision to have or not to have children might be based more on other considerations. Whether this apparent inability may be more usefully thought of as a concomitant of depression than as a personality characteristic of relatively low PD individuals, however, is uncertain. In any event, the four subjects who displayed this behavior were all from the low PD group. Subject No. 17

(female) provided another example of narrow perspective in her response to the question of whether she thought the worst time of her life was in the past, present, or future:

Now (without hesitation).

(Right now is?)

Mm-hmm.

(Uh, do you mind if I ask you what's, what's going on now that's so bad?)

It's just that—I'm at a point where I really don't know what to major in, 'cause things keep changin' and I'm just tryin' to see what I can do the best in. . . .

Somehow current uncertainty about choosing a major seems a rather trivial concern when compared to all past and potential life tribulations. The impression gained, however, was precisely that such a comparison was not made, that this individual was too bound to her immediate experience to take a broader perspective. In other words, she was unable (more than unwilling, it seemed) to effect a "temporal decontextualization," which may be parallel to difficulty in overcoming embedding spatial contexts. Another subject (No. 16, female) responded in similar fashion to this question:

Right now I'd say now because I'm having trouble in school and I'm trying to you know make the finals to pass.

(Mm-hmm.)

And there're just one or two subjects that would kill me or make me. So, right now it's right now.

Within some of the low PD group responses but within many more of the high PD group responses were indications of relatively well-defined senses of identity. These indications were most manifest in responses to the prospect of winning a million-dollar lottery. Subject No. 7 (male), for example, remarked as follows:

A million-dollar lottery. Um, now I've often thought about that—as any person would, I think. Um, if I won a million dollars right now, it wouldn't change my life drastically, because—I'm talking about mentally, the way I think—I would still continue to go to school, I believe, and I would still try to attain the things, the goals that I want to attain. . . . Seems like it would be nice to have, to say, "I've got that there," but uh to say that this million dollars is gonna change my whole life . . . I'm not like, I'm not that kind of person.

Subject No. 15 (male) reflected:

Well, it wouldn't change me much—I'd be the same person (with little hesitation)—but uh a million dollars . . . I'd probably put it in the bank and buy a couple of things that I need. I won't go you know luxury buying: everything I see and like I wouldn't buy. It wouldn't change me much at all.

Perhaps the clearest expression of self-definition was given by Subject No. 49 (female):

Money doesn't have a very outstanding effect on me. It kind of you know—I don't need money much in my life. Like I could have money or I could not have money. I've lived both ways and it doesn't really make a difference in my life. I like me better without much money, because I have, you know, I have clearer values and things.

Another distinction between the two groups gleaned during the course of the interviews was that low PD group

members seemed impulsive when compared to high PD group subjects. Differences in this respect were most apparent in responses to the question of whether to choose \$100 now or \$200 a year from now. The following four low PD responses (Subject Nos. 33, female; 16, female; 60, male; and 63, female, respectively) are illustrative:

The 100 now.

(Okay. Why?)

Because I owe \$106 to school.

A \$100 right now (with little hesitation).

(Why?)

Because we're in the process of moving and it's a \$100 deposit (laughs).

(There it would be.)

Right. So I think I'd put the \$100 down on the deposit.

A \$100 right now (without hesitation).

(Okay. Why?)

'Cause I'm almost broke (laughs) and I need it now. And I'd just as soon . . . who knows, there might not be next year for me (laughs).

The \$100 now (laughs).

(Okay. Why?)

Because I'm broke (laughs)!

High PD group responses, on the other hand, tended to reflect more deliberation and perception of the future alternative as more viable—even if it were not chosen. These qualities were exemplified in the responses of Subjects 7, male; 15, male; and 31, male.

Um, right now, to say that I'd have a \$100 more later . . . but I may not be here later . . . um, should I take the money and run or . . . I think when something is given like that . . . I think I'd just take the money. And not hang around for another \$100. To me \$100 is, it's really not that much money, considering what I can do. Um, if I was given a \$100 right now, I'd take it.

Uh, I'll say I'd take the \$100 now.

(Why?)

Uh, I've got a lot of expenses on me now, whereas a year from now I think I'll be financially a little better off.

(Mm-hmm.)

Um, with the money I can save from my grant check and things like that. . . . Um, my job'll be paying a little bit more by then, I'm pretty sure. And I won't need it as much. I'm not saying that I won't need it.

(But not as much as you do now.)

Not as much as I do now. So many bills at Christmas time . . . I need the money now.

I'd take the 100 now.

(Why?)

Well, right now I got a need for the 100 and a year from now I might need a lot more than that or I might not need anything. I plan on working, being working next year.

(You're not now?)

Well, I've got a part-time job. It's enough to barely drag me along.

A final observation regards the fact that there were nearly three times as many requests for clarification of questions from high PD group subjects as there were from low PD group members. Initially, this appeared to be a contradiction with Witkin's description of field-independent individuals as more apt to define tasks for themselves than to rely upon others for assistance in this regard. Closer scrutiny, however, revealed that the assistance sought by these high PD persons usually was on quite specific points and could not be construed as the passive, global requests for direction theoretically characteristic of field-dependent individuals. Instead, these requests seemed to represent obsessionalism in individuals especially concerned with doing things "right." It is in this sense that the concepts of field dependence and field independence may require closer examination. For although the obsessional subjects in the high PD group were not dependent on the examiner to direct their interview behavior in a general sense, their behavior did have the quality of being directed. There was an implicit concern with and an attempt to be faithful to such principles as responding precisely to the interviewer's questions, staying on track, and being "appropriate," though the

interviewer had not requested such behavior. On the contrary, interviewees were encouraged to respond however they wanted.

The foregoing suggests that the obsessional subjects in the high PD group, while no longer dependent upon external voices of authority, remain dependent upon internal ones. The "shoulds" that these individuals seem to live by may be understood as unassimilated dictates which once emanated from significant persons in their lives. These rules were introjected or "swallowed whole," however, and now they emanate from within. It is misleading to describe such persons as "field-independent." Strictly speaking, they are not. It is just that the "field" upon which they depend is an internalized one.

Just as not all field-independent individuals live up to the definition of field independence, not all field-dependent persons live up to the definition of field dependence. The investigator's growing belief that Witkin's concepts require reexamination will be illustrated by concluding this discussion with a field-dependent woman's (Subject No. 63) response to Question 2. Note how "dependent" she was on the interviewer to provide task definition.

(All right. What I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?)

Yes. Okay, because to me children are maturin' so fast nowadays you know. I have a sister that's 15 years old and when I was 15 I was nothing like the way she is today you know. They're so mature and it seems like even little children I've noticed two or three years old you know they know so much. Seems like they know so much more than I did when I was that young. And you know and and people are so open—which I think is good to a certain extent. But the people in the world today you know children—they don't have respect anymore. Parents don't teach their children respect. And they don't care you know. And sometimes people say: "Well, you know you can't be too strict on your children." Well, you—I feel you have to be strict to a certain extent, and then I thought you know what would it be like in this world bringin' up a child that you love you know being strict and okay and you start being strict with a child and you know how peer groups are—they have a tendency to say this and that about your parents or this and that about you.

(Mm-hmm.)

Which okay I could care less about but you know it it's something else bringing up a child in this world. And I feel like if I would you know if I had of been born earlier say maybe in the early 1900's had a choice to be born early say in the 1900's and today, well the time that I was, I would prefer the time that I was because okay now the children it's like I you know keep constantly saying they're more intelligent um there's a drive to become somebody you know. And and that is good whereas you know, especially being Black, children in 1900 that were born all they knew was just a farm and you know little things that that would make somebody else rich you know seem like they didn't focus on you know becoming somebody of their own and and reaching the utmost that they possibly could you know. And and that's important to me and you know I don't know when I have my children (laughs)—see I was raised a little old-fashioned-like you know, although I was involved in various activities and stuff, my parents you know we had

different values and stuff and and they taught me respect and how to be a lady and everything. And and you know and—

(You like those values.)

I love those values, because to me nowadays we have so many young people that don't care anything about themselves, don't give respect to anyone else, don't care whether or not they receive respect, and to me you know that's not a lady you know that's that's no quantities of a lady. I feel like there are too many females walkin' around with dresses that are not ladies. We got a lot of females and a lot of males in the world. And I feel the same about males, too, you know. And and then I ask myself: "Well, how can you expect for a man or even another woman to give you respect when you don't even respect your own self you know." At one time I was really hung up on this you know (smiling broadly). But see when I have my children (giggles) you know I want them to get the best education they possibly can. And I hope that I'll be in a situation where I'll be able to give them all the things they need and some of the things they want. But I want them to learn there's more in life than being able to get what you want and you know and and be wild—when I mean "wild": not carin' or respectin' yourself in a respectable manner or something like that.

(You want to get across those values.)

Definitely you know I mean even though people might say: "It's a little old-fashioned this is 1980 you know." Yeah, this is 1980 but you know there is still the need to be a lady you know and to carry yourself in a man-like manner you know gentleman-like you know. Because—oh I'm so glad you're talkin' about this!

(?!!)

This response is striking because of the extent to which the subject "went her own way," rather than seeking guidance from, or at least checking with, the examiner. It was as

if she were not even aware of the boundaries that most subjects seemed to find implicit in the question. The point to be made is that while some field-dependent individuals behave interpersonally in submissive, guidance-seeking ways, others narcissistically ignore task definition set for them—much less request direction. The former subgroup would be described as interpersonally passive, the latter as narcissistic or hysteroid. Refining Witkin's concepts in light of such clinical observation is likely to improve the quality of research in this field.

Conclusions and Recommendations for Future Research

The present research was undertaken to examine the relationship between psychological differentiation (PD) and future time perspective (FTP). Data were obtained from 60 college students using two standard tests of PD and a variety of measures of FTP.

The primary conclusion of the study is that there is a positive—though weak—relationship between PD and extension, coherence, and density of FTP, as predicted. While this conclusion appears to extend the applicability of Witkin's differentiation hypothesis, the unexpectedly low shared covariance between PD tests raises a question concerning how well PD was measured and, perhaps, how robust a construct it is. Analysis of test results

suggests that the validity of the Articulation of Body Concept Scale (ABC) as a criterion measure of field dependence/psychological differentiation (FD/PD) is uncertain. Therefore, investigators are cautioned about using the ABC until its validity has been established by future research and its relation to other measures of PD has been worked out.

Another major conclusion, one that confirms previous research, is that FTP is not a unitary construct. For this reason, careful specification of, and research on, future time dimensions is indicated. Researchers should specify not only whether they are examining future extension or future coherence, for example, but also whether they are investigating personal or impersonal future extension or future coherence.

It is also concluded that further work on measures of PD and dimensions of FTP is needed. Validity studies on the ABC are called for, as are reliability and validity research on the Future Events Test, the Future Density Test, the Time Metaphors Test, the Mississippi River Test, and watch wearing behavior.

In addition to assessing the value of existing instruments, development of new tests would be useful. It is recommended, however, that before proceeding researchers look closely at specific task requirements

of the Witkin tests and the available tests of FTP dimensions for a fuller understanding of the meaning of performance on these measures. For example, the distinction between style and ability or expressive and coping behavior should be kept in mind. As measures of ability, Witkin's tests furnish only indirect data regarding stylistic preference. Most FTP tests, on the other hand, yield style rather than ability information.

Another useful distinction is between fixity and mobility. Because Witkin's tests were designed to measure extent of differentiation, they do not distinguish between those who can produce highly differentiated behavior (mobility) and those who must do so (fixity). For this reason, positive ability measures of FD are needed to identify field-independent mobile individuals, as well as to better illustrate the adaptive aspects of field-dependent behavior. Similarly, in developing ability tests of FTP dimensions, positive measures of both ends of these dimensions are recommended. This would permit identification of persons able to shift from long-range to short-range perspective, for instance, as the situation calls for it.

Finally, analysis of interview transcripts suggests that Witkin's field dependence and field independence concepts should not be expected to adequately describe

the behavior of all individuals in all contexts. At least in interpersonal situations, some field-independent persons behave dependently while some field-dependent individuals perform independently. As such, caution should be exercised in terms of how these concepts are utilized.

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APPENDIXES

APPENDIX A

ARTICULATION OF BODY CONCEPT SCALE

Ratings of "1":

This group consists of the most primitive drawings; these drawings characteristically manifest most of the following signs of absence of differentiation (reflecting either complete lack of development and extreme immaturity, or disintegration of a depressive nature):

Primitive Integration

- a. body parts stuck on to each other (head, neck, rump, limbs), appendages stuck on to torso or superimposed upon body outline (i.e., transparencies of limbs).
- b. disintegration of figure or appendages (i.e., discontinuing of body and/or appendages, fading out into confused scribbles or nothingness).
- c. arms (and/or feet) abruptly ended by claws.
- d. sex characteristics and other features arbitrarily superimposed (e.g., square representing female torso with two circles for breasts or dot for bellybutton; circles on limbs representing joints, etc.).
- e. scribbled hair, or hat, stuck on to the top of head outline.

Primitive Forms, Shape

- a. circle or oval heads, with no attempt at shaping hairline, etc.
- b. facial features represented by ovals, circles, dots, with no attempt at expression.
- c. no, or very poor, attempt to approximate human shape, predominant use of rectangles and circles or ovals, representing all body parts; unsophisticated use of scribbles, sticks for limbs.

No Attempt at Realistic or Symbolic Representation by Means of Detailing

- a. empty drawings, bare outlines.
- b. no representation either of clothing or of nude body, or inconsistency in representation (e.g., buttons, but no other indication of clothing, no neckline, cuffs, etc.).
- c. gross body outlines, representation of barest essentials (i.e., head, torso, appendages, with all minor and many major omissions).
- d. barest essentials of facial features (i.e., eyes, nose, mouth, often eyebrows, occasionally ears, all represented by primitive forms).

Unmodulated, Uncontrolled Line

Ratings of "2":

This group consists of slightly less primitive drawings. While still quite undifferentiated in nature and quality, drawings in this group show a markedly higher level of integration of body parts (all subjects at least attempt to integrate arms, legs, neck, and head, though some succeed very poorly). Some attempt at representation of the human body shape is manifest, with either some indication of clothing or some isolated basic detail of the bare body. Facial features are generally more detailed, a bit less primitive, with some drawings in this group showing definite facial expression. There are no omissions of basic features (all figures have ears, neck, hands—or at least a somewhat rationalized omission of only one of these features). Lines are more consistent and deliberate.

Ratings of "3":

This group consists of drawings which are intermediate in all the areas evaluated in the primitivity-sophistication scale. Characteristically, these drawings are adequate in level of integration, form, detailing, and individual facial expressions. These productions manifest no relatively outstanding sophistication or complexity, on the one hand, nor signs of extraordinary lack of differentiation or of disintegration, on the other.

Ratings of "4":

This group contains drawings which, while not superior in all areas of the rating scale, show a relatively high degree of sophistication in one or several aspects. The level of integration is good and the attempt at representation of the human shape and of realistic proportions is marked; there is an emphasis on detailing and facial expression. However, the end product appears less deliberate, the lines less decisive, the drawings less skillful and in particular the head treatment is less sophisticated than that of drawings placed in Group "5."

Ratings of "5":

This group consists of the most sophisticated drawings. These drawings are characterized by great emphasis on detail of head, face, expression, as well as clothing and/or body features, shape, and sex characteristics (often excessively narcissistic), combined with not only an attempt at, but very skillful achievement of rational, consistent integration of body parts, clothing, and accessories, decisively and purposefully drawn.

APPENDIX B

SORTING CRITERIA FOR INTERVIEWEE RESPONSES

TO QUESTIONS 1, 2, 6, 7, AND 8

Question 1: Have you taken out any insurance policies?
(If not) why not?
(If so) what kinds? Why?

General sorting criterion: Sort responses on the basis of degree of cognitive clarity and articulation.

Specific sorting guidelines: Does person know whether or not he's covered?
If so, does he know under what kinds of policies he's covered?
Clear, precise statements vs. imprecise, qualifying adjectives.
The fact of having or not having insurance is irrelevant to the grouping. The question is: how clear, coherent, well-organized is the thinking about insurance, as reflected in the responses?

Sorting should be based on the overall impression, after taking into consideration the specific cues suggested above.

Responses relatively high (compared to other responses) in degree of cognitive clarity and articulation should be put in one group; relatively low responses should be put in a separate group. There should be 10 responses in each group when sorting is completed.

Question 2: Do you plan to have children?
(If not) why not?
(If so) do thoughts about the direction the world is going in enter into your plans to have children?

General sorting criterion: Sort responses on the basis of degree of articulation of the vision of the future.

Specific sorting guidelines: How clear is the vision?
How detailed?

To what extent does the person differentiate probable future sociopolitical events from personal ones (i.e., childrearing) and conceptualize how the former may impinge upon the latter, and/or vice versa? Evidence of multiple perspective.
Differentiation of own needs/wishes from those of the unborn children.

Again, sorting should be based on overall impression.

High and low responses in terms of degree of articulation are to be put in separate groups.

Question 6: If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

General sorting criterion: Sort responses on the basis of degree of articulation of the vision of the future.

Specific sorting guidelines: How clear is the vision?
To what extent are potential obstacles to goals envisioned?
Are problems conceived of in only one area or in several (e.g., physical, social, occupational, emotional)?

Question 7: If you won a million-dollar lottery today, how would it change your life?

General sorting criterion: Sort responses on the basis of degree of articulation of the vision of the future.

Specific sorting guidelines: How clear is the vision?
To what extent are external and internal changes differentiated?
Are changes seen in only functional terms (i.e., what the person would do differently) or also in more abstract terms (i.e., how his situation would change or not; how the rules of his current life would change or not)?

Question 8: If you could have either \$100 now or \$200 a year from now, which would you choose? Why?

General sorting criterion: Sort responses on the basis of degree to which the future alternative seems to be weighed in the choice-making.

Specific sorting guidelines: If the person chooses the future alternative, it probably indicates high weight given to it in the choice-making.

If the person chooses the present alternative, the weight given the future one may be high or low.

For some subjects, present need/want is the only reference and there is no deliberation (low group).

For other subjects, present need/want outweighs the future one.

To the extent that the future alternative seems a real—even though less preferable—option, score high.

To the extent that the future alternative seems to have little, if any, quality as a viable choice to the subject, score low.

APPENDIX C

INTERVIEW TRANSCRIPTS OF THE 10 HIGHEST AND 10 LOWEST PD SUBJECTS

Subject #4—Female; High PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?
S: Not on myself. My father has.
I: He has. Okay. Do you know what kinds he has?
S: Life insurance and auto insurance.
I: Life insurance on you?
S: Mm-hmm.
I: And auto insurance. Any other kinds?
S: That's all I know of.
I: Okay. Um, why has he taken them out instead of you?
S: Because . . . he's always done it.
I: Mm.
S: I mean I just turned 18. And he's always handled this.
2. I: Um, okay, the next one is: do you plan to have children?
S: Yes.
I: You do. Okay. My question is, um: do thoughts about the direction that the world is going in enter into your plans to have children?

Note: Transcripts of the high PD group are presented first; those of the low PD group follow. I = Interviewer; S = Subject.

S: No

I: No.

S: I'm plannin' on havin' some kids, no matter what's happening.

I: No matter what's happening in the world. Have anything more you want to say about that?

S: Uh-uh.

I: That's it.

3. I: Um, all right, the next one is: do you think that the best time of your life is behind you, ahead of you, or with you now?

S: Ahead of me.

I: Ahead of you. Um, about how old do you think you'll be when that best time happens?

S: Between 20 and 30.

I: Sometime between 20 and 30. Any specific things you think will happen during that time?

S: I'll get married and have two children, probably.

I: Mm-hmm.

4. I: Um, okay. On the other side of that: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: I think it's ahead of me.

I: You think it's ahead of you. All right. About how old do you think you'll be when that happens?

S: About . . . between 50 and 60.

I: Between 50 and 60? May I ask what you think will happen then?

S: My kids'll leave home and I'll be sad 'cause they're gone.

I: Mm.

5. I: All right. Next one is: do you most often daydream about the past, the present, or the future?

S: All of them.

I: All of them.

S: I daydream all the time.

I: If you had to say which one you daydream about the most . . . ?

S: The present.

I: The present?

S: Mm-hmm.

6. I: All right. I have some "if" questions for you now. Uh, if you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: What I think would happen?

I: (Nods).

S: I'd probably stay home all the time. I probably wouldn't be able to do the things I usually do. Like I go skatin' a lot and I can't do that blind. Most of the people I hang around with are active, and I wouldn't be able to see them as much anymore. Probably I wouldn't get married, because I wouldn't go out to meet people.

I: Mm.

S: I'd just stay at home.

I: Any other changes that you see?

S: I'd probably stay home with my parents for the rest of my life. That's it.

I: Not a happy thing to happen.

S: No.

7. I: This might be happier, this next one: if you won a million-dollar lottery, uh—if you won it today—how would it change your life?
- S: It'd make me real happy (laughs). I'd give a bunch of it to charity and take—I would take some.
- I: Mm.
- S: And I'd get me a 2ADZ.
- I: A what?
- S: 2ADZ.
- I: What's that?
- S: A car.
- I: Oh.
- S: An expensive car . . . I wouldn't do anything different, really.
- I: Mm-hmm.
- S: Just live and do what I wanted to.
8. I: All right. Next one is: if you could have either a \$100 right now or \$200 a year from now, which would you choose?
- S: The 100 right now (without hesitation).
- I: Okay. Why?
- S: It'd probably be worth more than the 200 next year. And I need some money right now (laughs).
- I: Mm-hmm.
- S: I'd spend it rather quick.
- I: Mm-hmm.
- S: So, that's all.
- I: All right.

Subject #7—Male; High PD Group

1. I: Okay, the first question is: have you taken out any insurance policies?
S: Ah, you mean personally?
I: Mm-hmm.
S: Um, I myself, no.
I: Uh, is there any reason why not?
S: Um, I haven't—I'm sure there's an insurance policy on me with my parents but I haven't gotten any for myself. The only reason I haven't done it is I haven't really had the extra money for something like that. I've taken insurance out on my car—
I: Oh, you have car insurance?
S: Oh, okay, if you want to put it that way.
I: Yeah, any kind of insurance—
S: Okay. Car insurance.
I: You have car insurance. Any other kinds of insurance?
S: No. I have car insurance for collision. As far as life insurance, or home insurance, or things like that—no.
I: Health insurance?
S: No. Well, my father works at Schlitz and his company takes care of all that.
I: So that would cover you.
S: That would cover me very well—85%.

2. I: Okay. Um, next one is: do you plan to have children?
S: Yes.
I: You do. All right. Do thoughts about the direction the world is going in enter into your plans to have children?

S: As far as whether my child could live in the world today, the way it's going right now?

I: (Nods).

S: Um, it sure should bother everyone, it should, you know, sure people should think about the kind of world they'd be bringing a child into, I mean, what they have to expect for the child. That's normal, it seems to me.

I: Mm-hmm.

S: But, uh, as far as me taking time to think "could my kid accept this or that" or you know, it's kind of difficult—it's a little bit off in the future for me right now . . . I am concerned, sure . . . If you weren't concerned you wouldn't be a reliable parent, I wouldn't think.

I: Sure. It's just not a constant thing for you now.

S: Right. It's not like a daily routine.

I: You're not just about to have any kids—

S: No, hopefully not (laughs). Kids are fine, but . . .

I: But not at this point.

S: Not at this point, no.

3: I: Okay. All right, do you think the best time of your life is behind you, ahead of you, or with you now?

S: Oh, it's definitely going to be ahead of me. What I've experienced so far has been fine, but there's so many more things to look forward to, so many more big happenings in my life. I enjoy more and more . . . it's gonna be—if I have a positive attitude like that, it's gonna be . . . living in the past, that's not for me. I think I have most of my accomplishments ahead of me.

I: Mm-hmm. How old do you think you'll be when the best time of your life is?

S: When ah I'll be most happy or I can say that I have the most or?

I: Well, I'll just leave that kind of vague: "the best time of your life."

S: The best time of my life . . .

I: When do you think that will be?

S: I would probably say when I'm established in my marriage and probably have my first, my—two or three kids . . . maybe when I'm, say, 30 or 33, 34. I wouldn't have experienced any old age or those kind of feelings yet. There may be some kind of traumas in my life . . . But I'd say about 33 or 34, 'cause then I'll be established in a job and I'll be more settled down and better able to handle things. So, about 30, 33, 35—somewhere around there.

I: Um, how old are you now?

S: Nineteen.

I: Nineteen.

4. I: All right. On the other side, do you think the worst time of your life is behind you, ahead of you, or with you now?

S: I would say the worst time is behind me (unhesitatingly). Last year was pretty shitty. So, for me personally, it really can't get worse than it was the last two years. Um, I think my worst time in my life is in the past. I've got it behind me. I can't conceive of anything worse than the last year for me.

I: Last year was the pits, huh?

S: It was really a bad year for me. I'd like to think things are going to go better for me.

I: So the worst time was about 18.

S: For me it was the year 18—so far it's been my worst.

I: Mm-hmm.

5. I: Okay. The next one is: do you most often daydream about the past, the present, or the future?

S: I think I dream mostly about the present. Right now, I'm the kind of person who's more in touch with what I'm doing right now and what I feel right now. And, I don't really, I try not to live in the past—if I do, there's probably a reason or something. I don't daydream in the past. I look for answers to problems in the past, but uh, the future's got so many questions for me I don't really dream about the future that much. The things I can change are in the present.

6: I: Next: if you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: I would have to seek a lot more help from other people, a lot more—I think I'd have to think about people's relationships I have right now and be able to understand what they feel. Um, it'd cause a lot of self-examination, I think, for me. Um, a lot of things—I'd get more in touch with a lot of things if I knew something drastic like that was gonna happen.

I: Mm-hmm.

S: Um, it'd be pretty strange you know saying one day you would lose your sight. Um, it'd be very, very traumatic, I'm sure. Ah, I'd be seeking more and more help from other people. Uh, I can't—it's hard for me to conceive of myself like maybe forever being put in a wheelchair and having to adjust myself to this kind of situation. I think it'd be difficult for me, but uh eventually I think I'd survive.

I: Mm-hmm.

S: And I think I'd be happy, too. 'Cause I personally think I could survive no matter what I'd have to do . . . But I'm not saying it wouldn't be difficult.

I: Yeah. Any other changes that you would anticipate?

S: Um, changes to myself . . . seems like I'd—if you went through something like that—I think you'd come back down to earth a little more and just really live with things and see what I've got to do and you know quit the bullshitting around and everything. And, seems like with something like that, you're limited in so many ways that you have to start making do with what you have.

I: Mm-hmm.

S: So it would be a tremendous strain.

I: Mm-hmm.

7. I: Okay. Here's another "if":—

S: These are tough!

I: If you won a million-dollar lottery today, how would it change your life?

S: A million-dollar lottery. Um, now I've often thought about that. As any person would, I think. Um, if I won a million dollars right now, it wouldn't change my life drastically—I'm talking about mentally, the way I think—because I would still continue to go to school, I believe, and I would still try to attain the things, the goals that I want to attain. But yet, everything would seem a lot easier to me. I would have the things that I want and—one time you asked, "when do you think you'll have all the things that you want"—I think that'd come a lot sooner for me. And uh, with these materialistic things there's gotta be a lot of growing, too. I think it'd be a very nice—I think I'd invest it all, too. But it still—it wouldn't change the goals I have for me right now, I don't think. Um, sure it'd be nice but that's something I'd end up—I wouldn't grow dependent on it, though, I don't think. It'd be nice to have but . . .

I: But . . . you wouldn't give it back, though.

S: No, I'd take it.

I: You'd take it. You wouldn't turn it back in.

S: No, I wouldn't be a religious soul and turn it back to the church. I'm not like that.

I: Any other changes that you could foresee?

S: I don't think I'd be too materialistic-oriented, like I wouldn't have to go out and spend a lot of money. Seems like it would be nice to have, to say, "I've got that there," but uh to say that this million

dollars is gonna change my whole life . . . I'm not like, I'm not that kind of person. I would use it, sure, but to say it's gonna rule my life, this million dollars I'm gonna hoard it and make sure nobody steals it or something like this . . . Sure, it would be important to me, but to say it would rule my life . . . it wouldn't.

I: Mm-hmm.

8. I: The last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: Hmm. Me personally?

I: Mm-hmm.

S: Um, right now, to say that I'd have a \$100 more later . . . but I may not be here later . . . um, should I take the money and run or . . . I think when something is given like that . . . I think I'd just take the money. And not hang around for another \$100. To me a \$100 is, it's really not that much money, considering what I can do. Um, if I was given a \$100 right now, I'd take it.

I: Okay. Could you tell me a little bit more about why?

S: Um, I'm not a very patient person, really. Uh, I would take the \$100 because of the variables around it, because of the possibility of me not even being there and all. Uh, I think that—if I had some way of transferring the \$100 or \$200 to someone else if I weren't there, then maybe I'd do that, but to say that . . . I would take the money right now. Because it seems more substantial to me or is less of a question. I'm not one to go on doubt. I like to be pretty sure, to analyze everything, to really know what I'm trying to reach. I think there's too many questions and too many variables in there in these times and I'd rather take the money now.

I: All right.

Subject #8—Male; High PD Group

1. I: Okay. The first question is: have you taken out any insurance policies?
S: On myself?
I: Mm-hmm.
S: Right now I'm covered under my father's, as long as I'm a student.
I: What kind of insurance is this?
S: Uh, major medical, dental, life—all the good stuff.
I: Health?
S: Right.
I: Any other insurance?
S: My mother has insurance on the car that I drive.
I: Okay, uh, is there any reason why you haven't taken insurance out on yourself?
S: Can't afford to right now (unhesitatingly). I just turned 18 last April and it would be impossible now. I'm still trying to buy a car.
I: Mm-hmm.
2. I: Okay. Next question is: do you plan to have children?
S: Yeah.
I: You do.
S: Two of 'em.
I: Two. Um, do thoughts about the direction the world is going in enter into your plans to have children?
S: Yeah, I was just thinking about that. I know it's gonna get rougher and rougher, and uh I still gotta

have children. I gotta have a guy. I'm the last of my line so I've got to . . . let the S. name carry on in the world.

I: You're the only guy in the family?

S: Right. I'm the only one left. All the rest of them are too old or impotent.

I: So it's all on your shoulders.

S: Yup (laughs). Gotta have a guy.

I: That's a big responsibility.

S: Yeah.

3. I: Okay, the next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: Ahead of me.

I: Ahead of you. How old do you think you'll be when that time comes?

S: Probably about 26, 27—that's when I'll be out of school, married, and getting settled down.

I: You're going to graduate school?

S: Yeah. Law school . . . Providing I'm still here in four years (laughs).

I: And you said right now you're 18?

S: Right.

4. I: All right. On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Behind me.

I: Behind you. How old were you then?

S: Fifteen. Fifteen through 18.

I: Mm-hmm.

5. I: Um, the next one is: do you most often daydream about the past, the present, or the future?
- S: Future.
- I: Future.
6. I: Okay. Here are some "if" questions: if you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?
- S: I'd have to become more dependent. You know I'd have to give up driving myself to school the way I do now.
- I: Mm-hmm.
- S: Um, there'd be other changes. I'd have to change my attitudes.
- I: Anything else? Any other changes you could foresee?
- S: Yeah. I might have to change my choice of careers . . . I can't think of anything else.
- I: Mm-hmm.
7. I: Okay. Here's another "if": if you won a million-dollar lottery today, how would it change your life?
- S: It wouldn't change that much. I'd keep working. The way it's going you need a lot of money.
- I: The way it's going?
- S: Yeah. With inflation and price rises . . . a million dollars doesn't go as far as it used to.
- I: Mm-hmm.
8. I: All right. Um, if you could have either \$100 now or \$200 a year from now, which would you choose?
- S: A 100 now (without hesitation).
- I: Why?

S: 'Cause I need the \$100 now desperately, and 'cause the \$200 won't be worth as much (a year from now) in buying power.

I: Okay.

Subject #15—Male; High PD Group

1. I: All right. The first one is: have you taken out any insurance policies?
S: Do I have any on me?
I: Uh-huh.
S: Car insurance . . . yeah, that's about it. My mother has some insurance on me. I don't know too much about insurance policies.
I: Okay. She has car insurance on a car that you drive? Do you own the car yourself?
S: It's in her name but I drive it.
I: Any other kinds of insurance?
S: That's about it. And insurance on me in case I die. That's about all I know about.
2. I: Okay. Um, do you plan to have children?
S: Yes.
I: All right. Um, what I'm wondering is: do thoughts about the direction that the world is going enter into your plans to have children?
S: Yeah.
I: Can you tell me a little bit about that?
S: You mean a limit on the number of children I'll have? The world situation—the way it's gonna be—I plan to raise a family, of about five, I believe, and as moral as possible because in this bad world you need all the more moral people.
I: Say that again.
S: All the more moral people, to help.
I: All the more moral—
S: Moral people.

- I: Moral people.
- S: I think I'd like to have five. That's a lot according to today's standards.
- I: Uh-huh.
- S: I guess it'd be helping the population explosion, but I think having more moral children would help.
- I: I see what you're saying. You're wanting to bring more moral people into the world—
- S: Yes.
- I: Believing that the world needs more moral people.
- S: Yes. I'm not doing it from the viewpoint of having too many kids, it's just . . . I don't know. I'm kind of confused.
3. I: Okay. Um, let me ask you another one. Um, do you think the best time of your life is behind you, ahead of you, or with you now?
- S: Um, ahead of me.
- I: How old do you think you'll be when that time comes?
- S: About uh 40.
- I: Forty.
- S: Mm-hmm.
- I: And how old are you now?
- S: Eighteen.
- I: Eighteen.
4. I: All right. Now on the other side of that: do you think the worst time of your life is behind you, ahead of you, or with you now?
- S: Ahead.
- I: Ahead of you. How old do you think you'll be when that time comes?

S: Twenty-five or so.

I: Twenty-five or so.

S: Mm-hmm.

I: Um, is there something particular that you expect to happen around then?

S: Well, maybe a war—something like that.

I: Mm-hmm.

5. I: Okay. Do you most often daydream about the past, present, or future?

S: Future.

I: Future.

6. I: All right. Now I have some "if" questions for you: if you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Well, there'd be a lot of changes, because right now I'm trying to get my pilot's license and you have to see to fly. And in my future I plan to be in aviation—probably for my whole life. So I'd just have to change everything around. I don't know what I'd do.

I: It'd really throw a monkey wrench into your plans.

S: Mm-hmm.

I: Any other changes that you could anticipate?

S: It might be harder to find a wife. A blind man, you know. A woman prefers a man who can see. She doesn't have to be there all the time. And it would affect my plans of going and seeing things that I haven't seen yet that I want to see.

I: Mm-hmm.

7. I: Okay. Um, if you won a million-dollar lottery today, how would it change your life?

S: Well, it wouldn't change me much—I'd be the same person (with little hesitation)—but uh a million dollars . . . I'd probably put it in the bank and buy a couple of things that I need. I won't go you know luxury buying: everything I see and like I wouldn't buy. It wouldn't change me much at all.

I: You said you wouldn't go luxury buying?

S: No (emphatically).

I: Any other changes that you could foresee?

S: No.

8. I: Okay. Next one is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: Uh, I'll say I'd take the \$100 now.

I: Why?

S: Uh, I've got a lot of expenses on me now, whereas a year from now I think I'll be financially a little better off.

I: Mm-hmm.

S: Um, with the money I can save from my grant check and things like that.

I: Grant check?

S: Grant check, yeah. You know, school money.

I: School money.

S: Yeah. Um, my job'll be paying a little bit more by then, I'm pretty sure. And I won't need it as much. I'm not saying that I won't need it.

I: But not as much as you do now.

S: Not as much as I do now. So many bills at Christmas time . . . I need the money now.

Subject #18—Female; High PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?
- S: No . . . is the rest of the campus?
- I: Well, some of them are and some of them—
- S: No, see I just moved and I was on my father's insurance. Now, I'm trying to get on my mother's. See I'm just gonna see if I can get it through here at Memphis State—
- I: What policy are you talking about?
- S: Hospitalization, life insurance, anything (laughs)—I don't have any insurance now except car insurance.
- I: That you do have?
- S: Mm-hmm.
- I: Did you take that out yourself?
- S: Mm-hmm.
2. I: All right. Second question: do you plan to have children?
- S: No (with little hesitation).
- I: No. Um, why not?
- S: I don't know, I guess it just seems like it would be too painful. And I guess . . . I guess I just—didn't have a very happy child childhood, so it's . . . I remember when I was growing up, we weren't very financially well off.
- I: So you're kind of thinking about that—your finances?
- S: Mm-hmm. And . . . it's just the way it is . . . there's just (laughs) too many people in the world. It's not that I don't want to have a child, you know. I really don't know what's involved. I haven't ever really thought about it very much.

I: Mm-hmm. But um you're saying that some of the things that are going on like in the world sort of at large have affected your feelings about having children?

S: Mm-hmm.

I: Could you say anything more about that?

S: That's all, really . . . It just seems that . . . it's so hard and painful (laughs nervously).

I: Painful to actually be pregnant?

S: Yeah (laughs nervously). Seems like it would be painful. Like uh my mother: she had five children but she had to have a—is it called a Caesarian—what do you call it?

I: Caesarian section.

S: She had to have that twice. After she had her first two children, she wasn't supposed to have children anymore.

I: Oh.

S: When I was um a baby, I was I was born a little bit premature. And there was nothing they could do about it. And they they almost had to um—she almost had to have an abortion, 'cause I was trying to come way too early—

I: Mm-hmm.

S: And she was in a lot of pain . . . She just had a real, she's had a real hard time with . . . all those times.

I: And you think if yours would be anything like that—

S: Yes. Unless . . . they weren't sure what was wrong . . . seems like it was really hard, but she lived through it. But the doctor said that my mother . . . um if only—they had—it you know it you know it was rare that she didn't die from it. Only one doctor said there was only one way that she could ever conceive—she's told me and told me about this since I was little. It was a long time ago; I can't remember what the reason was that she can't have any

more kids. But he . . . he said there was one way and so . . . It must sound pretty weird (laughs nervously). But she almost had an abortion when I was five months . . . pregnant.

I: Mmm. And the whole process was painful as far as she was concerned.

S: Mm-hmm.

I: All right. We're gonna change gears here. These questions are not always well-meshed from one to another.

3. I: Um, next one is, I'm wondering: do you think that the best time of your life is behind you, ahead of you, or with you now?

S: Um, I guess it would be now.

I: Now. Okay.

S: The best time seems like college because . . .

I: Because what?

S: Because I'm having fun in college. I'm meetin' a lot of people. The worst is past, I'm sure.

I: How old are you now?

S: Eighteen.

I: Eighteen.

4. I: All right. The next question I think you just answered: do you think the worst time of your life—

S: Is past.

I: Is past.

S: Mm-hmm.

I: Okay. Could you say about how old you were when that time was?

- S: One of the times was—my mother was divorced twice. First time was really hard. Me me and my brother, we had to stay in an orphanage. I was two years old. And we stayed there until she remarried, and he had to adopt us back. So, that was one time . . . I realize—I'd have to sit here and tell you about two hours—it's a long story—
- I: Well, you know—
- S: All of the, you know, I just—you know couldn't—
- I: Sure. Well, this is not really what we're here for. You don't need to tell me personal things like that.
- S: It doesn't bother me. 'Cause it feels good to tell somebody about it . . .
5. I: Okay. Um next one is: do you most often daydream about the past, the present, or the future?
- S: Mm, I guess the present. I don't really daydream that much. Sometimes I do, but I guess not a lot.
- I: Okay.
- S: I think about it (the past). I wouldn't say I dream about it . . . I live in the present (laughs).
- I: All right.
6. I: I have some "if" questions for you now: if you learned today, G, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?
- S: Probably wouldn't go to college anymore (laughs). I wouldn't . . . be totally depressed about it—I wouldn't kill myself over it . . .
- I: Anything—any other changes?
- S: I wouldn't socialize?
- I: You know, anything that you might see that would be different.
- S: I just wouldn't be able to see.

7. I: All right. Okay. Here's another "if": if you won a million-dollar lottery today, how would it change your life?
- S: (Laughs). Oh, I'd buy the most beautiful wardrobe in the world. I'd get a new car (laughs). I guess I'd just invest the rest of it. I'd still go to college . . . It would just be easy—did I win?
- I: Did you win? No, sorry. This is just an "if" (laughs).
- S: Oh, darn (laughs).
- I: This is an "if." Any other changes that you could see?
- S: I'd just be real happy (laughs).
- I: Yeah.
8. I: Okay. Next is: If you could have either \$100 now or \$200 a year from now, which would you choose?
- S: Mmm. I guess the 100 now.
- I: Okay. Why?
- S: Because I could use it . . . to buy some Christmas presents . . .
- I: All right.

Subject #19—Male; High PD Group

1. I: Okay. The first question is: have you taken out any insurance policies?
S: No
I: No. Okay. Uh, any reason why not?
S: Well, my mother's got some.
I: Your mother has some . . . you mean covering you?
S: Right.
I: What kind of insurance policies?
S: Ummm, mostly medical . . .
2. I: All right. Um, okay the next one: do you plan to have children?
S: Mm-hmm.
I: Yes?
S: (Nods).
I: Okay. What I'm wondering is, do thoughts about the direction the world is going enter into your decision to have children?
S: No. Not really. It's just a problem, really—there's nothing you can do about it.
I: But I mean do you think about events that are going on in the world, and does that kind of make you either want to have kids or not want to have kids?
S: Not really.
I: It doesn't. Okay . . .
3. I: Okay the next one: do you think the best time of your life, M, is behind you, ahead of you, or with you now?

S: Probably now.

I: Probably with you now?

S: Yeah.

I: Okay, and how old are you now?

S: Nineteen.

I: Nineteen.

4. I: All right, on the other side of the coin, do you think the worst time of your life is behind you, ahead of you—I guess you don't feel it's with you now?

S: I don't know. Probably ahead of me.

I: The worst time is probably ahead?

S: Yeah.

I: How old do you think you'll be when that time comes?

S: Probably in my 40's.

I: Probably in your 40's?

S: Yeah.

I: Do you have any idea what's going to happen? What you think might happen then?

S: Well, by that time I'd probably be married and my kids'd be grown. Probably be nobody but my wife and me. Middle-aged tension.

I: Middle-aged—?

S: Tension.

I: Middle-aged tension. This is like after the kids have left pretty much?

S: Mm-hmm.

5. I: Okay. All right, the next one: do you most often daydream about the past, the present, or the future?
- S: The future (unhesitatingly).
- I: The future. No doubt about that.
6. I: All right. If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?
- S: Uh, what do you mean "what changes would I anticipate?"
- I: How do you think—if you found out that you were just about to lose all sight in both eyes, how do you think that would affect your life?
- S: I'd have to uh redo everything. I'd have to do everything all over again.
- I: Anything else?
- S: It would be hard . . . Probably hard on your life . . .
7. I: Okay. Uh, if you won a million-dollar lottery today, how would it change your life?
- S: Um, I could do a lot of things I want to. I'd travel and invest in business.
- I: Invest in business?
- S: Mm-hmm.
- I: Anything else?
- S: No . . . Travel'd cost a lot. It'd take a lot out of it.
- I: Mm-hmm.
- S: And I'd buy a house, and get me some transportation. Get my parents a house.
8. I: Okay. Um, the next one is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: \$200 a year from now.

I: Why?

S: Because I'd be able to do more with it then.

I: Okay.

Subject #31—Male; High PD Group

1. I: Okay. First question is: have you taken out any insurance policies?
S: Not except on my car.
I: On your car.
S: Mm-hmm.
I: No other kinds?
S: No life insurance or anything like that.
I: Okay. Um, how come you took it out on your car?
S: It's the law. You got to have liability.
I: It's the law in Tennessee to have liability—but no other kinds?
S: Yeah. Well, I've got collision. It's just a case of I might wreck my car, which you know I figure there's a fair possibility of.
I: Mm-hmm.
2. I: Okay, um second question is: do you plan to have children?
S: Mm-hmm.
I: You do. Okay, uh do thoughts about the direction the world is going enter into your plans to have children?
S: Well, they probably form my opinions about how many I have—like I wouldn't want to have over two.
I: Mm-hmm.
S: Just for population reasons and financial reasons. I just don't feel it would be logical to have over two.
I: Mm-hmm. Anything else about that that you've thought of?

S: I'd wonder what it'd be like for them, but I really don't know.

I: Mm-hmm.

3. I: Next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: Oh, I'd say it's just ahead of me. Next . . . really kind of a hard question . . . I'd say the next 10 years, from where I'm looking at it now. I mean, I might get older and think it's the best time then, but right now the next 10 years seem like they'd be pretty good.

I: The whole next 10 years? No particular time?

S: No.

I: And how old are you now?

S: Twenty-one.

I: Twenty-one.

4. I: Okay. On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: I really don't know (chuckles). Just behind me, I guess. The last couple of years have been all right, but in high school and the first couple of years in college I got in some trouble. Nothing serious, just running around and being wild and stuff.

I: Uh-huh.

S: It caught up with me.

I: Uh-huh.

S: But that kind of turned me around you know not to do that again.

I: What year are you now?

S: This is my fourth year.

5. I: Okay. Next one is: do you most often daydream about the past, present, or future?

S: Future, I think.

6. I: Okay. I have some "if" questions for you. If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: You mean after I was blind?

I: Well, what changes would you expect after you became blind?

S: Well, I'd expect to be a lot more limited in the things I could do. On my choice of jobs. I don't think it would be the end of the world; I think a lot of other people cope with it and I think I might could, too—probably could. Just have to be there to really tell.

I: Mm-hmm. Any other changes that you could foresee?

S: No, not that I could see. No.

7. I: Okay. Here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: Probably get a new car—that'd be about it for right now. Try to put the rest of it away for later on.

I: Mm-hmm.

S: It might, but I don't really think it'd change it that much.

I: Mm-hmm.

S: Maybe buy a house with it. Something I could use later on.

I: Mm-hmm. Any other changes?

S: Not that I could—not in the near future.

8. I: Okay. If you could have either \$100 now or \$200 a year from now, which would you choose?

S: I'd take the 100 now.

I: Why?

S: Well, right now I got a need for the 100 and a year from now I might need a lot more than that or I might not need anything. I plan on working, being working next year.

I: You're not now?

S: Well, I've got a part-time job. It's enough to barely drag me along.

I: Mm-hmm.

Subject #49—Female; High PD Group

1. I: The first one is: have you taken out any insurance policies?
- S: No.
- I: Okay. Any particular reason why not?
- S: Um, no. No particular reason.
- I: Do you know if you're covered?
- S: Mm-hmm. Yes, I am.
- I: Under whose policy?
- S: My parents' policy.
- I: What kind of insurance is this?
- S: Um, hospital, dental, doctor and everything like that.
- I: Health insurance.
- S: Mm-hmm. Health insurance. I don't think they have life insurance (on me).
2. I: All right. The next question is: do you plan to have children?
- S: Yes.
- I: What I'm wondering is: do thoughts about the direction the world is going enter into your plans to have children?
- S: Yes.
- I: Can you tell me more about that?
- S: Well, with all the problems we're having internationally uh I kind of wonder well would it be—will we still be here when I'm ready to have children? And also the way the world is today, would it be wise and safe to raise children . . . the way the world

is today? But then again I can't really make that decision because I can't really rule over someone else's life—should they be here or should they not be here? I guess I'll have to wait till the time comes.

I: Mm-hmm. It's a hard decision.

S: Yeah. I want to have children. I just you know want to do what's best for them.

3. I: All right. Um, next is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: I can't really answer that. It's all around me.

I: What do you mean?

S: Well, the best time of my life is when I'm living. I've lived and I'm living now, but I'm going to be living.

I: Mm-hmm.

S: So, based on my life, the best time of my life is . . . everytime.

I: Hmm. Is it not that sometimes in your life—

S: Oh, sure. Sometimes you know there's going to be ups and downs. But you know on the average living you know . . . that's the best thing.

I: Do you think your biggest "up" will be . . . has already happened or is going to happen or are you in it right now?

S: Um, well the biggest up, I mean like uh I've had ups and downs you know. I've had big ups in the past and I'm having big ups now and I plan to have more big ups, so the biggest up—I don't know how to rate that, so um—there's no way to rate that, really. You just have ups—good and bad, good and bad.

I: You couldn't really say whether you'll have a bigger one in the future than you've already had?

S: No. It's possible.

I: But you can't say.

S: Really can't tell.

I: Um, how old are you now?

S: Nineteen.

I: Nineteen.

S: Mm-hmm.

4. I: Okay. On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Um, I haven't have a bad time, really. I've had a pretty good time, you know (laughs). I mean—well, being born for anybody is a bad time, you know. I mean just the actual process of birth, I guess that'd probably be the worst time that's ever happened to me, the worst thing that's ever happened to me. But I don't remember anything, you know, but just the process of birth, so I guess the worst time is behind me.

I: Mm-hmm. So just being born.

S: Mm-hmm. Not because I was born but just because of what I had to go through.

I: Yeah.

S: You know.

I: The trauma of birth.

S: Mm-hmm.

5. I: All right. Um, do you most often daydream about the past, the present, or the future?

S: Well, the future.

6. I: I have some "if" questions for you.

S: Okay.

I: If you learned today, B, that you were about to lose all sight in both eyes, what would—what changes in your life would you anticipate?

S: Um, a lot of hard times, I can tell you that. Um, just adjusting to you know being without my sight. I'd anticipate that my other senses would get better. Like my hearing and everything to compensate for the loss of my eyes. Um, I would expect more . . . more support from my family than I have now, you know, they'd stand behind me with my friends you know. I expect I'd be able to get through.

I: Mm-hmm.

S: Um, does that answer your question? About changes and stuff?

I: Yeah. Again, there's no—

S: Okay—

I: There's no right or wrong answer. Just anything that you might foresee.

S: There'd be pressure, you know. It'd be kind of hard to overcome a problem like that, because you know every day you use your eyes. But um it's not one that I couldn't overcome. I could I could just you know jump out of bed and keep right on going.

I: You would be able to.

S: Yeah. Oh sure. Yeah.

7. I: Um, another "if": if you won a million-dollar lottery today, how would it change your life?

S: I'd probably go a little bit money-happy for a while, but it wouldn't last very long.

I: Mm-hmm.

S: Money doesn't have a very outstanding effect on me. It kind of you know—I don't need money much in my

life. Like I could have money or I could not have money. I've lived both ways and it doesn't really make a difference in my life. I like me better without much money, because that way I have, you know, I have clearer values and things.

I: Any other changes that—

S: What? With money?—

I: You could foresee? Yeah. If that happened, that you won a million dollars.

S: Um, I'd have a lot more friends, I'm sure. People'd be saying, "Hey, B's got money so let's go see B." But, um no, not really . . . Not many, really.

I: Mm-hmm.

8. I: All right. Um, if you could have either \$100 now or \$200 a year from now, which would you choose?

S: I'd have to take the \$100 now.

I: Okay. Why?

S: Christmas is coming up.

I: Mm-hmm.

S: I have a lot of people I'd like to buy for.

I: Mm-hmm.

S: And plus I should give my parents more money than I have been.

I: All right.

Subject #51—Female; High PD Group

1. I: Okay. The first question is: have you taken out any insurance policies?
S: Mm-mm (no).
I: Why not?
S: 'Cause I'm covered under my father's policy—is that a good reason?
I: He's got you covered under what kind of policies?
S: Um, because I'm a student.
I: What kind of insurance ~~does~~ he have?
S: I don't even know (giggles nervously)! I pretty much have let him take ~~care~~ of it, just asked him if he still has it on me—
I: Uh-huh—
S: And he said he did, so I just . . . I think hospitalization.
I: Mm-hmm.
S: I'm sure of that, that's in there.
I: So, health insurance, for sure.
S: Mm-hmm.
2. I: Okay. Next one is: do you plan to have children?
S: Oh yes. I'd like to. Um, I'm not married and I want to get married. And if my husband agrees—I hope—we can have children.
I: Um, as far as you're concerned, I'm wondering if thoughts about the direction that the world is going in enter into your plans to have children.
S: Um, I've thought of that before. Um, sometimes I think: oh, you'll just have kids around all the

time (giggles), but um I think that . . . my thoughts generally are directed towards two. Because any more than that would be an uncomfortable living situation, as far as being able to care for their physical needs. Um, often—I'm aware that um there are no just perfect—because of the population (giggles) problems. Does that answer your question?

I: Yeah, I'm—again, there isn't a set thing that you're supposed to say, so I'm glad to listen to anything you want to say.

S: I think probably if I had more than two children then I wouldn't be able to give them as much emotional . . .

I: Mm-hmm. You have a sense of your own limits, as far as that goes.

S: Mm.

3. I: Okay. The next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: Well, um, I have pretty much fear of the future.

I: Mm-hmm.

S: Um, I think I do have hopes that someday something good will happen—like getting married or having a child.

I: Mm-hmm.

S: Or if that doesn't happen, either a career or some sort of job.

I: Mm-hmm.

S: Um, so . . . I guess I'd have to say future things. I feel pretty content now, but I guess I tend to think that bigger and better things are gonna happen (giggles).

I: Do you have an idea of when that time might be for you?

S: I just don't know. Um, I guess I should know more about my future, because I can control a lot of it.

But I don't set any date. Maybe before I'm 30, when some of those things—like having a child—might happen.

I: Mm-hmm.

4. I: Um, on the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Mm. I would say that um just because there were some emotional things that happened in the past few years or so—having to grow up and I'm still having to grow up in a lot of ways—and seeing how things really are—and seeing that everything's not a Cinderella world . . .

I: Mm-hmm.

S: Maybe that was some of the worst things that will happen. Um I don't anticipate having to go through something so hard, so traumatically . . . so it's been emotional . . . I don't necessarily—I think, I think that facing death and a close friend's death will be a hard situation, but I guess—like I say—the past maybe.

I: And you're saying like kind of the recent past—the last—

S: Mm-hmm. The last three years.

I: And you're how old now?

S: Twenty-two.

I: Twenty-two.

5. I: Okay. The next one is: do you most often daydream about the past, the present, or the future?

S: I'd say I daydream about the recent, or the close to me future.

I: Mm-hmm.

S: Pretty much the next six months or so.

I: Mm-hmm.

6. I: I have some "if" questions for you. If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Just like if I woke up tomorrow and I couldn't see? What changes in my life would I anticipate?

I: (Nods).

S: (Nervous exhalation). The first thing is having a particular place for everything, I guess. Um, I see a lot of challenges for me. What changes (to herself)? There'd be a lot of physical changes, just learning where things are and uh taking a last look at things I haven't seen. Like I say, I could see some changes emotionally. Um, and learning to do things on my own. Probably I'd have to learn um to communicate with other people, too, just how they would react to me. And how I feel about myself—that would be different.

I: Mm-hmm.

S: Um . . . I can't think of anything else.

I: Anything else?

S: No. I suppose there's something really obvious (giggles nervously).

I: Again, let me remind you: no right or wrong answers. You know, anything that does come to mind . . .

S: I've done this sort of thing before—you know, think that I have to have the right answer.

I: Uh-huh.

7. I: Um, okay, another "if": if you won a million-dollar lottery today, how would it change your life?

S: I'd probably feel real relaxed in that I wouldn't worry so much about my career, you know, there wouldn't be so much pressure as far as deciding a career. 'Cause some of the things I want to do don't necessarily pay a lot. So I'll feel a little relief as far as choosing a job. And I'd have money to give my parents, if I want. I'm not sure if I'd go out

and buy a big mansion or anything. And I'd probably—before I did anything I'd probably just relax and think about it. I don't think I'd want to do anything rash or anything.

I: Mm-hmm.

S: I think I'd be super—I would be very cautious at first, and then when I realized everything was okay I'd probably just . . .

I: You'd probably what?

S: I'd probably spend it a lot (laughs). And I'd probably decide to save certain portions of it. I wouldn't have to work. That's about all.

8. I: Okay. The last one is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: (Long pause). I think I'd probably just wait. I don't feel like \$100 is something—I don't need it now. So just put it away.

I: And the reason is?

S: 'Cause I don't have to have it now.

Subject #52—Male; High PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?
S: Have I personally?
I: Yeah.
S: No.
I: You haven't taken out any personally. Are there any on you?
S: Mm-hmm.
I: Do you know what kinds?
S: Automobile insurance, life insurance.
I: Okay. Is there any particular reason why you haven't taken these out yourself?
S: Ah, I'm still not working—I'm still just a student. And my parents said they'd support me as long as I'm a student.
2. I: All right. The next one is: do you plan to have children?
S: Yes.
I: All right. What I'm wondering is: do thoughts about the direction the world is going in enter into your thoughts about having children?
S: Ah, I really don't think about it that much. It hasn't . . .
I: It hasn't reached you yet?
S: Mm-hmm.
I: What kinds of things would you think about?
S: Well, the money shortage, for one thing. And the way the . . . let's see . . . well it looks like there may be a war. And that's gonna be a problem.

3. I: Okay. Next one is: do you think the best time of your life is behind you, ahead of you, or with you now?
- S: I'd say probably now.
- I: Probably with you right now?
- S: Mm-hmm.
- I: And you're how old right now?
- S: Twenty.
- I: Twenty.
4. I: Ah, the other side of the coin is: do you think the worst time of your life is behind you or ahead of you? I guess you don't think it's now.
- S: Ah, I'd probably say ahead.
- I: Probably ahead?
- S: Mm-hmm.
- I: Do you have an idea of how old you'll be when that worst time comes?
- S: I'd say about 60.
- I: About 60?
- S: Mm-hmm. When I stop doin' stuff.
- I: When you stop—when you say "doing stuff" you mean—
- S: Physical and being outside and things . . . like that.
5. I: Okay. Next one is: do you most often daydream about the past, the present, or the future?
- S: The future.
- I: Mm-hmm.

6. I: I have some "if" questions for you. If you learned today, J, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?
- S: Mm . . . a little bit less social life and more being alone . . . making something out of your inability. Everything in school wouldn't go good at first, then you can rebuild it . . .
- I: Any other thoughts about . . . about that?
- S: I imagine I'd be thinking of friends and my ability to have them.
- I: Mm-hmm.
7. I: Here's another "if": if you won a million-dollar lottery today, how would it change your life?
- S: I'd just . . . new car and towards a downpayment on a house, or something. It'd just change plans, basically . . .
8. I: And the last question is: if you could have either a \$100 now or \$200 a year from now, which would you choose?
- S: A \$100 now (with little hesitation).
- I: A 100 now. Okay, why?
- S: Because now I'm not working. I need the money worse than I would if I were working on a job. So I'd take the money now.
- I: All right.

Subject #2—Male; Low PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?

S: None on myself.

I: None on yourself.

S: My dad has some but I don't.

I: He has some on you?

S: Yeah.

I: Okay, what kinds does he have?

S: Um, life insurance.

I: Life insurance on you?

S: Right. That's about it.

I: No other kinds?

S: No health insurance. I'm not able to pay that much (laughs).

I: Any other kinds?

S: (Shakes head).

I: Um, any reason why not?

S: Um, no . . .

I: Just . . .

S: Just haven't done it.

I: No other reason.

S: Um, nobody's ever talked to me about it. I don't know much about insurance.

I: Mm-hmm. Plus the money.

S: Plus the money. I don't work but three nights a week—I'm a waiter. I get enough to buy gas with.

I: Mm-hmm.

2. I: Okay, uh, second one is: do you plan to have children?

S: Mm-hmm.

I: You do. All right. Uh, what I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?

S: Uh, well, it would either decide whether I did or didn't. Like sometimes I think about you know why should I bring kids into this world. I'm not having the greatest time in my life right now (laughs).

I: Mm-hmm.

S: And uh if I decided it wouldn't be, either I'd bring in about as many as I decided I could afford to support or I wouldn't bring any at all. But I plan on bringing some 'cause I like kids a whole lot.

I: Mm-hmm.

S: But as far as you know . . . I just don't know if it's worth it to let 'em live through.

I: To let 'em live through . . .

S: To let 'em live through all the things that go on. You know there's a lot of fun things but so far things that I've been through right now haven't been worth the fun things that I've experienced.

I: Mm-hmm.

3. I: Uh, that kind of leads into my next question. Do you think that the best time of your life is behind you, ahead of you, or with you now?

S: I have no idea (despondently). 'Cause every time I think I've figured something out something else comes up new that I say, "Well, that's never happened before—that's great" (unenthusiastically). And so I don't know how much more fun I'm gonna have.

I: Mm-hmm.

S: Or you know—right now, my funnest time's been in the past.

I: The funnest time's been in the past. Like how old were you when—

S: High school.

I: High school. Mm-hmm.

S: Two years ago. That's been about the funnest time.

I: Do you think the best time is going to be in high school or do you think you'll have a better time in the future?

S: I hope I do. I hope I have a better time, but I don't know.

I: Sure. And how old are you now?

S: Twenty.

I: Twenty, now.

4. I: All right. Now the other side of the question is: do you think your worst time, the worst time of your life is in the past, the present, or the future?

S: Present.

I: Present is the worst time.

S: Mm-hmm.

5. I: Um, next one is: do you most often daydream about the past, the present, or the future?

S: Past.

I: Past.

S: I think about how much fun I used to have and wish I still did some of the things I used to do. And I'm gonna try and start doing more again. Like you know participating in sports and stuff.

I: Mm-hmm.

S: 'Cause right now, my life is just idle. You know I go to school but . . . you know school's great—I plan on graduating from college but I'd just rather be working or having something to occupy more of my time.

I: Mm-hmm. Are things going okay in school?

S: They're going good enough.

I: Mm-hmm.

S: You know, average, I guess. But uh I just can't get inspired to do this schoolwork.

I: Hmm.

S: I do it just 'cause I've got to do it, not 'cause I like it—I've got to do it.

I: Mm-hmm. Just to graduate.

S: Hmm. Hope I get a good job and make a lot of money. 'Cause you know everybody tells me you can't make a lot of money you know unless you graduate, get a good you know business job.

I: Mm-hmm. You're a junior or—

S: No, I'm a sophomore. Well, I'm a third semester freshman (laughs).

I: Third semester freshman.

S: I'll be a sophomore after this semester.

6. I: Okay. I have some "if" questions for you now. If you learned today, M, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Gosh, I have no idea. I guess I'd appreciate looking around more. I was thinking about that the other night: if I didn't have my eyesight, right now, I'd rather be dead.

- I: Mm-hmm.
- S: Than to lose my eyes.
- I: Mm-hmm.
- S: But, maybe if I did lose 'em I could learn to live with that, but I don't know how I could.
- I: Mm-hmm.
- S: Like when I see crippled people around, I don't know how they put up with it, cause I was walking down the street and see these guys with no arms and legs . . . and if I couldn't run around . . . why live? I'd rather be dead. You know, some people'd say that's a bad way to look at it, you know take it as a challenge and try to conquer your injury you know or whatever.
- I: Right now, it just seems—
- S: I'd rather be dead. 'Cause you know I've always participated in physical activities you know. I played football and basketball and track in school—and that was the funnest part of my life, doing all that.
- I: Any other changes that you could foresee?
- S: If I didn't have my eyes?
- I: Yeah.
- S: Um, I'd have to probably discipline myself more.
- I: Mm-hmm.
- S: Just work at things harder.
- I: Mm-hmm.
- S: That's about it.
7. I: All right. If you won a million-dollar lottery—another "if"—how would it change your life?
- S: Make it a lot easier, I'll tell you that (said with a sigh). I would, I'd stay in school . . . just for

the heck of it, you know just have a good time and experience things through school. After I did that I'd get a job you know just go as if I you know would if I didn't have a million dollars. It's just I wouldn't have as much pressure on me—that's the main thing.

I: Mm-hmm.

S: I hate having all the pressure on me saying you've got to do it, you've got to do it. I'd like to do it on my own free will without having to do it.

I: Mm-hmm.

S: A million dollars wouldn't change it that much, it'd just you know be a lot easier on me.

I: Mm-hmm.

S: Wouldn't have to work so much.

I: Any other changes you might foresee?

S: Well, no. I'd probably buy a new car and a nice house and all that . . .

I: But mainly you'd keep on the same course you're on now.

S: Yeah. I'd just have a lot more fun. Take more vacations and stuff like that.

I: Mm-hmm.

8. I: Okay. The last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: I'd take a \$100 now (without hesitation). 'Cause \$200 isn't that much money. I'd rather have a \$100 now and I could make a 100 in four days working at the restaurant.

I: Uh-huh.

Subject #16—Female; Low PD Group

1. I: The first question is: have you taken out any insurance policies?
- S: You mean like just regular life insurance or medical insurance?
- I: Mm-hmm.
- S: Medical insurance. Not myself, my husband does.
- I: He's got a policy that covers you?
- S: From Rockwell. Rockwell Insurance Plan. We have car insurance from All State.
- I: Let me ask you: why have you taken out this insurance?
- S: Well, for one thing, it helps cut down on bills because his insurance pays 100%, and All State, well, just this weekend, Terry, a girl, ran into him and she told the police that she was going a mile an hour but it did \$216 worth of damage—
- I: Mm-hmm.
- S: So all we did was turn it over to our insurance company and they took it from there and they'll take them to court if they have to to prove that she was lying, and we don't have to worry about it until they send us a notice saying our car insurance has gone up or the thing was dropped.
- I: Mm-hmm.
- S: That's all. It's a lot less worry.
- I: That's really an immediate example of how it helps.
- S: Yeah, it helps, it takes the worry off of you because you don't have to worry about it. You can let somebody else worry about it until you get the thing saying . . . then you can take it from there.
- I: Mm-hmm.

2. I: Um, next question is: do you plan to have children?

S: Oh, I al—

I: Or do you have children?—

S: ready have one.

I: You have one.

S: I have one.

I: Um, how to phrase this.

S: Next question should be: are there any more that you're going to have?

I: Do you plan to have more?

S: One more.

I: One more. Um, okay. J, do your plans . . . do your thoughts about the direction that the world is going in, um, did they influence your decision to have your first child and do they influence your decision to have one more child?

S: No, not really. Um, I know the world is going to a mess but uh I like kids and I don't think about things like that. You know I don't think people should think about whether they should bring a child into the world or not. If you love 'em enough and everything, they're gonna do the best they can.

I: Mm-hmm.

3. I: Okay, the next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: I think it's ahead of me, 'cause Terry and I have a lot of plans. He's gonna finish school and then we've got a house in mind and it's rental property and so . . . we're looking forward to it.

I: Um, when do you think this—how old do you think you'll be when uh that best time of your life comes?

S: Oh, probably around 30, or so. By that time Terry will be settled down in a job and I will, too.

4. I: On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Right now I'd say now because I'm having trouble in school and I'm trying to you know make the finals to pass.

I: Mm-hmm.

S: And there're just one or two subjects that would kill me or make me. So, right now it's "right now."

I: How old are you now?

S: I'm 19—I'll be 19.

I: You're 18 right now.

S: Right.

5. I: Next one is: do you most often daydream about the past, the present, or the future?

S: Probably the future. Because I like to think about what's gonna happen.

I: Mm-hmm.

S: Any time I think about the future I make long lists for myself.

I: Do you?

S: Yeah.

6. I: Okay. I have some "if" questions for you.

S: Okay.

I: If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Well, I couldn't finish my nursing school, but I would do something you know—I wouldn't sit around. And uh we wouldn't have to change the house around because I basically know where everything is. I might have to get a seeing eye dog or something, but other than that I wouldn't change anything.

I: Mm-hmm.

S: Because I basically know everything that's around in the environment—in my environment. Only thing that would be wrong is I wouldn't be able to drive.

I: Mm-hmm.

S: And so, nothing really I would change except those two things.

I: Any other changes that you might foresee?

S: No, like I said, I would just change my degree to something else—

I: Mm-hmm—

S: And work from there.

I: Mm-hmm.

S: That's it.

I: Kind of roll with the punch.

S: Yeah. Take one day at a time—that's my (laughs) motto of life.

I: Is it?

7. I: Um, next "if" question: if you won a million-dollar lottery today, how would it change your life?

S: Well, I would put enough in the bank that would cover a college education for my children for when they are old enough to go. And um the rest of it would probably go to our retirement. Then I'd probably give some to my mom and dad because they've given us money just about whenever we've needed it.

I: Mm-hmm.

S: But um I wouldn't spend it on myself (laughs). I would probably spend it on people around me.

I: Mm-hmm. Um any other changes that you could foresee?

S: (Shakes head).

8. I: Okay, the last one is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: A \$100 right now (with little hesitation).

I: Why?

S: Because we're in the process of moving and it's a \$100 deposit (laughs).

I: There it would be.

S: Right. So I think I'd put the \$100 down on the deposit.

I: Mm-hmm.

Subject #17—Female; Low PD Group

1. I: Okay. All right. The first question is: have you taken out any insurance policies?

S: Mm—my mother has. On myself?

I: Yeah.

S: Mm-hmm.

I: She has on you. Do you know what kinds?

S: Um . . . there's life insurance.

I: Life insurance?

S: Mm-hmm. Could be some other kind . . .

I: Well, you don't have to—

S: Yes, it's life insurance.

I: It is life insurance.

S: Yes. Oh, hospital insurance . . .

I: So it's both life and hospital?

S: Mm-hmm.

I: Any other kinds, too?

S: No.

I: Ah, is there any particular reason why she's taken it out and not you?

S: I can't pay for it (laughs). I don't have the money.

I: That's a good reason (laughs).

S: Oh, and there's burial insurance.

I: Burial insurance. That's taken out on you?

S: Mm-hmm.

2. I: Okay. The next question is: do you plan to have children?

S: Yes.

I: All right. What I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?

S: Well, no. Maybe the amount, the number of children. But as far as having children, no.

I: Can you say a little bit more about that?

S: Okay, instead of having—like a long time ago people'd have like seven children, eight or something. And now I'm thinking of having a family decreased in size, fewer children.

I: And how many do you think you'll have?

S: That's all I want. If I could have about three children I'd be satisfied. See it's hard with a large family . . . the money and the responsibility.

I: So it's a combination of reasons.

S: Mm-hmm.

3. I: All right. The next question is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: Uh, ahead.

I: Ahead. Okay, how far ahead?

S: Say—

I: How old will you be when the best time comes?

S: About . . . 25.

I: Twenty-five.

S: Mm-hmm.

I: And you're how old now?

S: Nineteen.

I: Nineteen.

4. I: All right. On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Now (without hesitation).

I: Right now is?

S: Mm-hmm.

I: Uh, do you mind if I ask you what's, what's going on now that's so bad?

S: It's just that—I'm at a point where I really don't know what I want to major in, 'cause things keep changin' and I'm just tryin' to see what I can do the best in, what I want to do the rest of my life as a career.

I: Mm-hmm. So there's a lot of uncertainty now.

S: Mm-hmm.

5. I: Okay. The next one is: do you most often daydream about the past, the present, or the future?

S: Um . . . the past.

I: The past. All right.

6. I: All right. I have some "if" questions for you now.

S: All right.

I: If you learned today, A, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: What changes . . . I don't know of anything it would change—it wouldn't change my career, it wouldn't affect anything. Um, I don't know of anything it would change . . . I don't know of anything it would change.

- I: You don't know of anything it would change.
- S: Mm-mm (no).
- I: Do you have a career planned?
- S: Right now, I want to do something working with people, such as social work or something.
- I: Mmm.
- S: So, I don't see why talking to people—well, maybe so. Seeing their reactions to what I'm saying. But you can be a counselor still and not be able to see.
- I: Mmm. There are some, that's true. Well, any other changes that you could foresee?
- S: Mm-mm. No.
- I: No. Okay.
7. I: Um, here's another "if": if you won a million-dollar lottery today, how would it change your life?
- S: I'd . . . well, I'd invest in land. And I'd probably put the rest in savings.
- I: Mm-hmm. Can you see any other ways it would change your life?
- S: Mmm, then again I might invest in stock or a business . . .
8. I: Last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?
- S: Two hundred dollars a year from now.
- I: Okay, why?
- S: 'Cause right now I don't have any need for the money, so—and two years from now, sure I'll have a need for it . . .
- I: Okay.

Subject #32—Female; Low PD Group

1. I: The first one is: have you taken out any insurance policies?

S: No.

I: No insurance policies. Uh, any reason why not?

S: No. No specific reason. My mother and my grandmother have taken out you know a lot of different type insurance policies. I just never thought about taking out insurance policies.

2. I: Uh, all right. Next: Do you plan to have children?

S: Yes.

I: You do. Okay. I'm wondering if thoughts about how the direction of the world is going enter into your decision to have children.

S: Yes. I kind of go back and forth. You know I kind of notice you know the way different things have taken place . . . the economy and you know crime. And I kind of you know decide against it. And then you know I kind of think I'd like to have at least one child, anyway.

I: Mm-hmm. But you kind of go back and forth.

S: Mm-hmm.

I: Some of the things going on worry you.

S: Mm-hmm. I kind of think of wars and things like that.

I: And what?

S: You know about things like wars and different things like that.

I: Mm-hmm.

3. I: All right. The next one . . . do you think the best time of your life is behind you, ahead of you, or is with you now?

S: Uh, I would think it was with me now.

I: With you now?

S: Yeah.

I: How old are you now?

S: Nineteen.

I: Nineteen.

4. I: All right. Do you think the worst time of your life is behind you, ahead of you, or with you now?

S: I think it's ahead of me.

I: Ahead of you.

S: Mm-hmm.

I: How old do you think you'll be when this time comes?

S: Mmm, my late 30's or early 40's.

I: Late 30's or early 40's . . . What do you anticipate happening?

S: Well, uh, I think there's gonna be another depression, and right now the whole thing is looking like there's gonna be another war, and I don't know whether or not you know they be starting to draft women.

5. I: Um, next question is: do you most often daydream about the past, the present, or the future?

S: Future.

I: The future.

S: Worryin' about things.

I: Mm-hmm.

6. I: Okay. Now, if you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Well, you mean changes just in me?

I: Well, it could be just in you. Um, how do you think it would change your life?

S: I think I would learn to appreciate you know a lot of things that I take for granted you know now, that you know if I lost my sight I would you know take it pretty much you know what would happen if I lost my hearing, I would start to appreciate you know things that I see . . . my family and you know and necessary things . . .

I: Mm-hmm. Anything else?

S: No.

7. I: Okay. Um, next one is: if you won a million-dollar lottery today, how would it change your life?

S: I don't think it would really change my life too much. I wouldn't just go out you know and buy everything and do everything I could you know. I think I would rather you know stay where I am and just put it in a savings account you know and buy a house for my mother. I wouldn't want to take any you know big drastic changes. I would rather stay where I am.

I: All right. Anything else you're thinking about how it might change your life?

S: No.

8. I: Okay. Now, if you could have either \$100 now or \$200 a year from now, which would you choose?

S: Two years from now?

I: No—one year from now. A \$100 now or \$200 a year from now.

S: Um, I think I would take the \$100 now.

I: Okay, why?

S: Um, well, for one thing, the state of my financial situation that I'm in, and, um, I don't know if I'd even be livin' a year from now.

I: Mmm. Okay.

Subject #33—Female; Low PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?

S: No.

I: No. Um, any reason—

S: I'm on my parents'. I'm on my parents'.

I: Do they have insurance out on you?

S: Yes.

I: Do you know what kinds?

S: Mm—life insurance . . . insurance if you get hurt.

I: Mm-hmm.

S: That's all.

I: So, is there any particular reason why you haven't taken out any yourself?

S: No, I guess not.

I: In other words, you could have but . . .

S: Yeah, I guess I could have. I just haven't.

I: Mm-hmm.

2. I: Okay. The second one is: do you plan to have children?

S: Yes.

I: Okay. What I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?

S: Sometimes. I think about the way things are. I think about our situation.

I: Could you speak up a little bit? I just want to make sure that—

S: Okay. That's about it. I don't think nothing bad is going to happen.

I: So, you think about it a little bit.

S: Yeah.

3. I: All right. The next one is: do you think that the best time of your life is behind you, ahead of you, or with you now?

S: Um, I think it would be ahead of me.

I: Ahead of you.

S: Yeah.

I: How old do you think you'll be when this time happens?

S: Maybe 24 or 25.

I: Twenty-four or 25. Is there something special you think will happen then?

S: Uh-huh (without hesitation). To get married.

I: And you're how old now?

S: Eighteen.

I: Eighteen.

S: Mm-hmm.

4. I: Um, on the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: I really don't know . . . Behind me. Yeah, I think it's behind me.

I: How old were you when that happened?

S: Mm, I don't know. Maybe 15, 16.

I: Somewhere around there was maybe the worst time in your life?

S: Yeah.

5. I: All right. Next one is: do you most often daydream about the past, the present, or the future?

S: Future.

I: Future.

6. I: I have some "if" questions for you now.

S: All right.

I: If you learned today, S, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Would you repeat it?

I: If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: You mean what would I try to do? Um—

I: What would you try to do? What would happen? How do you think life would be different for you if that happened?

S: I think it would be a whole lot different. Because— I want to be a nurse and you need to see . . . to be able to do things.

I: Any other kinds of changes that you could foresee?

S: It would probably hinder a lot of things that I would like to do. But that's the most . . .

I: That's the biggest.

S: Yeah.

7. I: Here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: (Laughs). Not too much. I'd put it in a bank somewhere.

I: Mm-hmm.

S: I wouldn't use it right away. I'd save it for . . . for the future.

I: Mm-hmm. Any . . . any other changes that you could foresee?

S: I would be able to get more things . . . It would help a lot—a whole lot.

I: Mm-hmm.

8. I: All right. If you could have either a \$100 now or \$200 a year from now, which would you choose?

S: The 100 now.

I: Okay. Why?

S: Because I owe \$106 to school.

I: Mm. It would help out.

S: Yes.

I: All right.

Subject #42—Male; Low PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?

S: No, ah not personally (very nervous).

I: Not personally.

S: Well, my father has but I haven't.

I: He has policies out on you?

S: Right. In other words, I'm covered when I drive. His policy covers me.

I: So this is . . . car insurance?

S: Right.

I: Any other kinds?

S: Um, when like he was in the Navy, we were covered for certain types of hospital insurance, health insurance. But I'm not on any personal insurance. In other words, I don't have a State Farm policy or like that (still very nervous).

I: Uh-huh. Let me ask you: is there any particular reason why not?

S: Well, uh no, not really. I was thinking about it just to get a general knowledge of it but I really haven't looked into the possibility of it right now. I mean I might in years to come—

I: Sometime.

S: Right.

I: Okay. Again, let me emphasize that there are no right or wrong answers. You can just say whatever fits for you.

2. I: Okay, the next one is: do you plan to have children?

S: Yes.

I: Um, what I'm wondering is: do thoughts about the direction that the world is going in enter into your plans about having children?

S: Um, most people think that they would rather have a small family in terms of global situations right now, whereas 20 years ago the big thing was you know bigger size family. Um, personally, I really um um I'm really not too um even though I'm aware of situations right now I really don't think that would really have a big uh corresponding significance. You know um um you know if if things were bad you could still have a . . . I don't think that should limit your capability of how many children you should have. That shouldn't be really the major um reason you know. If if uh global war's gonna happen next and uh inflation is driving the price you know so high that uh if you had more than two children it's gonna kill you in the long run, but uh I don't think that really should be the you know major major emphasis.

I: So for you the major emphasis would be . . . For you, the major emphasis in terms of having children is . . . What would you say?

S: Well, probably the major emphasis (coughs)—excuse me—the major emphasis would probably be uh having children is you know love and all that, but uh some couples I mean that will be taken into consideration.

I: Mm-hmm.

S: Your salary and what you make in terms of . . . what you make now and when you have a child and what situation will happen. If inflation is rising at a certain percentage and having more children, and having more children and having less money you know but I don't think that really should be the major emphasis on you know on—situations around the world really shouldn't put a big impact on your, on your question of how many children you should have.

I: Mm-hmm.

3. I: Okay. The next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

- S: Probably the best time in my life would be in years to come. Because um I'm 19—I'm gonna be 20 in January—so um I've still got a considerable you know horizon ahead of me, but um there's still more challenges and things up there in years to come.
- I: Mm-hmm.
- S: Um, I've had joys and letdowns behind me, but I know there's gonna be joys and letdowns in front of me, so I have to take 'em as they come, and so I think the best part of my life'd be ahead of me.
- I: Mm-hmm. Do you have an idea of when that would be, of how old you'll be when—
- S: Um, probably . . . either early 40's or or uh probably mid-life. Because that's that's really when everything starts coming into place.
- I: Mm.
- S: You'll have your job security, for one thing, and you'll be thinking of retirement, plus your kids'll be grown up and you'll have grandchildren, so most of the things will have come into place and you won't have to worry about if there's a decline or anything 'cause you'll have a certain amount of seniority.
- I: Mm-hmm.
- S: Um, you know, about mid-life.
- I: Mm-hmm.
4. I: Okay. Um, on the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?
- S: Probably um probably in the same . . . probably ahead of me. 'Cause there's always unexpected things. Um, there's always a tragedy that—you have a child and he might have an accident. And if the person doesn't die, there's always the longing of the parent that the accident would rather be with the parent than with the child you know saying that "put me through this first not not my child." And um of course um

once once I get older I'll have to worry about you know like when my parents are going to die and that'll be a big tragedy. And uh later on in life I'll have to worry about myself, my spouse, and other people my same age who'll be dying.

I: Mm-hmm.

S: And death itself.

I: Mm-hmm. That's a big one. Um, if you had to say uh when in the future that worst time would be, what would you say?

S: Uh, I really couldn't say. It's probably . . . tragedies and the worst time of my life are really unexpected. You really can't pinpoint, it's not like the bright side where you can expect, you know where you can put um when you can achieve something. Um the worst part'll probably be—you know like I say it's unexpected—you don't know when it's gonna come. It could happen 10 years after you're married, it could be after marriage or before—you don't know. It just happens. You can't control it.

I: Mm-hmm.

5. I: All right. Um, next one is: do you most often daydream about the past, the present, or the future?

S: Um, I mostly dream about the future. Um, a good friend of mine he said he was born 30, 40 years too late. He's old-fashioned. Had he been born in the 1940's he would have fit the perfect mold. Um, I daydream about the future. Um, I'm pretty, I'm an athletic guy so everybody that's athletic likes to dream about it you know. If they were better and whatnot you know if . . . they'd like to make it big or something.

I: Mm-hmm.

S: But, uh, I daydream in the future. I don't really uh . . . the past I don't really like to uh I don't really like to say, uh—the knowledge that we have now could be applied to the past—it could be pretty exciting, but uh you know if you're if you're in

that time span in the past you don't have that much control over . . . in other words, had you had all the knowledge that you do now—

I: Mm-hmm—

S: Say if you go back to 40 years, 30 years or 40 years ago yesterday and say you were Pope Paul or something, even though you have all the knowledge and you were there um not many people would believe you 'cause you know that's something in the past, it's history, so . . . but uh . . . probably the future. Presently, you're—in the present you really can't daydream 'cause it's . . . the next day is is just another day and uh the previous day is past so you really can't um you really can't daydream about the present unless you're you know really caught up, but um most people I think'd daydream about either the past or the future.

I: And you daydream mostly about the future.

S: (Nods). The future.

6. I: Next. Okay. Next I have some "if" questions for you. If you learned today, M, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Probably um aside from the physical changes the emotional ones . . . you would have to learn that um—not "learn," you would have to cope with um the fear because um you know once you have your eyesight take your vision for granted, you do just about anything—cross the street and whatnot, you can um see in the dark whereas when you're blind you can't make judgments you have to either rely on someone else or on something else. But um probably the emotional part would be harder to bear than the physical. In the physical you could adjust yourself in a matter of time whereas in the emotional you really couldn't control.

I: Mm-hmm.

S: You might get so depressed you might want to kill yourself you know or you might you know feel that everybody has an obligation to take care of you or whatnot, so the emotions'd probably override the physical in the long run.

I: Um, any other changes that you could foresee if that happened?

S: Um, without your eyesight you'd be a whole lot more dependent on others. Your whole lifestyle would change; you'd have to get somebody to reeducate you like uh reading and braille and whatnot.

I: Mm-hmm.

S: Um, you'd have a limit on so much you could do. Your liberties'd be just about wiped out—you couldn't go out when you wanted to and um you'd spend a lot of time in like I said reeducation and whatnot. Um you would probably after a while learn to adjust but um that'd probably be after so much training and whatnot. You would probably you know—had this happened, say 40 years from now, it really wouldn't be such a traumatic blow because you know you'd have 40 years or 50 years of sight and seeing a lot of things—even though it'd be a traumatic experience what it'd be like um you know if you were a teenager and you were in an accident and you had your whole life to look ahead of you and something like this would happen—

I: It'd be different if it happened to you now.

S: Right. Right. If it happened now it'd really be um it'd really be a tragic blow, but say if it happened later on it wouldn't be that much of a . . . it wouldn't be as much if it came say 40 or so years from now.

I: Mm-hmm.

7. I: Here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: Well, um I'm pretty conservative. I'd probably um I'd probably invest about 50% and probably would spend the rest. But I would probably still work where I'm working. I wouldn't really have a dramatic change. I'd um—I wouldn't go out and buy a real expensive mansion and whatnot, but on the other hand I wouldn't be you know so conservative that I wouldn't you know let present things just slip by.

I: Mm-hmm.

S: I'd take advantage of everything that I could. Um, um, I'd probably still work because um if not financially—you know financially you probably wouldn't need it—but just um you know when you're working there's something you can always aim for like there's always you know like you can take a vacation, like if you work up to a vacation your productivity's always so much better and once you go on your vacation you can forget everything else, whereas say if you inherit a certain sum um you know you more or less become lazy; you don't you don't work as hard, you go to the bank whenever you want, you can buy whatever you want . . . um money really doesn't become you know a big issue because you know you have it.

I: Mm-hmm.

S: Whereas um if you don't have it you work you work you know to a certain goal that you want to achieve, but if you have a certain amount of money um in my instance I'd probably I'd probably still work.

I: Mm-hmm.

8. I: Okay. The last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: Um, that's pretty tough. I'd probably take a \$100 now.

I: Why?

S: Um um if I had \$100 now I could invest it or pay off notes or whatever. Um I could get things done more now than two years from now—or is it a year from now?

I: A year from now.

S: A year from now. That um I wouldn't put it off. If I had to make a certain note and I had a \$100, I'd probably put it towards that note, whereas a year from now if I had more money I'd probably you know reinvest it, since I have this much more money I can allocate so much money from other sources.

I: Mm-hmm.

S: And um I probably wouldn't you know be as responsible for certain things.

I: Mm-hmm.

S: Um, say if I had a car note that the um if I had to pay off a \$100 now um it wouldn't come for the next two months, or if I had \$200 a year from now I'd probably um—since I have a Section I, I could buy a different type product. I could reinvest it and still have money from my job to pay off the note.

I: Mm-hmm.

S: I probably I'd probably pay things off you know. If I had \$100 I'd probably do everything you know invest or whatever right now than wait for a year from now.

I: Mm-hmm.

S: Because like a year from now—you never know—I might, I'll probably be drafted or something (laughs nervously) . . . and um you really can't control what happens. Um um in terms of that, but like um like for instance seniors in college and—I was worried about the draft—they said that they can finish up the semester. You know the draft is set for June and um a year from now if they um got drafted you know um it'd be pretty traumatic because here they put in all that time and stuff going to school and it's—if you've got that \$200—and then they'd probably want to spend it but then, you know, it's no sense because there's no longlasting effects that you're going to get drafted, so . . . I'd probably I'd probably like I said before I'd probably have it now.

I: Mm-hmm. Okay.

Subject #57—Male; Low PD Group

1. I: Okay. All right. The first one is: have you taken out any insurance policies?
- S: No, I'm covered already by the City and my parents, also.
- I: By the City?
- S: Yeah, I work for the City of G. and they've got life insurance on me up to \$15,000.
- I: Mm-hmm. And you say your parents—
- S: Parents have a life policy on me, too. I don't know what it's for. But ah my dad has all the information on that.
- I: Are there any other policies or kinds of insurance--
- S: Ah, I've got, of course, automobile insurance and there's full coverage on me up to about a half million dollars. And I have a hospital type insurance—health insurance, which is through the City . . . on-the-job injury and also All State for fire.
2. I: Okay. All right, next question is: do you plan to have children?
- S: Yes, I definitely plan to have children.
- I: Yes. All right. What I'm wondering is: do thoughts about the direction the world is going enter into your plans to have children?
- S: They do. Because . . . well one, like this Middle East conflict—it's started and it's not getting any better, and it looks like we're gonna have—we may have some type of intervention, which means I'll probably get drafted (laughs). And that could you know—as to how I've tried to plan my life out between age 20 now and when I'll be—where I'll be 30 years from now—
- I: You're 20 now?

S: I'm 20 now, yeah. If we go into some type of war, world war, it's gonna it's just gonna sort of throw things off. So I'll have to take it as it comes. But that has something to do with it. And also my job, too. In firefighting, you know, you can go out on call and not come back, so that's—I don't ever think, keep that in my mind or nothin', but that can always happen. Of course, anything, any natural causes, too . . . Sometimes mostly, in the profession I'm in, that can maybe have an, some type of hurt on my career or what my position will be. At this point, I hope everything goes right.

3. I: All right. Let me ask you this: do you think the best time of your life is behind you, ahead of you, or with you now?

S: (Sigh.) I'd have to suppose right now I'd have to say that my best times is my college day time. Because you learn—that's basically when you grow up the most and become you know what you're going to be, what you're going to be doing for the rest of your life. I think right now is probably, will be some of the most better times I'll probably have in my lifetime. Because I've got responsibility, but I'm not overloaded with responsibility; I'm going to school, having a good time, I'm you know dating people I like to see, and ah and of course I think I'm doing I think college'll probably be probably the best time. 'Cause once you get involved in getting married and start having children and a house and then you get a lot of build-up of responsibility. And you're gonna think back on the past and say, "those were the really good days when I was young and wasn't—now I'm about over the hill" (laughs)!

I: You feel like this is it, so—

S: Feel like this is probably gonna be—between now and the next two or three years'll probably be my really you know best, 'cause I'm about gonna do just anything I can get away with more or less—I say that just—legally—but I say that just to have fun.

I: You're in what year now?

S: I'm ah right at a junior. I started—I graduated in '78 and I've been going to summer school and stuff,

which I'm gonna stop doing that for a while 'cause I got burned out, 'cause I was in summer school the summer after high school and then this past summer.

I: Mm-hmm.

4. I: All right. Let me ask you on the other side of the coin: do you think the worst time of your life is behind you or ahead of you? I guess you don't feel it's now.

S: Mm. Well, the past hasn't been bad to me. I think it may be in—it could be in the future. Because ah these little outlying causes, like we say, you've got war and that type of thing and the economy and and ah communism is branching out, is almost all over the Western Hemisphere as it is, and ah I think if any worse times is gonna happen it's gonna happen in the future. 'Cause the United States is pretty unstable as it as it looks, in some respects. And 10 years from now, things'll be going backwards. I think it'll be in the future.

I: If you had to say when in the future that time would be, what would you say?

S: Mmm. I'd have to say . . . probably . . . like I say, the worst time probably I'd say about the time I'd say lose my parents and stuff like that.

I: Mm-hmm.

S: About 35 or 40 years old. Course if anything between now and then happens, if I go to war and get killed—or whatever may happen—I have little you know thoughts about what the worst could go wrong, and I say about 40 years old is where at that time it could be probably the worst time. I could lose a close relative, lose my father, or lose my mother or something like that.

5. I: Okay. Next one is: do you most often daydream about the past, the present, or the future?

S: I'd mostly right now I think more about the past, about what I've been through or where I came from

when I started and where I am now. And the good times and of course the bad, too. The future I think about some, but of course the past plays out more.

6. I: All right. I have some "if" questions for you now. If, if you learned today, A, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Hmm. If I were to lose my sight, what changes would I anticipate? I would have to, really just about reform—well, it'd probably knock out all of the things I've planned to do in the future, for one, like you know uh getting married could be a problem . . . it's really—it'd be a complete shutdown. I'd probably, well I know me—I hold a lot of things inside sometimes—I would probably just close up and uh just more or less be very confused and not know which way to go with it. I wouldn't know how to handle it, in other words.

I: Mm-hmm.

S: And I would anticipate having problems getting along with other people. I know it would be—I don't like people, I don't like to accept charity or anything like that. I'm sort of an independent person. And I know that people would be trying to help, but I would be taking it as their you know help—"oh he can't do it himself." I don't like to be helped; I like to do it alone.

I: Mm-hmm. Are there any other changes that you could foresee?

S: Well, another change is I would probably have a lot of trouble pursuing my career.

I: Which is?

S: I'm majoring in marketing. And even with my firefighting, which would stop in this instance. And I would more or less just about have to learn how to live life all over again, 'cause even to go to the bathroom, I'd have to learn a trail just to get there, 'cause I couldn't be able to see.

I: Mm-hmm.

S: And uh having to learn other ways or means to pick up knowledge, 'cause I couldn't read it out of a book.

I: Mm-hmm.

S: I'd more or less just have to train myself all over again.

7. I: Here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: Hmm. If I won a million-dollar lottery today, I would probably go berserk (laughs). And I wouldn't know really what to do. I would, I think . . . how would it change? I would still stay . . . I don't know, I was brought up in a good family, and it was have good morals, and I would probably . . . knowing what I—I would take out what I'd planned to do. But I would probably live a little bit better and and uh course do some things like get out on my own a little bit quicker and that type of thing. I'd probably look for a little bit of excitement as in investment—stuff like that. I'd still stay in school—that's what my father wants, and there're not a whole lot of things that I can give him, but one thing I can give him is to prove to him I can go four years to Memphis State and graduate. That's one of the things he wants. He only asks for me to get out of school like that.

I: Mm-hmm.

S: And uh and I would probably end up being more generous and stuff like that. I would try not to get you know make money buy happiness, in other words. But, it would change my life in a lot of ways. My life-style'd probably change for sure. And I would probably not take things so much—so serious as I have done in the past.

8. I: Ah, the last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: I would probably go with . . . the \$100 now, because of the uncertainty that I'll even be around for the

chance to collect the \$200 next year, for one, and two is by next year the \$200 won't be worth \$200. And uh the thing is, you buy a piece of bubblegum for two cents last year and it'll cost you three now. And uh I think that would be the main, the basic two reasons why I would take it now. And probably because I could use it now and—you know I could use it then, too—course anybody could use \$200, but I think I would probably take it now because I wouldn't know if I'd be able to get it or if I would, if it would be there to be taken.

I: Mm-hmm. Okay.

Subject #59—Female; Low PD Group

1. I: Okay. The first one is: have you taken out any insurance policies?

S: No.

I: No. Okay. Um, is there any particular reason why not?

S: Ah, I never thought about it. 'Cause I mean my father has insurance on us, on all of us.

I: He had or he has?

S: He still has but he takes care of it.

I: Oh, I see. Do you know if there's still insurance covering you now?

S: Mm-hmm. There is.

I: There is. Do you know what kinds?

S: No (giggles).

2. I: Okay. Um, the next question is: do you plan to have children?

S: Yes.

I: You do. Okay. Um, what I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?

S: Mm. Yes. There's so much violence and how people are killing each other now, I think about it. But you know it really depends on how you raise your child. If you raise your child in that kind of environment, he's gonna grow up to be . . .

I: Mm-hmm. Do you think he'll—

S: Background of the parents, also.

I: Mm-hmm.

3. I: Um, next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: The best time of my life.

I: Mm-hmm.

S: I think it's ahead of me.

I: Can you say about when that would be? About how old you'll be?

S: I'll say I'll be about . . . about 23.

I: About 23? And how old are you now?

S: Eighteen.

I: Eighteen. Is there something special that's going to happen when you're 23 or—

S: No.

I: It just seems like that's about the time—

S: Yeah. Uh-huh. About that age.

4. I: All right. The next question is kind of the other side of the coin. It's: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Behind me.

I: Behind you. And about how old were you when that was?

S: The worst thing that happened to me?

I: Well, the worst time.

S: Eighteen.

I: Eighteen? That's how old you are now. So it's . . . you mean it just happened this year or . . . ?

S: Mm-hmm. It was this year. Well, I feel this is the worst time of my life.

I: Right now?

S: Mm-hmm. Well, it just happened a few months ago.

I: May I ask what happened?

S: Oh, my father passed. And I was on my way home and I was too late, I didn't get there in time.

I: Oh, I'm sorry.

S: Yes. I was on my way there.

I: Did you know he was ill?

S: Yes. Because I talked to my sister the night before. And she told me to rush home, so I caught the 1:15 bus out of here and—I live right in Nashville, so it's about a three hour drive—

I: Mm-hmm.

S: So I didn't get there till 5:35 and he passed at 10:15 . . . I feel that that's been the worst time.

I: And that's still kind of with you.

S: Mm-hmm. Yes. It still is.

5. I: Um, okay. The next question is: do you most often daydream about the past, the present, or the future?

S: Mostly?

I: Mm-hmm.

S: I'll say the future.

I: All right.

6. I: I've got some "if" questions for you. If you learned today, Z, that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: If I knew that I were about to be . . . lose my sight in both eyes?

I: Mm-hmm.

S: Hmm. This is a hard question, 'cause I never thought about losing my sight. Um, well, I'd do more of the things that I like to do, like run. Um, I'd try to get in a lot of things now—

I: Before you lost it.

S: Mm-hmm.

I: What if you found out you were just about to, it was just about to happen, you know, there wasn't much time? What kind of . . . like suppose you were just about to lose your sight and it was going to happen, there really wasn't any time? What kind of changes in your life would you expect? You know, after you lost your sight?

S: Well, um I feel that it would be like, people would be holding on to me more and they would be lookin' after me more. And I don't care too much for that.

I: Mm.

S: But I never thought about losin' my sight (chuckles).

I: Mm-hmm.

7. I: All right. Here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: Hm. I would have a car of my own (chuckles), first thing. And um a home. And I might stay in school, I wouldn't drop out just because I had the money.

I: Mm-hmm.

S: And I'd probably buy some more things for my mother.

I: Mm-hmm.

S: And the rest would probably go in the bank.

I: Anything else you'd do with it? Or anything else that you could see that would change?

S: Car. Of my own. That's all.

8. I: All right. The last question is: if you could have either \$100 now or \$200 a year from now, which would you choose?

S: Two hundred a year from now (laughs).

I: Okay. Why?

S: Because I could I could I could wait for the \$100 more.

I: Mm-hmm.

S: Instead of taking the \$100 now, because if I take it now then I can't get the \$20 next year, right? Isn't that what you're saying?

I: Two hundred dollars.

S: Right.

I: Right. If you take the 100 now you don't get the 200 next year.

S: Well, I could wait for the \$200. I could wait.

Subject #60—Male; Low PD Group

1. I: The first question is: have you taken out any insurance policies?

S: No.

I: Okay. Any particular reason why not?

S: Well, because my parents have taken care of that . . . I'm not independent.

I: They have uh insurance out on you?

S: I'm pretty certain.

I: Do you know what kinds?

S: Um, insurance—health, medical insurance . . . I'm not sure if life insurance.

I: Mm-hmm.

2. I: Okay. Um, next one is: do you plan to have children?

S: Yes.

I: Okay. What I'm wondering is: do thoughts about the direction that the world is going in enter into your plans to have children?

S: Ahh, economically, yes. Only in you know the expense. It would have something to do with determining how many children I would have.

I: Mm-hmm.

S: But, other than that, no—no other . . .

3. I: Uh, all right. The next one is: do you think that the best time of your life is behind you, ahead of you, or with you now?

S: I believe it's ahead of me.

I: Ahead. Uh, can you say about how old you'll be when that best time comes?

S: Mm I believe the best time would probably be . . .
in my 30's.

I: In your 30's?

S: Mm-hmm.

I: Any particular thing you expect to happen then?

S: Well, I just see myself as uh uh settling down you know—entering into a different stage. I would be out of school, I would have my career planned out, I'd probably be married um seems like right around sometime in my 30's. It'd fit in altogether of what I've been striving for in my 20's.

I: And you're how old right now?

S: Twenty-one.

I: Twenty-one.

4. I: Okay. On the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: Mm I would say, I would say . . . this is hard (laughs)! Uh, right now, I guess, would be the worst time. There's a lot of uncertainties—personally, there's a lot of uncertainties in my life right now. And uh—a lot of unanswered questions, a lot of unanswered emotions. So I guess it would be right now.

5. I: Um, next one is: do you most often daydream about the past, the present, or the future?

S: Ah, I don't do any long distance daydreaming. If I daydream, I daydream about things that might occur like you know in a day or hope it's gonna happen over the weekend.

I: Mm-hmm.

S: But uh I guess I would daydream I guess into the future, but not in the distant future.

I: Uh-huh.

S: Not the real distant future.

I: The close future.

S: Mm. Just the close future. A week or a month.

6. I: All right. I'm going to ask you some "if" questions.

S: Mm-kay.

I: If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: Um, anticipate . . . change . . . mm . . . just a change in my attitude towards all things. I would try to you know uh achieve a more realistic view you know of perceiving—if I can't see, then I'd have to change my attitude on how things, how I would perceive things to be from hearing, you know.

I: Mm-hmm.

S: Maybe uh—I guess the biggest thing would be communicating with people. The voice you know—try to tell their emotions by how they speak, how how their voice is . . . or . . . Would you ask the question again (laughs)?

I: Sure.

S: I've lost it.

I: Sure. Sure. If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: I would also feel that—I wouldn't feel cheated. I would I think I'd accept it very well. So, that's hard to answer . . . what changes would I anticipate (to himself)? I'd feel like maybe I ought to change my major (laughs) 'cause I wouldn't—my job that I . . . wouldn't make a very successful . . .

I: What is it that you're—

S: Well, I was gonna enter a certain business with my father.

I: Mm-hmm.

S: Uh, I'd need to find something easier to do. So that would be a major change I would make. I'd probably want to come more close to people—dealing with people . . . counseling or something like that.

I: Mm-hmm.

S: Is that okay?

I: Yeah. That's fine.

7. I: Uh, here's another "if": if you won a million-dollar lottery today, how would it change your life?

S: It wouldn't change my life very significantly. I would still go to school; I would put it in the bank. I would probably still . . . uh go on with all my plans.

I: Mm-hmm.

S: You know just—my goals. And I might pick up a few you know . . . toys or something like (laughs). I'd just you know keep livin' the same life I am.

I: Mm-hmm.

8. I: All right. If you could have either a \$100 now or \$200 a year from now, which would you choose?

S: A \$100 right now (without hesitation).

I: Okay. Why?

S: 'Cause I'm almost broke (laughs) and I need it now. And I'd just as soon . . . who knows, there might not be next year for me (laughs).

I: What about—

S: Well, like I said there might not be a next year (laughs). But uh if I could have it now . . .

Like I say, I don't look too far into the future,
I kind of look to the weekend or the next day.

I: Mm-hmm.

S: So, I would probably want it now.

I: Mm-hmm. All right.

Subject #63—Female; Low PD Group

1. I: All right. The first one is: have you taken out any insurance policies?

S: Yes.

I: All right. What kinds?

S: I've taken out an accidental insurance policy and a hospitalization insurance policy.

I: Mm-hmm. Okay. Can you tell me why?

S: Why? Okay. I took out a hospitalization insurance policy because you never know when you're gonna get sick you know and I'm not one of those well-to-do persons that you know can go to the hospital and can pay any kind of fee. And it would help me out you know financially like that and uh also I've got a accidental life and death insurance policy, because um I don't know I sort of think that's a good thing to do you know because you know you never know when you're gonna die and you know you never know how you're gonna die. And if you're in an accident you know somebody else could be the cause of you dying—some drunk person could run over you or run into your car or something like that you know. And I feel like that a life itself is . . . you can never pay for, but the money that your family would receive for the insurance you know it could help them out you know in a lot of financial different situations you know. I feel regardless to whether your family is rich or poor, money could still help out, you know. And and the money is you know is to me—\$20,000 or \$40,000 wouldn't pay for my life, you know. It's not like being there, being able to experience life because you're gone you know.

I: You're not saying it could pay for your life.

S: But no you know I'm not saying that it'll pay for my life, but I mean you know at least it'll leave my family with you know they can't you know . . . I don't know because I feel like thoughts are the best thing . . . memories and thoughts are the best thing in the world that can be left of a person to

have of a dead one you know of a beloved one that's dead. Um, but you know with the money situation—but like I said if I got ran over by a drunk man or something like this and—with my family receiving money then I feel like they would feel a little better you know: "Well um H is gone but you know we can remember her by this money you know that she was you know she had insurance it can help us out" . . . this and that you know.

I: Are you married, by the way?

S: No.

I: No. So when you say "family" you're talking about the family you grew up with.

S: Yes. Parents, sisters, stuff like that. Yes.

2. I: Okay. Next one is: do you plan to have children?

S: Yes (giggles).

I: All right. What I'm wondering is: do thoughts about the direction that the world is going in uh enter into your plans to have children?

S: Yes. Okay, because to me children are maturin' so fast nowadays you know. I have a sister that's 15 years old and when I was 15 I was nothing like the way she is today you know. They're so mature and it seems like even little children I've noticed two or three years old you know they know so much. Seems like they know so much more than I did when I was that young. And you know and and people are so open—which I think is good to a certain extent. But the people in the world today you know children—they don't have respect anymore. Parents don't teach their children respect. And they don't care you know. And sometimes people say: "Well, you know you can't be too strict on your children." Well, you—I feel you have to be strict to a certain extent, and then I thought you know what would it be like in this world bringin' up a child that you love you know being strict and okay and you start being strict with a child and you know how peer groups are—they have a tendency to say this and that about your parents or this and that about you.

I: Mm-hmm.

S: Which—okay I could care less about but you know it it's something else bringing up a child in this world. And I feel like if I would you know if I had of been born earlier say maybe in the early 1900's, had a choice to be born early say in the early 1900's and today, well the time that I was, I would prefer the time that I was because okay now the children it's like I you know keep constantly saying they're more intelligent. Um, there's a drive to become somebody you know. And and that is good whereas you know, especially being Black, children in 1900 that was born all they knew was just a farm and you know little things that that would make somebody else rich you know seem like they didn't focus on you know becoming somebody of their own and and reaching the utmost that they possibly could you know. And and that's important to me and you know I don't know when I have my children (laughs)—see I was raised a little old-fashioned—like you know, although I was involved in various activities and stuff, my parents you know we had different values and stuff and and they taught me respect and how to be a lady and everything. And and you know and—

I: You like those values.

S: I love those values, because to me nowadays we have so many young people that don't care anything about themselves, don't give respect to anyone else, don't care whether or not they receive respect, and to me you know that's not a lady you know that's that's no quantitties of a lady. I feel like there are too many females walkin' around with dresses that are not ladies. We got a lot of females and a lot of males in the world. And I feel the same about males, too, you know. And and then I ask myself: "Well, how can you expect for a man or even another woman to give you respect when you don't even respect your own self you know." At one time I was really hung up on this you know (smiling broadly). But see when I have my children (giggles) you know I want them to get the best education they possibly can. And I hope that I'll be in a situation where I'll be able to give them all the things they need and some of the things they want. But I want them to learn there's more in life than being able to get what

you want and you know and and be wild—when I mean "wild": not carin' or respectin' yourself in a respectable manner or something like that.

I: You want to get across those values.

S: Definitely you know I mean even though people might say: "It's a little old-fashioned this is 1980 you know." Yeah, this is 1980 but you know you know there is still the need to be a lady you know and to carry yourself in a man-like manner you know gentleman—like you know. Because—oh I'm so glad you're talkin' about this (excitedly)! Okay, I used to get frustrated you know because there are so many to me so many girls in the world world without that have baby without fathers and stuff like this. Well, I feel like everybody's entitled to one mistake, but I have you know friends that I went to high school with you know had babies after babies and babies after babies. To me you know how were they you know where was the respect you know. I don't see what they gained from it. Maybe a little Welfare check, and that's nothing you know. I mean a check couldn't take care of me, not only me and my two or three children you know. And and you know and seem like the people who want to be somebody in life you know they would want to do something . . . I don't know, I think it's real bad!

I: Okay. All right. Okay. That's fine.

S: (Giggling). Okay.

3. I: Okay. The next one is: do you think the best time of your life is behind you, ahead of you, or with you now?

S: Ahead of me.

I: Ahead of you.

S: Yes.

I: How old do you think you'll be when that best time happens?

S: When that best time happens. I think from the age of—20, between 23 and 25.

I: Twenty-three and 25.

S: Yes. Okay, because when I think of best time—okay right now I'm in college and I'm trying to achieve something you know. I'm I'm reaching for a goal, trying to become somebody. And at the present time I've gotten you know—I used to be a very active person and for a while I just stopped. And now I've gotten involved in various activities and I'm getting a chance to meet a lot of people and everything. And you know and and this is something I like is I feel that it's a great experience. Not only for me, but it would be for anybody. And you know and it seem like a whole lot of things—well a lot of things are are coming my way you know. There are times when I sit down and I think, I say, "Oh gosh you know I don't see how I'm gonna do this and I don't see how I'm gonna do that." And the next thing I know you know here comes something you know that's opening a way for me and everything you know. And I don't know you know I feel like that I have really been blessed because there were times—even when I started here at Memphis State—that I didn't see you know well how am I gonna go to school. I don't have a job you know, I don't have enough money or anything like that. I mean and somehow I got a job—I feel like—I don't feel like it was a a—oh gosh what's the word I'm looking for?

I: A miracle?

S: I feel like—well, I believe in . . . well, yes it was a miracle. I feel like that it was God working. You know because I'm somewhat religious also and and you know and He knew that this is something I really wanted to do and and I was you know I'm striving to do it in the best way that I possibly can. And I feel that He's showing me, "If you take one step, H, you know I'll take two. I'll go along with you. And you know and just don't doubt Me and even though there are times you know when we all doubt ourselves and doubt how things will come about or turn out for us."

I: Let me ask you something, H. You said that you thought the best time would come like between 23 and 25.

S: Yes.

I: Um, do you have a specific thing that you think is going to happen then, or what makes 23 to 25 so—

S: So special?

I: Yeah.

S: Well maybe I should have said between 23 and 30 (laughs).

I: No, I just—23 to 25 is fine—I just wondered if—

S: Okay, right, right, I understand. Because between the ages of 23 and 25 um I would have been graduated from college, perhaps held my master's degree, I'll be working, and I hope by the age of 25 I'll somewhat be at the peak of my life. I'll be doin' exactly what I want to do in life—working with people.

I: Mm-hmm. And how old are you right now?

S: I'm 21.

I: Twenty-one.

S: Mm-hmm.

4. I: Okay. Let me ask you on the other side of the coin: do you think the worst time of your life is behind you, ahead of you, or with you now?

S: That's hard because . . . I don't know . . . that's hard to say because—okay I have experienced, I've I've really had some bad experiences and you know I don't look upon them as as the worst time in my life. I just look upon them as something that happened that will make me, that will help me be a better lad—uh woman later on in life. That would help me be a little stronger. You know that's how I look at what one would call my bad experiences. I don't look upon them as you know "something really bad has happened to me." Sure, through the experience—if one would like to call it that—that I've gone through I've learned a great deal, I've gained a lot. And but you know I know it'll help me so, I don't look upon it as something bad.

I: Mm-hmm. Okay. All right.

5. I: Um, next one: do you most often daydream about the past, the present, or the future?

S: Oh, gosh (sighs nervously)! Mm. I guess the future.

I: The future.

S: Yeah.

6. I: Okay. Okay, I've got some "if" questions for you.

S: Okay.

I: If you learned today that you were about to lose all sight in both eyes, what changes in your life would you anticipate?

S: What changes? Okay, if I learned that I was about to lose my sight in both eyes, one big change would be—I know I would have to make—is to be able to adapt to not being able to see things anymore. And one thing that I would I would do is that I would really begin to pray to God to give me the strength and to be able to cope with such a situation you know. To be able to live on and and even though that I become blind, I've become blind to to function as an individual with sight. Because I really think a great deal of the handicapped people—the blind, the retarded, or what have you when they can uh perform the role of a normal individual you know—somebody like you and I—who who who who wants to prove to society: "Because I'm like this I still can be somebody." And that's what I would want to do.

7. I: Ah, here's another "if."

S: Okay.

I: If you won a million-dollar lottery today, how would it change your life?

S: How would it change my life?

I: Mm-hmm.

S: (Sigh). I don't see—okay like it may change my appearance a little—I'd go out and buy me some

clothes (laughs). But uh I wouldn't want it to change my life you know. I don't think it would, because I like being me, I like the H that I am you know. And I wouldn't want to change, I wouldn't want to let money or any other type of material thing change me you know. 'Cause I've I've seen this happen to so many people—because people have a tendency to forget where they came from.

I: Mm-hmm.

S: I think that's important.

I: Mm-hmm.

8. I: Okay. Um, if you could have either \$100 now or \$200 a year from now, which would you choose?

S: The \$100 now (laughs).

I: Okay. Why?

S: Because I'm broke (laughs)! Um, I feel that a \$100 now because . . . I don't know whether I'll be livin' two years from now you know. And uh I don't —if if I'm living, I don't know whether—what type of situation I might be in. I might be married—married to a rich man. Or I might be workin' havin' a—makin' a very good salary. So, I would prefer it now because you know I feel that okay, in a sense, I feel that we should live and do what we can today and not focus so much on tomorrow, as far as something material like that you know, as far as money like that. And then I also feel like that you know learn to save for tomorrow, as well as you know spend today you know but I would prefer it today.

I: All right. Okay.

VITA

John Stewart Durland III was born in Stamford, Connecticut, on August 28, 1949. He attended elementary schools in Darien, Connecticut and was graduated from Darien High School in June 1967. The following September he entered Trinity College in Hartford, and in June 1971, he received a Bachelor of Arts degree in Psychology. Upon graduation, he was employed for a year and a half as a work evaluator for the Occupational & Vocational Developmental Center for the Handicapped, Inc., in Florence, Massachusetts. In July 1973, he accepted a position as a psychology technician at Central State Hospital in Milledgeville, Georgia.

He entered the Graduate School at The University of Tennessee, Knoxville, in September 1974, and received the Doctor of Philosophy degree with a major in Psychology in June 1981.

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