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I am submitting herewith a dissertation written by Isabella K. Rauh entitled "Selected Measures of Interpersonal Relatedness in a Sample of College Scholars". I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fullfillment of the requirements for the degree of Doctor of Philosophy, with a major in Clinical Psychology.

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SELECTED MEASURES OF INTERPERSONAL RELATEDNESS IN A SAMPLE OF COLLEGE SCHOLARS

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Isabella K. Rauh

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DEDICATION

This dissertation is dedicated to my parents. It is dedicated to the memory of my father, Arthur Rauh, and to my mother, Else Rauh, whose love, strong confidence in me and belief in knowledge enabled me to take risks and pursue my dreams.

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ABSTRACT

Personality questionnaires and the Rorschach are frequently utilized means by which to elucidate an individual's style of interacting with others. A sample of College Scholars from the University of Tennessee was selected and administered the Rorschach, Jackson's Personality Research Form (PRF) and Tellegen's Differential Personality Questionnaire (DPQ). It was hypothesized that these College Scholars could be differentiated by their scores on the two personality questionnaires into two large groups on the basis of how invested they are in other people.

The NEAR or Socially Responsive group was hypothesized to include those persons who tended to seek out others and were interested in other's thoughts and feelings. The FAR or Self Focused group was to include those who tended to follow more autonomous, less interpersonally engaging pursuits. It was further hypothesized that each group would provide a different quantity and quality of movement responses and human figure percepts on the Rorschach. In short, the NEAR group would offer more human movement responses with greater degrees of human and motivational articulation.

Results indicated that the sample was not bimodal in distribution. The questionnaires could not differentiate the students on the basis of how invested they viewed themselves in interpersonal relationships. However, a post hoc observation of the results revealed that these College Scholars could be differentiated on the basis of their gender. Females not only provided more human movement responses than the males, but also their human movement responses were at higher levels of human and motivational articulation. These relationships were significant. The results from the data of the females also indicated that there was a significant ($p<.05$) and positive relationship between the human movement and object movement scores. These findings were not supported by the data from the male subjects.

Clear gender based distinctions in the manner by which individuals interact are supported and remain an area to be considered for future investigation.

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LISTING OF VARIABLES AND THEIR ABBREVIATIONS

PRF.AFF	Affiliation
PRF.NUR	Nurturance
PRF.SOC	Social Recognition
PRF.EXH	Exhibitionism
PRF.AUT	Autonomy
PRF.AGG	Aggression
DPQ.SC	Social Closeness
DPQ.SP	Social Potency
DPQ.ALIEN	Alienation
DPQ.AGGR	Aggression
HM	Human Movement
HE	Human Emotion
AM	Animal Movement
OM	Object Movement
HUMAN	# of full human figures
HUMAN.FACE	# of human faces
TOTAL.HUM.HFACE	Sum of full human percepts and human faces
HD	Human Detail
HDx	Cut-off Human detail
TOTAL.HD.HDx	Sum of HD and HDx responses
TOTAL.(H.HF)	Sum of Special cases of H and HF responses; ie, (H), (HF)
TOTAL.(HD.HDx)	Sum of Special cases of (HD) and (HDx) responses
MA 1-4	Levels of Motivational Articulation
TOTAL.MA	Sum of MA responses
HA 1-4	Levels of Human Articulation
TOTAL.HA	Sum of HA responses

CHAPTER I

INTRODUCTION

From those initial moments following birth through the days of a lifetime, each individual lives in a continuing relationship with other persons. Indeed, "the significance of human living lies in object relationships, and only in such terms can our life be said to have meaning" (Guntrip, 1969, pps. 19-20). While interpersonal relatedness remains a constant for everybody, the specific nature and quality of the attachment and interaction is colored differently for each individual. One's life experiences, anxieties, intrapsychic fantasies and conflicts, attitudes and personal interests each influence a person's style of interacting with others (Freud, 1966; Guntrip, 1969; Mayman, 1967; Shapiro, 1965). Moreover, through the process of internalizing the significant others in one's environment as well as one's perceptions of the self in relation with these others, the individual begins to develop capacities for future relationships. As such, the depth, quality and nature of future object relations can evolve.

Aside from these intrapsychic and environmental factors, interpersonal relatedness is also intimately tied

with a person's level of thought organization (Athey, Fleischer and Coyne, 1980). In other words, the extent to which an individual relates with others, the nature of that investment and quality of the attachment are reflective of the individual's conceptual abilities, language skills and symbolic or representational processes (Piaget, 1980).

The wide range of interpersonal styles manifest by people is a contention often noted and supported in the literature (Blatt, 1983; Shapiro, 1965). Some persons may consider interpersonal interactions to be paramount aspects of their lives. They may largely choose to seek and promote close, intense relationships with people. On the other hand, some individuals may tend to invest little time or energy in the interpersonal realm and may even choose to categorize this function as one having little or no significance in their lives. These are indeed only some variations of the types of interpersonal attachments that can be manifested, and though somewhat stereotypical, they do serve to highlight some of the extremes in interpersonal styles which can categorize persons. Regardless of the nature and quality of the relationships that one builds, whether they are largely comforting or anxiety-producing, enjoyable and beneficial, destructive, chaotic, empty or actively avoided, each individual must in some manner

develop a personally meaningful role in a social world (Guntrip, 1969).

The Rorschach Technique is a frequently utilized means with which to gauge the nature and quality of an individual's conscious and unconscious mental activity as it concerns relationships with others. In fact,

> The study of the representation of the human form on the Rorschach is an ideal data base for assessing an individual's representational world--his conception of people, including himself, and their actual and potential interactions (Blatt and Lerner, 1983, p.8).

The human forms can then be assessed in terms of how differentiated, articulated and integrated they are. Hence, inferences can be made with regards to a person's capacity to make contact with another person and to have an illustration of a person's potential style of interacting (Blatt and Lerner, 1983; Lerner and St. Peter, 1984; Mayman, 1967). Another Rorschach index which illustrates an individual's fantasies regarding object relationships and the nature of potential interactions is the Human Movement response (Phillips and Smith, 1953; Piotrowski, 1977; Rosegrant, 1984).

Research into the variability of expectations concerning relationships and interpersonal styles as illustrated by various Rorschach indices has generally focused on two areas of concern. One area involves assessing the human percepts and movement responses in

order to differentiate people diagnostically and along developmental lines (Lerner and St. Peter, 1984; Mayman, 1967). The other area has concentrated on investigating the imagery, orientation towards people, and human percepts and movement responses on the Rorschach in samples of persons who have made similar work choices. This research is based on the premise that individuals who work in or share the same interests in a field or occupation would be more alike than different. Hence, their orientation towards people, and their actual and potential interpersonal relations would be similar (Abt and Rosner, 1970; Arieti, 1976; Bergler, 1947; Dellas and Gaier, 1970; Drevdahl and Cattell, 1958; Drews, 1964; Dudek, 1970, 1971, and Hall, 1984; Eyring in Anderson, 1959; Gardner, 1983; Giovacchini, 1960; Hall and MacKinnon, 1969; Helson, 1966; Myden, 1959; Niederland, 1967; Rawls and Boone, 1967, and Slack, 1968; Roe, 1953, 1956, in Sherman, 1960, in Taylor and Barron, 1963; Szent-Gyorgyi, 1962; Walberg, 1969).

Similarly, self-report inventories have frequently been utilized to categorize the individual's consciously-expressed orientation towards people and impressions of the person's own social role or interpersonal style. Such distinctions have been made with both clinical and normal populations. As stated throughout

this introduction, much literature supports the contention that people do vary widely in terms of how they orient themselves to others or at least how they perceive themselves with others.

In short, it is purported that individuals demonstrate varying degrees of involvement and engagement with other persons. There exists not only the actual, directly observable interactions which can be consciously described but also the imagery and unconscious fantasies concerning interpersonal relationships (Durio, 1975; Frank, 1979; Phillips and Smith, 1953; Piotrowski, in Rickers-Ovsiankina, 1960; Rorschach, 1942; Schachtel, 1966; Schafer, 1954). People can differ with each other on the basis of how vividly they experience their internal and external worlds, how deeply they interact with and perceive other people and themselves, how invested they are in their fellow human beings and how they generally tend to color these experiences with their thoughts, fantasies, feelings, past impressions and beliefs (Freud, 1966, in 1917 original; Guntrip, 1969; Shapiro, 1965).

These differing capabilities are understood not only in terms of emotional processes and social growth, but they are also reflective of an individual's cognitive development. In short, human development entails fundamentally a progression towards more adequate and

sophisticated conceptions (Piaget, 1968). Thought processes are expected to gradually move away from a direct reliance upon external conditions. With the growth of the capacity for abstract thought, an individual's thinking and language is able to transcend concrete, pragmatic and descriptive thinking processes. The individual becomes better able to form hypotheses, imagine, tolerate ambiguity and demonstrate some plasticity in reasoning. The individual can orient around a conceptual viewpoint instead of solely by external, concrete considerations (Fast, 1969; Goldstein, 1964; Gruber and Voneche, 1977; Gurwitsch, in Simmel (ed.), 1968; Inhelder and Piaget, 1958; Kasanin, 1964; Piaget, 1968, 1972). The external world can be embellished with the use of symbolic thought processes (Aitchison, 1976).

As such, people are no longer merely reactive to external stimulation. With abstract reasoning capabilities, persons have internal representations of others and also have the capacity to articulate their unconscious fantasy activity. Because of this capacity for abstraction and internalized representations of others, one can experientially enhance the vibrancy and vitality of the external world as well as the internal, intrapsychic realm. One can take what is perceived out of the realm of the

ordinary, pragmatic and concrete, and can function in the abstract dimension wherein the individual can reflect upon, argue about and discuss thoughts, opinions, values and fantasies. The individual can even contemplate the nature and meaningfulness of personal existence.

Symbolic thoughts, internal fantasies and representations need not necessarily be tied to reality or principles of logic. Often, abstract thoughts can misinterpret and distort that which is perceived, at times with creative, original results and some other times with psychopathological consequences (Cameron, 1964). Nonetheless, the capacity for abstraction allows for verbal playfulness, for humor and creative thinking in human consciousness. Persons can even have a relationship with their own thought processes and internal fantasies; ie, viewing them as not one's own, being alien, intrusive, out of one's power. In this manner a schism may be promoted between one's thoughts and one's sense of identity; for example, experiencing one's thoughts as being projected from the living room radio. A similar though more commonplace illustration concerns the capacity to interact with someone and concurrently be able to step back from that interaction and observe it as from the perspective of a third party (Guntrip, 1969).

This present author has attempted to identify two

related characteristics which seem to be salient features of human functioning: (1) the extensive variability that is possible in interpersonal interaction styles and orientations, and (2) the potential for fantasy activity and internalized representations of other persons. As such, situations and people can be experienced on two levels; ie, the conscious and the unconscious dimensions.

The psychological literature is replete with investigations into how individuals unconsciously represent and perceive their worlds as well as how differently individuals will consciously describe their styles of interacting with others. However, these two areas have largely remained unintegrated. Very little research addresses the connection between how individuals unconsciously perceive and represent themselves and others and how individuals consciously perceive and orient themselves toward others. In this dissertation, an overview of the relationships postulated between language and thought development, abstract reasoning and the capacity for fantasy activity will be provided. Then the varied distinctions in interpersonal attitudes and relatedness as indicated by two self-report inventories and the Rorschach Technique will be discussed. A brief overview of the connection between consciously-expressed

interpersonal attitudes and unconscious fantasy activity will be offerred. The relevance of the Rorschach Technique as a principle investigative measure and the utility of two personality inventories in identifying individual differences towards interpersonal relations will also be reviewed. The two inventories utilized include the Jackson Personality Research Form (PRF) and the Tellegen Differential Personality Questionnaire (DPQ). The remainder of this dissertation will include a detailed statement of my intended research hypotheses as they specifically pertain to the aforementioned tests and the proposed mode of investigation. Results and a discussion of their importance and implications for future research will complete this dissertation.

CHAPTER II

LANGUAGE AND THOUGHT DEVELOPMENT AS IT RELATES TO AN INDIVIDUALS'S ORIENTATION TOWARDS THE ENVIRONMENT

There are many paths to follow in order to gain some understanding of how an individual perceives and relates to the world. At the very minimum, one can examine the social, emotional or cognitive lines of a person's development. Several authors contend that these various lines of development are frequently left unintegrated and leave a notably skewed impression of human development and functioning (Athey, Fleischer and Coyne, 1980). Quite recently, many investigators assert that the social and emotional realms of human functioning can be best understood in terms of one's cognitive development and the growth of one's thought organization (Bringuier, 1980; Gruber and Voneche, 1977; Hanfmann, 1968; Inhelder and Piaget, 1958; Piaget, 1968, 1972, and Inhelder, 1971).

Perhaps most prominent of the investigators into the area of cognitive development and functioning has been Jean Piaget. He posits a conceptual understanding of how the individual relates to the world. Although affectivity is

considered important as a motivating agent to acquire knowledge, Piaget contends that it is not sufficient to explain what or how something is acquired or perceived. His theory of the development of thought processes, also called genetic epistemology, has as its foundation the belief that "one day all can be understood as a problem of knowledge and intelligence...and supported by endocrinological explanations" (Bringuier, 1980, p.49).

The development of thought organization is viewed as a process comprised of several stages, each one of which is characterized by a specific overall structure. These stages proceed in a constant order in all individuals although much diversity is possible within each particular stage based upon the individual's own style of accumulating and integrating knowledge. The structures acquired along each step of the cognitive process are gradually integrated into one another according to the order of their formation (Bringuier, 1980; Piaget, 1972, and Inhelder, 1971).

According to Piaget (1972), an individual relates to the world as a subject to an object. Knowledge neither ensues from the self consciousness of the subject nor from the objects as they are perceived. Instead, knowledge emerges from the interaction between the individual and the object. This interaction is reportedly not contingent upon

perceptual processes but is a function of the actions that are directed by a person in relation to some external event.

Piaget posits six levels by which an individual acquires knowledge (1972). At each level or stage, the development of language and the growth of the symbolic function or representational thought processes are interdependent. In the first year of life, the infant's intelligence is on a sensori-motor level. There exists no self consciousness in the infant and no ability to differentiate sensations that arise from inside the body versus those that stem from external sources. The constant reference is the infant's own body. Sensations and experiences have as yet no connection among each other. The goal of this stage or level is for the infant to acquire the ability to differentiate internal from external information or sensations. Activity needs to become less egocentrically defined.

During the second year of development through the age of 7-8 years, the child's thought processes are located on a pre-operational level. Within this stage, the development of a symbolic function emerges. Language and speech processes become more utilized, and the child is more capable of evocative memory; ie, bringing to mind images of what is not present (Gruber and Voneche, 1977).

There is not yet any reflective action though the foundation tools for such a process are being laid. Imitation plays a prominent role in the development of representational thought. At this stage, cognition is on a largely pre-verbal plane. Relations between the subject (body) and objects are understood as attributable mostly to the child's behaviors and actions. As such, the notion of causality and structural schemes comes into play at the moment that they are practically and materially utilized. In short, pre-operational thought sets a foundation for logical processes and representational, symbolic thought but is indicative of a pre-logical and pre-conceptual plane of knowledge.

Between the ages of 7 and 11 years, the youngster's level of intelligence is characterized by concrete logical operations which occur in two stages. According to Piaget (1968), at 7-8 years the child demonstrates concrete operations. One witnesses the emergence of elementary groupings and classifications of objects. In such a manner the youngster acts on the objects in order to better establish some relations between them. Hypothetical constructs are not formed but definite classifications are formed on the basis of what is immediately given. The concrete logical operations or actions are firmly rooted to

empirical reality during this stage (Inhelder and Piaget, 1958).

The latter segment of this phase is called the level of propositional logic and generally becomes apparent when the youngster is 11-12 years of age (Inhelder and Piaget, 1958; Piaget, 1968, 1972). During this stage, one observes an increasing interest on forming universal laws and relations between objects. As the youngster's thinking becomes more refined and carefully substantiated, language becomes much more necessary a condition to this process. The capacity to recognize logical and spatial relations between objects begins to unfold.

The final phase of cognitive development according to Piaget is considered to be the level of formal operations which begins approximately at age 11 and continues throughout a lifetime. During this stage, empirical "reality (finally) becomes secondary to possibility" (Inhelder and Piaget, 1958, p.251). Instead of being grounded to physical data and reality, the individual can deal directly with verbal elements. Thought processes by this level are primarily hypothetico-deductive. The individual is now able to construct systems and universal principles. The environment can be transformed by thought; the individual is now able to reflect upon the world. This may be both the actual world or an imaginary one created by

the individual. Thinking need not be tied to actual observations but can be contingent upon an individual's vivid internal representations or symbols. In short, the person can deal directly with hypotheses and propositions without a bond to what is actual. At this stage, knowledge and thought can for the first time transcend reality considerations (Inhelder and Piaget, 1958).

This author has attempted to elucidate the various stages of cognitive development proposed by Piaget. It must be noted that every individual must attain each stage in order to reach the capacity for representational, symbolic thought and logical operations. This process appears to be one governed by maturation and learning; however, Piaget (1968) repeatedly contends that the growth of knowledge is not solely a learning process but is indicative of an individual's continued efforts to balance intrusions and demands from the social, physical and affective realms. In such a manner, the thinking process can follow its developmental course.

Kurt Goldstein and J.S.Kasanin have also distinguished themselves as prominent researchers of cognitive development (Fast, 1969; Goldstein, in Kasanin, 1964; Gurwitsch, in Simmel, 1968; Hanfmann, in Simmel, 1968; Kasanin, in Kasanin, 1964). For Goldstein, an individual's

ideational development is representative of the interplay between that person's capacities for concrete and abstract thinking. J.S.Kasanin has similarly investigated the relationship between abstract and concrete thinking, particularly as it is manifested in schizophrenic language and thought processes. The theoretical differences between Goldstein and Kasanin with regards to the development of ideational processes are not the focus of this dissertation. Instead, the capacity for symbolic thought and representational processes has relevance to understanding an individual's capacity to internalize people and experiences. It allows a person to reflect upon his orientation towards people and general style of interacting with others. As a consequence, this author will merely provide an overview of the chief characteristics of concrete and abstract thought.

According to Goldstein and Kasanin, concrete thought is believed to preceed the capacity for abstraction in cognitive development. Concrete thought is characterized as being literal, based upon one's sense perceptions, direct experience and situational contingencies (Fast, 1969; Goldstein, in Kasanin, 1964; Gurwitsch, in Simmel, 1968). According to Goldstein, brain injured patients will typicallly demonstrate a regression to a predominantly concrete level of functioning.

> Only that exists for the patient which offers itself in perceptual experience...the(se) patients are somehow overwhelmed and overpowered by actual experience imposing itself upon them by a force of constraint from which they cannot emancipate themselves...(they) are at the mercy of actualities and seem deprived of any initiative (Gurwitsch, in Simmel, 1968, pps. 126-127).

Such concretism has also been accorded a prominent role in schizophrenic thought disorder (Angyal, in Kasanin, 1964; Benjamin, in Kasanin, 1964; Cameron, in Kasanin, 1964; Goldstein, in Kasanin, 1964; Kasanin, in Kasanin, 1964). However, concretistic thought is considered to be different qualitatively in schizophrenics than in organically impaired persons (Goldstein, in Kasanin, 1964). With schizophrenics, ideational processes become impaired because of numerous personalized associations and thoughts. Reality becomes very dynamically experienced and words lose their capacity to represent an object or situation. Instead, words become almost part of a situation. Causal relations or syndetic thinking becomes grossly limited. As a consequence,

> Social communication is gradually crowded out by fantasy; and the fantasy itself, because of its nonparticipation in and relation to action, becomes in turn less and less influenced by social patterns. The result is a progressive loss for oganized thinking,and ultimately an incapacity for taking the role of others when this is necessary to enable one to share adequately in their attitudes and perspectives (Cameron, in Kasanin, 1964, p. 51).

Developmentally, the capacity for abstract thinking should follow the concrete attitude. It should be noted that once the capacity for abstraction emerges, it does not obviate the need for a certain degree of concretism. These two capabilities exist in the normal person in a balanced and integrated fashion and are drawn upon in a manner appropriate to a given situation. This balance implies the capacity to rely at times on one's perceptual and sensory experiences and also be able to tolerate some measure of ambiguity at other times.

Abstract thinking allows an individual the opportunity to distance and detach from an experienced situation or a given impression. The individual can orient around a conceptual viewpoint or theme. According to Goldstein (in Kasanin, 1964, p. 19), abstraction allows a person:

(1) to assume a mental set voluntarily,

(2) to shift concentration on various aspects of a certain situation yet be able to consider them simultaneously,

(3) to grasp the essence of a given whole,

(4) to generalize and plan ahead,

(5) to perform symbolically and imagine, and lastly

(6) to detach one's ego from the outer world.

These notions of abstraction certainly serve to

highlight indirectly its importance in conceptualizing an individual's style of perceiving and interacting with other individuals. It implies that the more cognitively mature an individual; ie, more capable of utilizing abstract reasoning processes, the more likely the person will be able to perceive others with all their complexity, discrepancies and with some unified and personally meaningful understanding of how they function. Of course, these capabilities can be either enhanced or sabotaged by social, emotional and physical factors, or intrusions as Piaget calls them (1968). Nonetheless, each individual's potential and particular style of interacting is in large measure determined by that person's cognitive and ideational capabilities and level of development.

CHAPTER III

DIFFERENCES IN INTERPERSONAL RELATEDNESS AS INDICATED BY SELF-REPORT INVENTORIES AND THE RORSCHACH TECHNIQUE

The Rorschach Technique has been viewed almost synonymously with personality research (Rickers-Ovsiankina, 1960). This simple apperception test is composed of ten cards, each one depicting some ambiguous visual stimuli to which the observer relates his consequent perceptions and impressions. It is chiefly an idiographic tool that provides through an analysis of the various formal scores and an assessment of the sequencing, content and interactional aspects, the potential for a highly integrated, meaningful picture of the individual. It remains a key to understanding how the person's drives, unconscious needs and conflicts, ego strengths, weaknesses and potentialities interact symbolically, behaviorally and interpersonally in one's object relations. The Rorschach has served as the principle measure for investigating an endless variety of aspects regarding personality, of which the following are only a small sample: unconscious fantasy activity, creative potential, intelligence, the presence of

psychopathological conditions, imaginal processes and interpersonal relations.

One of the most salient features of the Rorschach Technique across these numerous studies and certainly the variable which has evoked the most controversy is the Human Movement response (M). According to Hermann Rorschach, the creator of the test which bears his name, the production of M can be understood to be an

> inner creation, a tendency of the individual to turn in upon himself, to have little to do with the world of reality, (and) to create a world of his own values (where those) unlived out tendencies and wishful dreams of the person (become articulated). (Dudek, 1968, p. 537;Rorschach, 1942).

Several other writers, however, have forcefully argued that M responses are not indicative solely of pure fantasy activity but also reflect more active, reality oriented aspects of the individual and may in fact represent the nature of the person's relationship with others in the social world. Piotrowski (1977) states that M on the Rorschach is "representative of the individual's role in his significant interhuman relationships." The M responses provide one access to comprehending how an individual perceives his world, structures its various features and inhabitants and relates to it all in terms of the roles he has assigned.

Over the recent decades, several investigators have

attempted to integrate the insights of Piaget regarding cognitive development, the advances made in object relations theory and the psychology of the self as proposed by Kohut (Blatt, 1984, 1983; Lerner and St. Peter, 1984). These authors contend that to best elucidate the nature and quality of a person's interpersonal relationships, it is necessary to assess not only the M responses on a Rorschach but most importantly to also review the human figure percepts that are produced. The relevance of the latter percepts will be discussed in a later section.

A similar view of M responses representing not simply an individual's attitude toward his or her own inner processes but rather illustrating on a small scale the person's perceptions of self and others and the manner in which the person characteristically reacts to and behaves in the social world was expressed by Phillips and Smith (1953). They have directed much effort towards the investigation into the varying types of Movement responses. Accordingly, Movement responses are not solely circumscribed to descriptions of how people interact with each other (Two men getting ready to enjoy a meal at a picnic) but can also reflect perceptions of movement involving animals (Two animals climbing up a hillside), abstractions (A jet taking off), or emotions (A sad

person). Phillips and Smith further assert that the types of Movement responses articulated by the individual reveal that person's attitude towards interpersonal relationships and figuratively describe the nature of those attachments and interactions. Phillips and Smith (1953) contend that

> Human Movement responses (M) differ from other movement percepts in the extent to which they reveal attitudes...the context of the movement interpretations is not selected fortuitously but reflects the same determining tendencies which direct the establishment of the pattern of interpersonal relationships characteristic for the individual.

The meaning of the M which is articulated varies with the designated content. When M is expressed with regards to a full human percept (Two males lifting a basket), it generally represents one of the basic requirements necessary for maintaining a mature, potentially empathic social relationship. According to these same authors, the focus on human details in the M response (Two arms stretching to the sky) indicates the presence of some anxiety in dealing with people.

When animals are viewed in an active, but uniquely human stance (Insects arguing), feelings of danger and threat are associated with present interpersonal relations. Also, it may imply that the past for this individual is typically nostalgically remembered and fantasized with acute longing. Abstractions that are seen in movement

(Something whirling around) are commonly articulated by superiorally intelligent persons who have a "considerable capacity for abstract thinking but who tend to isolate themselves and appear shy and withdrawn" (Phillips and Smith, 1953, p.74).

Schachtel (1966) elaborates on this notion by connecting M with an individual's "capacity for empathic projection" (p. 242); ie, having an

> openness and sensitivity toward the world around one as well as the capacity to bring to bear one's own aliveness and attitudes, one's own life perspective, on that which one is open to perceive (p. 233).

In an earlier paragraph, Phillips and Smith's (1953) contentions regarding the significant relationship between types of movement responses and the potential quality of interpersonal interactions were discussed. It was briefly suggested that variations in the human percepts expressed would carry different interpretations regarding the nature of an individual's actual or potential relationships.

Blatt and Lerner (1984, 1983) have devised a comprehensive system with which to assess the developmental level and nature of those object representations manifested in Rorschach protocols. They have also attempted to study how the developmental level of a person's perceived human figures relates with a person's overall level of functioning or psychopathology. This Blatt system scores

human responses in concordance with developmental principles. As such, six areas are addressed (Blatt and Lerner, 1983):

(1) differentiation or types of human figures perceived

(2) articulation or the number and types of perceptual and functional features attributed to the figures

(3) internality in the motivation of action

(4) degree of integration of object and action

(5) content of the action and

(6) nature of the interaction.

Blatt (1983, 1976) reports that in a 20-year longitudinal study of normal development, there is a marked increase in the number of "accurately perceived, well-articulated, full human figures involved in appropriate, integrated, positive and constructive (benevolent) interaction" (p. 10 in 1983). In contrast to such expectations from normal persons or non-clinical groups, other authors seem to agree that the more inaccurate, more dehumanized a figure, then the more likely that the individual's capacity to relate empathically with another person will be impaired or at least diminished (Blatt, 1983, 1976; Lerner and St. Peter, 1984; Mayman, 1967; Sheehan and Tanaka, 1983). Dehumanized figures are

typically considered indicative of interpersonal interactions that are characterized by a "coldness or estrangement" (Mayman, 1967, p. 19).

In a study by Lerner and St. Peter (1984) which compared the Rorschach protocols of schizophrenics, neurotics and borderlines (inpatient and outpatient), schizophrenic subjects reported the least number of human figures. Consequently, this endorses the belief that these individuals on a whole have the most difficulty relating with people and internalizing adequate object representations. Rosenstiel (1969) found that the number of human percepts produced will vary directly with a person's social interests and be inversely related to their level of pathology. While the area of human figure percepts on the Rorschach has received little empirical study in comparison with other Rorschach variables, results thus far tend to strongly support the notion that the higher the frequency of human figures perceived in a given protocol, the more likely one can expect a higher level of cognitive and emotional development, more interests in social relations and less debilitating forms of psychological impairment or pathology.

The aforementioned contentions that M responses and human figure percepts can transcend the realm of unconscious fantasy activity and can serve as a useful and

accurate tool for mirroring the way in which these fantasies may take shape in reality or may substantiate the way in which people can perceive their style of interacting are assertions that largely inform this study. While some empirical research has been done on human figure percepts, and some of the more striking studies have already been discussed, a vast psychological literature exists on M responses.

Research into the quantity and quality of M responses produced by an individual has been a primary means of studying the differences between people in terms of the role interpersonal attachments play in their lives. Advancing from the hypothesis offerred by two famous Rorschach theoreticians, Beck and Klopfer, regarding a generally positive relationship between M production, imagination and inner fantasy activity (Frank, 1979), much of the research on M has been directed toward talented, creative and highly productive individuals. These endeavors have focused on persons whose M production is expected to be above average in quantity. Frequently, correllary efforts (interviews, personality inventories) have sought to substantiate the inferences made about the M responses by looking at the person's interpersonal attitudes and orientations.

Anne Roe is one of the premiere investigators of this genre. She has written extensively about highly productive and creative career persons and professionals. Her efforts have attempted to seek out the differences and similarities among creative individuals in terms of familial background, vocational choice, interests, personality structure and manner of working (Roe, 1953, 1956, in Osipow, 1968, in Taylor and Barron, 1963). One of her most extensive research activities was a four-year study of scientists (1953). Roe was interested in examining what kinds of people would get involved in what kinds of research activity, what seems to motivate them, how they go about their activities and when in their lives do they become thusly involved. She chose sixty-four of the leading scientists in the United States who in turn represented three distinct scientific fields: Biology, Physical Science, and Social Science. Among her Social Scientists she selected Psychologists and Anthropologists. Her Physical Scientists were differentiated into two groups: the theorists and the experimentalists. Each of these individuals was administered a Rorschach and Thematic Apperception Test and took part in an interview. Since the primary interest of this dissertation project is to explore the relationship between an individual's unconscious fantasy activity and consciously-expressed attitudes

towards people, only those results relevant to this purpose will be reported.

Roe found that among all her Social Scientists (both Psychologists and Anthopologists) personal relationships were often assigned by them a position of top priority. They described themselves as being very concerned about the quality of their personal relations, tended to seek out and enjoy large social functions and gatherings and often tended to be very demanding of their mates, so much so that divorces were more common among this group than the other two groups. In contrast, the Biologists and Physical Scientists generally tended to voice dislike of all but the most small, intimate gatherings with friends and colleagues. Among the Biologists, Roe noted that conflicts between intense interpersonal committments and career development were the most consistently manifested themes on the Thematic Apperception Test and during the personal interviews. Under both circumstances, the conflict resolution tended to be in the direction of pursuing work interests.

The Physicists tended to be shyer and evidence more discomfort around people than that observed in and reported by the other groups of Scientists. The Social Scientists related, both consciously and unconsciously, intense

conflicts with parents. Greater problems with separating from a very powerful and dominant mother and working through the rage and disappointment engendered by a father who was perceived as being ineffectual or inadequate were predominant issues among the majority of the Social Scientists (both groups). Among the Anthropologists, Roe encountered a greater prevalence of familial problems in reaction to which independent travel was often undertaken.

Roe also reported that across each of these conceptual groupings, a general unease about personal relationships was demonstrated but reacted to very differently by each group. Among both sets of Social Scientists, the intense concerns about the nature of relationships was met with a similarly intense ambivalence; ie, seeking independence often via rebelliousness. It was also often met with acute aggressive feelings and concommittant feelings of strong dependence upon the other person, helpless in the face of the need for such relationships and intense guilt both for the wish to be independent and for the experienced neediness. In marked contrast, the Biologists and Physicists tended to strongly avoid intense emotional and interpersonal situations. There was a belief, unconsciously and consciously held, that independence from parents was important and that such a belief was a correct one. Interestingly, the Biologists tended to express more

interest in and enjoyment of their children than did the Physicists. Consequently, it may be inferred that for the Biologists having another individual need them intensely was not as disconcerting as it was for the Physicists. Moreover, the Biologists were somewhat more amenable to an intensely emotional, interpersonal committment.

With regards to the M responses produced from each of the groups, the predominant number of M responses came from the Social Scientists. They demonstrated both a greater concern for people and a greater propensity for feeling haunted by or preoccupied with people. The Biologists produced the most Animal Movement (AM or FM) responses and also a greater number of anotomical and botany responses. While this may in part be reflective of their occupational focus, it is also indicative of a good deal of passivity within their heterosexual relationships. Lastly, the Physical Scientists produced many responses that showed concern with three-dimensional space and inanimate motion as well as interest in explosions, snow and ice. These content areas generally reflect a strong need to control their own impulses, concerns about losing control within relationships and suggest the tendency for an indirect expression of hostility towards people; for example, spending most of their time away from their families in

their laboratories. Such characteristics also speak to the presence of a good deal of easily mobilized anxiety in both the Theoretical and Experimental Physicists.

In a later study (1956), Roe also selected a sample of highly industrious and creative individuals; ie, Paleontologists. She described their Rorschach protocols as illustrating a tendency towards abstractual, formalized thinking with a marked inhibition to project themselves into a situation. In this manner, this is similar to the absence of what Schachtel earlier referred to as the capacity to project oneself into things or other people. In these aforementioned studies not only were clear distinctions noted among individuals in terms of their social relatedness and unconscious fantasy activity regarding people, but there was also manifested a strong positive relationship between the person's unconscious fantasies (Rorschach responses) and that individual's consciously-reported attitudes towards people and interpersonal attachments. The studies though pivoted on the individual's work choice.

In other studies focused on exceptionally gifted individuals, though again investigated from the vantage point of their specific occupation, it was determined that professional artists tend to manifest a very high capacity for empathy with their surroundings. Yet, they differ in

terms of the capacity to achieve some degree of distance from their impulses and emotions. They tend to perceive an above average number of abstract percepts; ie, peace, childbirth, death, impending doom. Different kinds of artists have been proposed: the impulsive, visionary artist who tends to be dominated by impulses, emotion and unconscious fantasy. This is in contrast to the artist whose work stems from calm, reflective planning and who is also able to articulate the experiences surrounding the creation of the work. Artists who probably lay within this category include Leonardo da Vinci and Frank Lloyd Wright (Dudek, 1984; Giovacchini, 1960; Munro, 1953; Rawls and Boone, 1967; Rawls and Slack, 1968).

Similar delineations have been made among architects wherein the most creative and "hyperimaginative" of the profession were those who demonstrated not only the highest quantity of M (human) responses but also manifested the most exhibitionistic and sexual responses (Dudek, 1984, p. 353). They also tended to perceive inanimate motion of much vitality and vigor (Dudek, 1984; Giovacchini, 1960; Munro, 1953; Rawls and Boone, 1967; Rawls and Slack, 1968).

Rosner and Abt (1970) have also devoted much energy and effort to investigate the creative process and have interviewed a number of the most visible and renowned

representatives of the many divisions of the arts and sciences. These investigations into the creative process were based upon the verbal reports of noted artists and scientists and suggest that the creative experience of developing ideas, seeing novel connections between discrete elements or thoughts, recognizing factors which tend to either heighten or diminish the individual's productivity is not radically different across these two disciplines. Aside from the superficial differences attached to the techniques and methods utilized in the arts and the sciences, "general conclusions about the process of creating in the arts and sciences can be viewed in a unitary manner" (p. 380). What does seem to vary among these individuals is the relevance human attachments or intrapsychic reflections have upon their work and their lives.

In an interview with Isaac Bashevis Singer (Rosner and Abt, 1970), the sine qua non of writing seemed to be the author's intense participation in human existence and experience. He related that everything he writes is taken from his own life, "the way you interpret it, the way you see it, the way you feel it". He frequently connected his present efforts with his feelings, impressions and thoughts of the past, his historical and familial roots. Singer asserted,

> People are afraid of these things, even though they deny it. In my case, I could not deny this fear and these feelings because they were too strong. Whenever I write a story, the supernatural (fears, recollections, fantasies) will pop up. If I write a story and it's not there, I'm sometimes suspicious about the story (p.231).

The predominance of the "inner and outer experience" (p. 228) runs through his way of thinking, perceiving, relating to the world and others, fashioning a story and pursuing a creative idea.

Such intense affective experiences were similarly verbalized by Neil Simon, the eminent playwright, as a foundation for his work and his living. He discussed his readiness to place himself in the position of his characters, to become so embedded in the development of a character that "I get mixed up...I begin to think that I have many of the characteristics of that person" (p. 358). While he feels such evident identification with his characters, Mr. Simon spoke of his difficulties relating with people in the outside world.

> When I am sitting and having a conversation with a friend, I hear the conversation. I become the third person at the table listening to the two of us. And I think that is what gives me my ability as a writer, really. To observe this objectively (Rosner and Abt, 1970, p. 359).

Despite the obvious similarity between these two individuals by virtue of the fact that they are both

writers, their experience of other people and of their own musings is somewhat dissimilar. While both speak of the inherent affective strength and potentially frightening and overwhelming quality of their feelings and reflections, the theme of feeling embedded in the experience seems to be more easily controlled and overcome by Mr. Simon. While this capacity to distance oneself from the charged material is essential before one can write something, this distantiation seems less fixed with Isaac Bashevis Singer. For this writer, the movement from inner to outer reality appears to be a much more fluid, boundariless, and hence a more terrifying experience. In this comparison, the somewhat discrepant thoughts about interpersonal and intrapsychic relatedness are evident not across two professionals from different occupations, but it is instead a distinction that seemingly transcends such parameters.

To date, much research attention in the realm of differing interpersonal relatedness has been directted towards highly creative and productive individuals, typically from varying professions so as to at least have a superficial schism between them. Some studies, however, have begun to explore the personality styles of intellectually gifted, high achieving and potentially creative adolescents and young adults, without specifically focusing on their chosen vocational interests. An

extensive study of those non-intellectual factors characteristic of superior high school students was undertaken by E.M.Drews (1964).

Drews chose to focus on the self images, reported interests and values, and sense of identity associated with these gifted adolescents in high school. In a group where all the participants had IQ scores greater than 131 points (based on the Stanford-Binet), Drew could distinguish three different categories: (1) the creative-intellectual, (2) the studious, and (3) the social leader. She found that among the creative-intellectual group, their interpersonal orientations were generally of a quiet, introverted, almost bookish nature. They participated less in social activities, spoke less in class and generally listed reading as their primary pasttime. It was not uncommon for these adolescents to spend at least fifteen hours per week on homework assignments and additional class-related readings.

On the basis of the Allport-Vernon-Lindzey (A-V-L) Study of Values, a test designed to rate what an individual most values (Theoretical, Economic, Aesthetic, Social, Political, Religious), the creative-intellectual group produced high scores on the Theoretical and Aesthetic scales. Interestingly, sex differences were manifest. The

males of this group received significantly higher scores on the Theoretical scale than the females who received significantly higher scores in the Aesthetic dimension. The Theoretical scale is designed to represent concerns with cognitive approaches to reality in contrast to the Aesthetic scale which indicates a greater concern with "perceptual phenomena, harmony and form" (p. 66). The creative-intellectuals though were able to be significantly differentiated from the studious group and the social group.

Contrasted with the creative-intellectual group, the social group, as can be inferred from their name, is predominantly interested in maintaining social contacts. They were found to have the highest scores on the the Social scale of the A-V-L Study of Values. This scale measures the person's orientation towards being with other people. This group also exhibited significantly higher scores than the other two groups on the Political scale. Consequently, they demonstrate a high affinity for "winning friends and influencing people" (P. 67); that is, the power motive within relationships was also more manifest in this group.

The studious group tended to locate around the midpoint between these two other groups across the focal variables. In this study by Drews (1964), significantly

distinct differences were manifested among intellectually superior high school students in terms of what they valued as most important, thoughts and scholarship versus social interactions.

An interesting later study (Walberg, 1969) which also addressed the personality characteristics of intellectually superior high school students took as its focal point the differences between young aspiring and potentially creative "scientists" and "artists" (P. 6). The author chose students who to date had achieved some distinction in either the arts or the sciences as determined by their participattion in competitions and talent searches. This was a nationally based study that included students from urban, suburban and rural locales. They found more females represented in the "artist" group and more males in the "scientist" group.

Results indicated that the "scientists" reported more reservations about and discomfort in talking with others about personal experiences or problems, they were slower to make friends after changing schools and dated less frequently than the "artists". However, they indicated feeling less preoccupied about or bothered by humiliating experiences and generally voiced less interest in other people or their interests. A significantly lower tendency

to spend time involved in social or school organized activities was also manifested. The "artists" were more likely to value their creativity and spoke highly of feeling imaginative, curious and expressive. Communicating inner feelings and valuing such a capacity was highlighted by the "artists" and discussed by them as abilities to be developed through life. This can be distinguished with the significant tendency in "scientists" to want to develop their conceptual abilities as they relate to external physical reality. In short, "the "scientists" seemed preoccupied with things and ideas rather than people and feelings, (and) avoided intense emotional closeness to others" (Walberg, 1969, p. 9).

Once again, albeit distinctions are being made using vocational interests as the prominent variable, significant differences are demonstrated with regards to people's orientations towards social relations. In an effort to describe a wide area of personality characteristics as they exist in predominantly non-clinical populations and to elucidate the manner in which an individual identifies or describes his or her own functioning, the recent years have yielded a growing number of personality inventories designed to better and more reliably discriminate among a person's various attitudes, self perceptions and beliefs. The Jackson Personality Research Form (PRF) and the

Tellegen Differential Personality Questionnaire (DPQ) are two inventories that specifically address the nature of an individual's interpersonal orientation. The specific scales and their content will be further delineated in the Hypothesis chapter (VII) of this dissertation.

One of the most frequently encountered groupings of people is the artist-scientist dichotomization. In 1959, C.P.Snow forcefully argued that artists and scientists unfortunately populate two rigidly separate and seemingly self-sufficient cultures between which there exists no mutual interchange of goals, interests or values. Even on a more global scale, whole cultures and continents have been reduced to fit the artist-scientist dichotomy. The Asian countries are frequently perceived as representing an aesthetic continuum in contrast to the Occident which is characterized by its logical and seemingly theoretical emphasis.

One of the more recent works in the study of the variability across interpersonal styles of functioning is the book by Howard Gardner on multiple intelligences (1983). Gardner proposes that there are many types of intellectual potentials that are accessible to the individual but of which only a few are highlighted and enhanced across a lifetime. He posits a category called

the Personal Intelligences which he describes as a twofold ability:

(1) to access one's own internal, emotional life, articulate and symbolize these complex and highly differentiated sets of feelings, and

(2) to notice the other and accurately gauge their moods, temperaments and intentions.

Gardner purports that such personal intelligence is highly developed in those individuals who chose to emphasize such skills in their work: psychologists, social workers, pastors. However, it is most important to recognize that for any individual to be effective and inspiring within a profession, there needs to be at least some level of sensitivity to one's own feelings, motives, and those needs of the other person. It is this sort of acuity that Gardner argues makes for an effective statesman (Gandhi, Kennedy, Martin Luther King), inspiring educator, successful salesman, emotionally arresting actor or actress.

Nonetheless, Gardner asserts that while this personal intelligence may be instumental in many disciplines, effectance in a life's work is primarily contingent upon the other forms of intelligence at an individual's disposal. Gardner delineates three basic forms of intelligences: (1) the "object-related" (p. 276) forms such

as the logical-mathematical and bodily-kinesthetic. By "object-related" he refers to the individual's need to work with and always eventually confront the world of physical reality. Reasoning capabilities become the primary emotional investment and take much precidence over language skills. Interpersonal contacts are often avoided or just not attached much importance. (2) The disciplines which include music and language are relegated to the "object-free" (p. 276) form wherein the oral-auditory systems are highly developed. The love of words and sounds and a keen sensitivity to making them best express an underlying feeling, emotion or vision become the most salient feature of this type of intelligence. (3) The last intelligence type postulated by Gardner is the personal form which is circumscribed to understanding the existence of oneself and recognizing the experiences of others.

While somewhat restricting himself to an intelligence classification based upon occupational demands, Gardner like many of the aforementioned investigators has attempted to delineate some of the varying personality characteristics manifested by some of the more distinguished members of our society on the basis of their intellectual gifts, creative potential, established productivity and successfulness. Several trends can be

discerned. Individuals can be differentiated in terms of what they unconsciously experience, what they value and find interesting, how they consciously experience interpersonal relationships and how they reportedly orient themselves towards social interactions and groupings.

One of the most prevailing characteristics of the literature on Rorschach M production, self reports on interpersonal interests and occupational choices has been the strong focus on individuals viewed as being highly creative and productive. Differentiating these persons on the basis of their social orientation and interpersonal fantasies has often meant first classifying these people into groups based upon their work affiliations. Relatively consistently, the evidence has not found major differences in terms of people's ways of creating but rather has noted some distinctions in the individual's manner of human relatedness. There is also some evidence which suggests a positive relationship between the person's unconscious fantasies and consciously expressed attitudes towrd human interactions and attachments.

In short, the realm of interpersonal relationships continues to be fraught with conflicts, to hold numerous potentials for intense affective experiences and to remain a very complex area of human functioning, one that elicits many reactions to and attitudes about people. Given the

premise that the individual is predominantly a social animal, it behooves us to be able to understand the vast range and variability of fantasies, attitudes and interpersonal styles of functioning that exist and become manifest in most aspects of a person's life.

CHAPTER IV

PURPOSE OF THIS INVESTIGATION

The purpose of this research was to explore the contention that individuals vary widely in terms of how they perceive other people or view interpersonal interactions, how invested they are in social relations and how capable they are of attaching to other people and internalizing this process (Arieti, 1976; Bergler, 1947; Blatt, 1983, 1984; Campbell, 1957; Drevdahl and Cattell, 1958; Dudek, 1968, 1971, 1984; Eyring, in Anderson, 1959; Gardner, 1983; Giovacchini, 1960; Hall and MacKinnon, 1969; Helson, 1966; Kleinschmidt, 1967; Niederland, 1967; Phillips and Smith, 1953; Piaget, 1968; Rawls and Boone, 1967, and Slack, 1968; Roe, 1953, 1956, in Sherman, 1969, in Taylor and Barron, 1963; Rosner and Abt, 1970; Walberg, 1969). Such variation may be demonstrated through an individual's consciously expressed attitudes and beliefs or may be more subtlely indicated by unconscious thoughts and perceptions.

While such a concept as relatedness may vary along a continuum, this study was not intended to investigate

whether such a developmental progression or range may exist. Instead, the focus of this project was to examine the interaction among various indices of relatedness as manifested by two groups of individuals who were selected because of their extreme variance in a capacity for relatedness and interest in interpersonal relationships.

These two samples were chosen among the undergraduate participants in a College Scholars Program. Utilizing the Rorschach Technique, and aspects of the Differential Personality Questionnaire and the Personality Research Form, the feasibiliity of discriminating among such a sample of individuals on the basis of their consciously and unconsciously expressed thoughts and fantasies regarding interpersonal relationships and perceptions were explored. At this time, people can be distinguished in terms of their interest in and capacity for relatedness to others based on a variety of scales on self-report measures or based upon the evaluation of several formal characteristics on projective measures. It must be noted that there is an absence of research examining the interaction and validity between these self-report measures and the projective methods.

The focus of this dissertation project was twofold. First, two separate groups of individuals were chosen from a sample of University of Tennessee College Scholars. Each

group of individuals represented the extreme end of the range of relatedness. One group comprised those individuals who demonstrated a greater proclivity towards the pursuit and maintenance of interpersonal interactions, showed greater ease in expressing their feelings and fantasies about people, and who were more interested in understanding and exploring this realm of functioning. In the other group were those persons who exhibited strongly disparate characteristics from those evidenced by the first group. In this latter group were those individuals who were more likely to maintain a larger degree of psychological distance from other people and demonstrated only limited capacities to be introspective and invested in others. The selection was based upon each person's scores on several scales of the two self-report inventories (PRF and DPQ).

Last, following the selection process, various scores in the Rorschach were examined to see how strongly these indicators of relatedness correlated with the questionnaire scorings and substantiated the validity of the two groupings. In short, this was to determine the extent to which personality questionnaires validly categorize individuals on the basis of a construct such as relatedness, and how reliably these groups can be

correlated with the Rorschach's capacity to measure the same construct.

There are several features which distinguish this project from the many studies which dot the creativity research and those activities which have already investigated interpersonal styles of functioning and work choices. Firstly, the subject pool of this study consisted of undergraduate students who were full-time participants of a university based College Scholars Program. The predominant number of studies investigating the variability in styles of and capacities for relatedness have generally focused on individuals who are already deemed to be successful and noted for creative endeavors in their chosen field. They are typically well established individuals and often serve as the prototype for excellence, creativity and success to the many aspirants in their discipline. Making distinctions among clinical groups of people is also another frequently investigated area of concern. Herein lays the premise that the nature and quality of an individual's relationships varies with the level of that person's development and pathology. In contrast, the research activity exploring interpersonal relatedness in the undergraduate population are meager. Similarly, the investigations into special college populations, such as College Scholars, have been limited in number and scope.

Secondarily, this project attempted to look into the power of the Rorschach Technique to substantiate differences in interpersonal orientations that can be measured by self-report inventories. It attempted to examine the connection between an individual's conscious attitudes and perceptions and a person's unconscious fantasies and orientation towards people.

Lastly, the need for examining imaginal fantasy activity and interpersonal expectations on the Rorschach required the necessary means for such elaborate probing. The Burstein-Loucks scoring system was utilized to measure the range of imaginal activity produced and to explore the quantity and quality of manifested interpersonal expectations.

CHAPTER V

RATIONALE FOR CHOOSING THE COLLEGE SCHOLARS

The College Scholars represent a highly select group of undergraduates enrolled at the Knoxville campus of the University of Tennessee. Acceptance into this group is possible by invitation only and is available to those students who enter the university with excellent academic achievement records, diversified extracurricular interests and activities and who have demonstrated a scholarly, curious and active approach to learning. Typically, there is also a self selection factor involved such that those students who accept this invitation are strong willed, aggressive and high achievers. As participants of the College Scholars Program, they need not officially declare a major attachment to a particular department. In fact, one of the hallmarks of this program is its multi-disciplinary approach to the educational process; promoting each student's interest in exploring and integrating a variety of fields.

This group of undergraduates was particularly atttractive to the investigation because of the various

characteristics which composeid the admission criteria. Verbal fluency, articulateness, outstanding academic achievement, a notable range of extracurricular activities and responsibilites and an intense desire to explore the interrelationships between fields of study are features that would imply that they could provide lengthy and elaborate Rorschach protocols and be capable of evaluating their social functioning.

While the homogeneity of the individuals in the group was being strongly underscored, a perusal of their interests, activities and backgrounds suggested a high degree of heterogeneity despite the obvious intellectual features they seemed to share. Among this sample of College Scholars, there appeared to be at least two different types of students. There were those who in C. P. Snow's (1959) dichotomization would be artists or be literary-imaginative in style. Frequently they had a unique mixture of fields in mind when they discussed work plans; eg, journalism and mathematics. In contrast were the scientists or those with more readily combined and fixed interests; eg, pre-med, law. A quick observation of the work goals reported by the Scholars suggested that slightly more than half of this sample were interested in predominantly literary-imaginative pursuits.

This sample of College Scholars posed a situation

somewhat analogous to much of the research investigating successful, creative persons. While no hypotheses were made with regards to the degree or nature of creativity or imagination manifested by these individuals, this group does distinguish itself from the large scale undergraduate population if only via their history of demonstrated successful academic achievement. Past research attempts have been made to differentiate the interpersonal styles of creative persons on the basis of their work preferences. In this study, it was hypothesized that College Scholars can be distinguished according to the degree and type of imaginal activity and interpersonal relatedness evidenced on self-report inventories and that this differentiation will be supported by Rorschach variables.

CHAPTER VI

REVIEW OF THE METHODOLOGY

The focus of this project was generated from this investigator's involvement in a major research endeavor conducted in part by a group of Clinical Psychology doctoral candidates at the University of Tennessee. This research group was interested in examining a wide variety of personality features demonstrated by a select, highly achieving group such as the College Scholars. These College Scholars were first approached at a group meeting. The desire to investigate their personality characteristics and attitudes was discussed and requests were made for willing participants. They were provided with a written copy of the request and a stamped, addressed postcard to return to the Psychology Department if they were interested in participating.

Their involvement required approximately three two-hour sessions to complete the testing, an interview and a final feedback meeting. This study was interested in only the Rorschach protocols and various scales of the Jackson Personality Research Form (PRF) and the Tellegen Differential Personality Questionnaire (DPQ).

The Rorschach was administered in the standard manner,

scored via the Burstein-Loucks system and double scored for accuracy and reliability.

The PRF and DPQ are self administered personality inventories.

This dissertation project was a construct validity study with relatedness to others as the hypothetical construct. "A construct is some postulated attribute of people, assumed to be reflected in test performance" (Cronbach and Meehl, 1955). It is a variable that involves classification of people on the basis of a psychological trait or feature. As such, differences between individuals cannot be as evenly incremented as one would rank or observe differences in characteristics that are normally distributed and are interval in nature; for example, height or temperature. The construct, relatedness, was measured under three distinct conditions: with the PRF, the DPQ and the Rorschach. The interaction between the self-report inventories and the projective measure was examined.

Campbell and Fiske (1959) identified that in order to examine the validity of a construct it is important to establish convergent validity. Convergent validity is the confirmation of a construct by independent measurement procedures or methods. In this study the need for convergent validity was addressed by utilizing two

self-report inventories and a projective instrument. These discrete methods tap into the varying levels of an individual's awareness about his or her own attitudes and interests concerning interpersonal relatedness.

The collected data will be considered nominal; that is, the distinction between the groups of College Scholars is qualitative. For statistical purposes, however, it was necessary to assign quantitative values to each piece of data. As such, each piece of data was converted into an integer (alphanumeric variable) that may be easily manipulated.

In this type of study, little was known about the nature of the parent distribution; that is, how relatedness and one's perception of interpersonal style vary across the entire population. In light of this fact, nonparametric statistics appear indicated. Nonparametric refers to the limited information one has about the distribution of the construct within the population (Ferguson, 1976). This study involved data that is comprised of several observations of relatedness under a number of experimental conditions. To analyze the data it seemed necessary to rank the scaled scores from the PRF and the DPQ and then categorize the individuals on the basis of who had scores that lay over the median point on each scale. To compare the data from the PRF and the DPQ with that of the

Rorschach, the Friedman's two-way ANOVA by ranks was most indicated. This is a nonparametric statistic used when subjects are tested for a specific qualitative variable under several experimental conditions (Ferguson, 1976).

CHAPTER VII

DELINEATION OF THE HYPOTHESES TO BE INVESTIGATED

This study is characterized by two areas of inquiry: (1) to differentiate a sample of College Scholars into two groups, each representing a different attitude towards interpersonal relatedness. (2) To investigate the degree to which various indices of relatedness on the Rorschach can substantiate the groupings made on the basis of the personality questionnaires.

The specific hypotheses are stated as follows:

(1) College Scholars can be distinguished into two large categories on the basis of how invested they are in human beings.

One group will show a greater proclivity towards the pursuit and maintenance of human relationships, greater ease in expressing their feelings and fantasies about people and will be more interested in understanding and exploring this realm of functioning. For greater ease of expression and simplicity, this group will be referred to as the NEAR group. The other hypothesized group, the FAR group, will be more prone to maintain a larger degree of psychological distance from other people than will be

manifested by the NEAR group. The tendency to function in more interpersonally remote situations and to prefer this stance is also hypothesized as a characteristic for this latter group.

(2) Utilizing the Human Content category of the Rorschach [H, (H), Hf, (Hf), Hd, Hdx], the group which is more attracted to or possibly even preoccupied with humans (NEAR) would manifest a greater degree of H and Hf content in their responses. In contrast, the people who demand more psychological space and separation from others (FAR) should demonstrate greater quantities of (H), (Hf), Hd and Hdx.

The definitions of the above abbreviations are as follows (Burstein and Loucks, 1980):

H - Human: Percept is a whole human form.

(H) - Special case of human: Human is mythological, distorted, or a cartoon character; eg, Darth Vadar, ghost, giant, Mr.Magoo.

Hf - Human face: Percept is the face or head of a human where some part of the face is perceptible. If face is mentioned as part of a whole percept, score only H.

(Hf)- Special case of human face: Same as (H) but using only the face or head. Mask is scored here if a mask of a human.

Hd - Human detail: Percept is a part or parts of a human other than the face or head.

Hdx - Cut-off human detail: Any part of a human

normally seen as a whole; eg, arm instead of a whole human.

(3) Another primary Rorschach factor which should differentiate the two groups will be the quantity of their Movement responses [HM, HE, AM, OM]. With the NEAR group, higher degrees of HM and HE should be produced in contrast to the FAR group which should yield higher amounts of AM and OM.

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(3) Another primary Rorschach factor which should differentiate the two groups will be the quantity of their Movement responses [HM, HE, AM, OM]. With the NEAR group, higher degrees of HM and HE should be produced in contrast to the FAR group which should yield higher amounts of AM and OM.

The definitions are as follows (Burstein and Loucks, 1980):

HM - Human Movement: Human percepts reported as being in motion, postural tension or interaction. Also, animal percepts reported as engaging in movements, postural stances, or interactions which are characteristically human rather than characteristics of the animal reported; eg, "A smiling face".

HE - Human Emotion and Motivation: Human or animal percepts reported as experiencing characteristically

human emotional or motivational states; eg, "A happy dog"; "Joy".

AM - Animal Movement: Animal percepts reported as engaging in movement or postural stances characteristic of their species.

OM - Object Movement: Percepts of inanimate objects reported as being in motion or in a state of physical tension or precarious balance.

(4) The NEAR group should be able to perceive activities between humans that are more elaborated than those perceived by the FAR group; ie, the NEAR group should produce a higher level and quantity of Motivational Articulation (MA) responses on the Rorschach.

These are scored only when HM and HE responses are given:

MA 1 - Vague allusion to human activity but not specified; eg, "Two people, I'm not sure exactly what they're doing" or a purely postural movement; eg, "A woman standing".

MA 2 - Either a clearly specified activity ("Two women looking at each other"; "A boy running") or a clearly specified human emotion or need ("A sad woman"; "A hungry man").

MA 3 - A clearly specified activity is depicted which also contains affective or drive components ("Two people fighting"; "Two women gossiping"; "A crying

face").

MA 4 - Human interactions rooted in specific contexts of cause and/or outcome ("Two natives beating a drum to signify the start of the ceremony").

(5) The NEAR group should purportedly be more focused upon and sensitive to the nuances in people. Their descriptions of their human percepts on the Rorschach should entail a greater degree of fine elaboration of details and characteristics. Hence, higher-order Human Articulation (HA) responses are predicted.

The definitions and illustrations of this concept follow (Burstein and Loucks, 1980):

HA 1 - Vague or entirely general human response ("People"; "Someone"; "A doll").

HA 2 - One clearly identified attribute on one dimension, such as: age, sex, mode of dress, body parts ("Two women"; "Someone with big feet"; "An ugly puppet").

HA 3 - Characteristics named on more than one dimension, such as: age, sex, mode of dress or body parts ("A woman with a small hat on") or two or more attributes specified on one dimension ("A woman's face with big ears and eyes and a little mouth").

HA 4 - Attribution of social roles or specific identities ("A policeman"; "Napoleon"; "Two dancers"; "A monster").

(6) Some aspects of the PRF (Jackson) have been chosen

to elucidate the individual's conscious view of his or her orientation towards others.

The NEAR group is expected to score higher than the other group on the following characteristics or scales: Social Recognition, Exhibitionism, Nurturance and Affiliation.

Descriptions of these qualities are as follows:

**SOCIAL RECOGNITION- Desires to be held in high esteem by acquaintances; concerned about reputation and what other people think; works for the approval and recognition of others.

EXHIBITIONISM- Wants to be the center of attention; enjoys having an audience; engages in behavior which wins the notice of others; may enjoy being dramatic or witty.

NURTURANCE- Gives sympathy and comfort; assists others whenever possible, interested in caring for children, the disabled or the infirm; offers a "helping hand" to those in need; readily performs favors for others.

AFFILIATION- Enjoys being with friends and people in general; accepts people readily; makes efforts to win friendships and maintain associations with people.

The FAR group will be higher on the Aggression and

Autonomy scales.

These scales are characterized in the following manner:

**AGGRESSION- Enjoys combat and argument; easily annoyed; sometimes willing to hurt people to get own way; may seek to "get even" with people perceived as causing harm.

AUTONOMY- Tries to break away from restraints, confinements or restrictions of any kind; enjoys being unattached, free, not tied to people, places, or obligations; may be rebellious when faced with restraints.

**These characteristics are inversely correlated; that is, when Social Recognition is high, then Aggression will be low (and visa versa).

Individuals will be assigned to either the NEAR or FAR group on the basis of whether or not their scores lie above or below the median for the group; that is, for NEAR group assignment, the person needs higher than median scores in the first set of characteristics (Social Recognition,...) and lower than median scores in the latter set (Aggression,...). The inverse situation will occur for FAR group assignment.

These definitions stem from the Jackson Personality Research Form Manual.

(7) The DPQ (Tellegen) will be utilized in a similar manner as the PRF to attempt to differentiate the College Scholars on the basis of their consciously expressed interests in human ties.

The NEAR group should be higher in Social Potency and Social Closeness dimensions.

These scales are defined as:

SOCIAL POTENCY- Is forceful and decisive; is persuasive and likes to influence others; enjoys or would enjoy leadership roles; takes charge of and likes to be noticed at social events.

SOCIAL CLOSENESS- Is sociable, likes people; takes pleasure in and values close interpersonal ties; is warm and affectionate; turns to others for comfort and help.

The FAR group should be higher in the following scales of Aggression and Alienation:

AGGRESSION- Will hurt others for own advantage; is physically aggressive; is vindictive; likes to frighten and discomfort others; likes violent scenes.

ALIENATION- Is a victim of bad luck; feels mistreated; is a target of false rumores; believes that others wish her (him) harm; feels betrayed and used by "friends".

Grouping assignment will be done in a manner akin to that utilized with the PRF; ie, locating the median score and establishing assignment on the basis of where the person's scores lay in contrast. Moreover, persons assigned to either the NEAR or FAR group must satisfy the criteria for both personality inventories.

See page x for a complete listing of those variables and their abbreviations that will be utilized in this research.

CHAPTER VIII

RESULTS

The first hypothesis of this dissertation was unsupported. The sample of College Scholars could not be differentiated into two large groups on the basis of how invested they viewed themselves in interpersonal relationships; that is, the sample was not bimodal in distribution. These two categories were initially hypothesized to be the NEAR or socially responsive group and the FAR or self focused group. Out of the 38 subjects in the sample, only six subjects justified inclusion in the FAR group, and only five subjects fit the criteria for the NEAR group. Two individuals met the criteria for both groupings. Given the extremely limited sizes of these samples, statistical analyses were not applied to further investigate the interactions between the personality questionnaire scores and the Rorschach variables of these subjects. See Tables I and II for a list of those subjects who met the criteria. Their scores on the applicable personality scales were also provided.

TABLE I

SELECTED SUBJECTS AND THEIR SCORES-

THE FAR OR SELF FOCUSED GROUP (N=6)

Subject #	PRF.AUT	PRF.AGG	DPQ.AGGR	DPQ.ALIEN
38	70	71	67	50
13	79	67	70	54
15	65	72	61	56
*16	56	54	46	45
23	62	59	48	50
*27	56	57	61	48

*also represented in the NEAR group

TABLE II

SELECTED SUBJECTS AND THEIR SCORES-
THE NEAR OR SOCIALLY RESPONSIVE GROUP
(N=5)

Subject #	PRF.AFF	PRF.NUR	PRF.SOC	PRF.EXH	DPQ.SC	DPQ.SP
*16	71	58	48	68	58	64
17	57	65	61	57	52	64
19	63	61	52	52	50	50
26	71	65	65	68	58	64
*27	53	65	48	72	47	64

*also represented in the FAR group

The data from one of the male subjects was omitted from the analyses because his scores across the personality questionnaires and on the Rorschach were generally at least one standard deviation above the mean. In fact, on several scales his scores were two and four standard deviations above the mean. His scores skewed the data in a notable and invalid direction; consequently, the scores had to be omitted in order to allow for a more accurate representation of the data. This left 18 females and 19 males in the sample of the College Scholars.

A post hoc observation of the results demonstrated that this sample of College Scholars when differentiated into two groups on the basis of gender provided several unexpected and significant findings.

One of the most striking characteristics was the different range of HM production by males and females. The mean HM score for the females was not only higher than that of the males, but it also showed a wider range of productivity than that of the males. Table III provides a list of individual HM scores from least to highest in frequency.

TABLE III

RANGE OF HUMAN MOVEMENT RESPONSE PRODUCTIVITY
BY GENDER

FEMALE (N=18)		MALE (N=19)	
Subject #	HM a	Subject #	HM b
6	0	25	1
32	1	15	2
19	2	22	3
8	4	3	3
13	6	10	4
2	6	21	4
24	6	23	4
31	6	37	4
5	6	12	5
28	8	16	5
33	8	20	5
29	10	17	6
38	10	30	6
7	10	34	6
18	11	4	6
35	12	9	6
11	13	1	7
14	14	27	7
		36	9

a. mean=7.3888
b. mean=4.8947

The mean HM score for females was 7.3888 as compared with a mean HM score of 4.8947 for the males in this sample. For the females, the distribution of HM responses varied from zero to fourteen in number per subject. In contrast, the HM range for the males was from one to nine responses.

Also interesting to note among the females was the extent to which their HM scores were positively and significantly correlated with several other Rorschach variables. At the .01 level of statistical significance, HM scores were positively correlated with MA3 (.7408), with HA3 (.6056), and with HA4 (.7093). HM scores also demonstrated a significant positive correlation with OM scores (.5464). This relationship was significant at the .05 level.

In comparison with the female sample, the HM responses of the males were also positively correlated with MA3 (.578). This positive relationship was significant at the .01 level. No statistically significant relationships were demonstrated between the HM responses and either HA3 or HA4. There was also no statistically significant interaction between the HM and OM scores.

The female sample also produced other statistically meaningful relationships. At the .01 level of significance, there were positive correlations between

human figure percepts (whole) and MA3 (.6075), HA3 (.8385), and HA4 (.6584). Also statistically significant and positively correlated at the .01 level is the relationship between MA3 and HA4 (.6673). On the .05 level, OM responses positively interacted with human percepts (.5833), HA3 (.4952), and HA4 (.5374).

A complete listing of those statistically significant relationships that are gender specific is reproduced in Table IV. A similar listing of the statistically significant scores for males is presented in Table V.

TABLE IV

STATISTICALLY SIGNIFICANT RELATIONSHIPS AMONG RORSCHACH VARIABLES-FEMALE SAMPLE

Significance level	Relationship	Correlation
$p < .01$	HM with MA3	.7408
	HM with HA3	.6056
	HM with HA4	.7093
	Human figure:	
	with MA3	.6075
	with HA3	.8385
	with HA4	.6584
	MA3 with HA4	.6673
$p < .05$	HM with OM	.5464
	OM with Human	.5833
	OM with HA3	.4952
	OM with HA4	.5374

TABLE V

STATISTICALLY SIGNIFICANT RELATIONSHIPS AMONG RORSCHACH VARIABLES AND IN PRF DATA- MALE SAMPLE

Significance level	Relationship	Correlation
p<.01	* HM with MA3	.578
	** Human figure: with HA3	.7171
	*** AM with MA3	.6271
p<.05	HM with AM	.5119
p<.01	PRF.SOC with PRF.AUT	-.6448
p<.05	PRF.SOC with human figures	-.5411
p<.05	PRF.EXH with HA4	.4633

* there was no relationship with either HA3 or HA4
** there were no relationships between human figures and either HA4 or MA3
*** there was no relationship between MA3 or HA4

For the males, the human figure percepts showed a strong, positive relationship at the .01 level with HA3 (.7171). There was no interaction between the number of human figure percepts and HA4 or MA3. There was also no relationship between MA3 and HA4. Quite surprisingly, AM responses were positively and significantly ($p<.01$) related with MA3 responses. At the .05 level of statistical significance, HM was positively related with AM (.5119).

The data from the females produced no significant relationships between the Rorschach variables and the scales of the self report inventories. However, one important finding was a significant and negative correlation between PRF.AFF and PRF.AUT at the .05 level for the females (-.5486).

Among the males, the latter finding was also noted. A statistically significant, negative relationship between PRF.AFF and PRF.AUT (-.4763) was demonstrated at the .05 level.

Also noteworthy in the data from the males were the relationships among the PRF and Rorschach variables. PRF.SOC is negatively correlated with PRF.AUT (-.6448). This correlation met the .01 level of significance. The PRF.SOC scores were also significantly and negatively related to the number of human figures produced (-.5411 at the .05 level). Also on the .05 level of statistical

significance, PRF.EXH is positively correlated with HA4 responses (.4633).

Although the originally hypothesized distinction among the College Scholars was unsubstantiated, several trends which suggested that such a division may yet be beneficial were noted. This data which follows was based upon the entire sample of College Scholars; that is, not distinguished by gender. Accordingly, the following interactions were negatively related and significant at the .01 level. Most outstanding was PRF.AFF with PRF.AUT (-.5402). Also interesting were PRF.SOC with PRF.AUT (-.527), and PRF.AUT with DPQ.SC (-.5833).

Relationships which were incompatible included PRF.NUR with PRF.AGG (-.4044), and PRF.NUR with DPQ.AGGR (-.3623). These interactions are negatively correlated and significant at the .05 level.

A review of the degree of interaction between the scales which comprised either the NEAR or FAR criteria demonstrated that the scales chosen for the NEAR criteria interacted closely. Those scales which were chosen to select the NEAR sample showed a statistically significant, positive correlation at the .01 level: PRF.AFF with PRF.NUR (.7098), PRF.AFF and DPQ.SC (.7842), and PRF.NUR with DPQ.SC (.4375). Also, PRF.EXH showed a positive

relationship with DPQ.SP (.5844). At the .05 level, the following were positively related: PRF.SOC with PRF.EXH (.3323), and PRF.SOC with DPQ.SC (.3885).

Correlation results among those scales used for the FAR criteria were not as striking. At the .01 level, PRF.AGG and DPQ.AGGR showed a highly positive correlation (.8178). On the .05 level, PRF.AGG and DPQ.ALIEN showed a positive relationship (.3375). There was no significant correlation between the PRF.AUT scale with the PRF.AGG, DPQ.AGGR, and DPQ.ALIEN scales.

Of surprise were the statistically significant, positive relationships among the PRF.AGG, DPQ.AGGR, PRF.EXH, DPQ.SP, and DPQ.ALIEN scores. At the .01 level of statistical significance, PRF.AGG was positively correlated with PRF.EXH (.5507), and with DPQ.SP (.4325). Also at the .01 level, DPQ.AGGR is positively related with PRF.EXH (.6491). At the .05 level, DPQ.AGGR is positively related with DPQ.SP scores (.3994). Also significant at the .05 level in a positive direction are DPQ.ALIEN scores with PRF.EXH (.3962), and with DPQ.SP (.3541).

CHAPTER IX

DISCUSSION

This dissertation was characterized by two fundamental aims: (1) to differentiate a sample of College Scholars into two groups with each one representing a distinctly different attitude towards interpersonal relatedness. These attitudes were obtained with two self-report personality questionnaires, the Jackson Personality Research Form and the Tellegen Differential Personality Questionnaire. (2) The other aim of this dissertation was to investigate the degree to which various indices of interpersonal relatedness on the Rorschach could substantiate the groupings earlier made on the basis of the personality questionnaire scorings.

Results indicated that the sample of College Scholars was not distinguishable on the basis of their personality questionnaire scores. However, clear gender based differences in the quantity and quality of the HM responses on the Rorschach were identified. Furthermore, the data obtained from the male sample demonstrated several significant relationships between the PRF scales and the

Rorschach variables.

The unsuccessful grouping of the College Scholars on the basis of their attitudes towards relatedness was a surprising and unexpected finding. This difficulty with establishing two clearly identifiable groups of individuals was attributed to the large degree of consistency across scaled scores on the PRF and the DPQ. Generally, the scores clustered about the median. Since this was such a common occurrence, attempts to establish alternate patterns or categories among the College Scholars using various combinations of the PRF and DPQ scales were also unsuccessful endeavors.

For instance, this author attempted to parcel out those subjects who had scores that lay above the median on the PRF.AGG, DPQ.AGGR and the DPQ.ALIEN scales. From the twelve subjects selected, 58% or seven subjects also gave scores that lay above the median on the PRF.AFF scale. This appears to be a seemingly contradictory situation as it implies that the subjects are endorsing items that suggest they are vengeful and aggressive with others and concurrently are also very committed to making and maintaining associations and friendships with others. In a parallel situation, from twelve subjects who had above median scores on the PRF.AUT, half of them were also included in groups of subjects that scored above the median

on the PRF.AGG and the PRF.AFF scales.

It is suggested that such characteristics may frequently exist collaterally within an individual and may serve different functions in different circumstances and interpersonal interactions. One needs to be reminded of the work done by Melanie Klein to differentiate the motives behind behavior into that which is done to avoid other people, focused against other people or directed towards others. In terms of the methodology of this dissertation, it would have been useful to investigate the quality of the movement responses in terms of the degree of activity versus passivity. This is also defined in the literature as extensor versus flexor movement and can elucidate the degree to which an individual's ideation and fantasy are rigid and constricted as opposed to more imaginative and flexible.

The unsuccessful effort to differentiate the College Scholars on the basis of how invested they view themselves to be in interpersonal interactions was as earlier mentioned directly related to the clustering of personality scale scores around the medians. On another level of interpretation, it may be indicative of a group of individuals who are healthy and relatively well integrated in their psychological functioning. As such, there might

tend to be few prominent attitudes or biases regarding interpersonal affairs. These individuals may view many of the personality traits investigated by the questionnaires as positive and desireable characteristics to have. Given the clustering effects, one may surmise that these individuals view themselves as multifaceted persons who could respond to others and to their surroundings in a variety of ways. One would also anticipate a capacity to recognize what is adaptive and appropriate behavior and to function in such a manner.

Another factor that may be involved is the possibility that these individuals do not yet view themselves in a consistent manner, but rather may hold a more global sense of their identity.

The significant relationships that were discerned among those scales that comprised the NEAR category and separately those scales that formed the FAR grouping is an indication that distinctions among attitudes towards others can be made utilizing personality questionnaires.

The significant relationships among the PRF.AGG, DPQ.AGGR, PRF.EXH, DPQ.SP and the DPQ.ALIEN scales seemed to suggest that the perception of interacting with others such that one stands out from the crowd, holds social power and can control or direct a social relationship preferably for one's own benefit is highly related with a person's

perception of being aggressive with others, feeling at odds with others and caring little for the maintenance of a close friendship or relationship unless it ensures more power or control for the person.

The lack of a significant relationship between the PRF.AUT scale and the group of PRF.AGG, DPQ.AGGR and DPQ.ALIEN scales was unexpected. This seems to suggest that an interpersonal stance that relies upon moving against or from people is distinctly different from a position wherein the individual is more self focused and separate from others.

The most unexpected and prominent significant finding from the data is the presence of gender specific differences with the HM responses. One would anticipate that as individuals become more educated and sophisticated, notable gender differences would diminish, and the individuals styles of interacting would be less distinguishable by sex. Instead, the results pointed to there being notable differences in how the sexes perceived themselves and their interactions with others.

The data of the females demonstrated that they not only had a keen sensitivity and interest in people and interpersonal relationships, but also showed a greater likelihood of embellishing, elaborating and articulating

that which was perceived. It may also be suggestive of a stronger capacity for and interest in fantasy activity and imaginal processes. Perceptions of relationships seemed to be characterized by more depth of expression and motivation.

The strong significant relationship between human movement and object movement was noteworthy. It may be suggestive that despite evident personal resources, these females in the sample tended to be acutely aware of their external environments and may at times feel anxious and jostled by the demands of the environment. There may be an accompanying sense of futility in their strivings and accomplishments.

In contrast, the data provided by the males in the sample suggested that their view of others or of relationships was perhaps more stereotyped and vaguely defined or characterized. The significant negative relationships among the PRF.SOC, PRF.AUT and the number of human figures produced was indicative that males who strongly desire to be held in esteem by others are not likely to be able to be rebellious, autonomous or free to act on their own beliefs or decisions for fear of resultant criticism or ostracism.

In conclusion, individuals could not be differentiated on the basis of their attitudes towards interpersonal

relatedness. The self report personality inventories were seemingly not sensitive enough to make such discriminations with this sample of college students. Few significant relationships were demonstrated between the variables chosen from the objective versus the projective data. It is suggested that the relationship between these personality questionnaires and the Rorschach is a tenuous and unclear one at this time. A post hoc observation showed that gender was the most important factor in distinguishing the interpersonal attitudes and manners of relating with others as was characteristic of the College Scholars.

Firstly, future research would do well to direct its attention to the presence of gender differences in the area of interpersonal relatedness. The unanticipated presence of such gender distinctions in attitudes towards other people in a sample of high achieving, intellectually promising individuals is also important to address. Lastly, the nature and interplay of the relationship between self report data and Movement responses on the Rorschach needs to be further elaborated. The strong suggestion of gender differences in individual imaginal processes and questions regarding how this relates to creativity, adaptive functioning and even utilization of

psychotherapy are important to investigate.

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VITA

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