

A SOCIAL - PSYCHOLOGICAL SCHEMA FOR THE
ANALYSIS OF THE THOMPSON THEMATIC
APPERCEPTION TEST

by

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CHAPTER I

PURPOSE, SCOPE, AND METHOD

Introduction

The many ways that people perceive various hypothetical social situations¹ and the manner in which they relate themselves to these hypothetical situations have relevance in predicting how these people will behave in actual situations of a similar nature. The behavioral tendencies of people at two different times are never the same, and no two situations are apt to be identical. Consequently, structuring hypothetical situations exactly like situations that might occur in actual life is improbable. However, if the hypothetical situations are largely structured by the people themselves in response to some relatively ambiguous material, which is pointed toward some common yet important life situations, the probability of gaining data reflecting persistent behavioral tendencies of people would appear favorable.

When people are asked to construct hypothetical situations by telling stories about ambiguous pictures, the data elicited should

¹Hypothetical social situations refer to unreal or imaginary situations. They are unreal because they are not actually occurring at a given time. Rather, these kinds of situations are thought about by people in their "solitary" reflection or considered in interaction with others. Projective tests, which require the person to construct some type of situation in accomplishing the tasks of the test, may be considered a hypothetical situation.

reflect the persistent behavioral tendencies of these people.² An attempt will be made in the present study to construct a conceptual scheme that will select data from these stories that will prove significant for the particular problems under consideration here. These concepts must also be "close" to the data and not merely foisted onto it. Such a conceptual scheme must be systematic and logically consistent with the other cognate social - psychological concepts, as well as reasonably precise and discriminating.

Purpose

General Purpose The general purpose of this dissertation is the presentation and illustration of a conceptual scheme for the situational analysis of stories told by individuals about relatively undefined pictures. It is intended as a theoretical work insofar as it logically and plausibly defines, arranges, and integrates a body of concepts that will present a clear, rounded, and systematic view of selected aspects of the stories. Its empirical intent rests in the actual employment of this system of concepts in pointing out some of the significant phenomena in the stories and in indicating their probable relationships.

These are the general purposes of this study. The kind of data and the kind of population sampling available require that these general purposes be limited and focused on selected problems. These problems

²Henry A. Murray, Explorations in Personality (1938), p. 728.

will be outlined here, together with the specific purpose of the study, before the conceptual scheme is presented.

Specific Purpose It is the specific purpose of this study to learn how a particular class of adolescent Negro delinquent boys responded to the hypothetical social situations presented by selected Thompson Thematic Apperception Test pictures (hereafter referred to as the TTAT).³ In reference to the eleven TTAT pictures, the particular problems for solution were:

1. Around what types of status relationships did this class of delinquents structure their stories? With what types of roles did this class of delinquents identify? What types of roles did they attribute to the other person (also referred to as the Other) in the status relationship?
2. Social - psychologically,⁴ how did this class of delinquents have the major character in the picture perceive the other persons with respect to interpersonal relationship?
3. In response to these perceptions, how did this class of delinquents portray the major character in the stories relating to the other person in the imputed interpersonal relationship?
4. From the standpoint of conflict or harmony, in what types of situations did this class of delinquents tend to place their story characters?
5. What was the frequency and communality⁵ of response with which this class of delinquents saw

³C. E. Thompson, Thematic Apperception Test: Thompson Modification (1949). A set of eighteen pictures and a manual. Only eleven pictures were used in this study.

⁴Social - psychological perception refers to the social emotional aspects of a perception. It is concerned with the meaning that a perception has for the perceiver. Hereafter it shall be referred to only as "perception".

⁵The term communality was taken from Maurice A. Kendall,

a) the different types of status and role relationships, b) the different ways the major character perceived the other person in the interpersonal relationship, c) the different situations in which the story interaction took place?

6. What was the frequency and communality of response with which this class of delinquents associated each of the different types of status relationships with each of a) the major ways in which the other person in the interpersonal relationships was perceived, b) the major ways in which the main character related to Others, and c) the different types of situations?

7. What was the frequency and communality with which this class of delinquents associated each of the major modes of perceiving the other person with a) the major modes of relating to the other person, and b) the different types of situations?

8. What was the frequency and communality with which this class of delinquents associated each of the major modes of relating to the other person with the different types of situations?

Scope

The TTAT, as a method for investigating the relationships between behavioral tendencies, as manifested in hypothetical situations and actual life situations, has not been validated. However, it has been used in experimental and clinical work and found to be of value.⁶ Since the cases of this study were selected according to a set of criteria, with respect to the similarities of the delinquents' past behavior and background, this might be viewed as a very limited validation study: How a class of delinquents performed on selected TTAT cards, according to a particular scheme of analysis.

Rank Correlation Methods (1948), p. 81. The term denotes agreement or concordance.

⁶Thompson, op. cit., pp. 3 and 4 in test manual.

The subjects of this study were thirty-two male, Negro, adolescent boys admitted to the Kansas Boys' Industrial School (hereinafter referred to as KBIS), Topeka, Kansas, from January, 1950, to January, 1951, and who were similar in the following respects: 1) all were from urban communities (over 50,000 population), 2) all were from families in the low socio - economic classes,⁷ 3) all came from families that had disrupted family relationships, 4) all had been chronically delinquent prior to commitment, 5) the age span of the class was limited to three years, i.e., thirteen to sixteen years of age, the mean being 14.9 years, 6) the physical examinations were generally negative and the neurological examinations revealed no organic disease, 7) the intelligence of the class ranged from dull normal to the bright normal level, 8) all had been diagnosed as psychopathic character disorders by the KBIS psychiatrist, and 9) all lived in the same institutional cottage and, in general, the same social milieu during the time they were examined.

The selection of subjects was guided by the desire to gain a sample of subjects with similar racial, family, and cultural backgrounds, with somewhat similar intelligence, similar personalities,

⁷The class placement of the subjects was not determined by an objective instrument; however, all of the following criteria applied to each of the subject's families. The criteria were adopted from Lloyd W. Warner, M. Meeker, and K. Eells, Social Class in America (1949), pp. 11-24.

1. Poor shelter in a slum area.
2. Wage earner unskilled.
3. Inadequate (for essentials) and irregular income.
4. Sometimes dependent on public welfare for support.
5. Viewed as being irresponsible or lazy.
6. Sometimes viewed as being sexually promiscuous.

and living in roughly the same social milieu. This mode of selection, to some degree, stabilizes a whole gamut of problems: the relative positions of organic, cultural, personal, and to some degree, situational constituents in the perceptions of each subject, and permits an articulate description of the perception and contemplated action of a class of delinquents who have emerged from a particular socio-cultural system.

The Projective System

Projective methods have been used extensively in investigating various kinds of social - psychological problems in many different settings.⁸ The method, known as projective testing, assumes that all of a person's behavior is revealing of his personality and that if a person interacts with unstructured test material, his particular way of perceiving and reacting to life situations will become manifest. It also assumes that the individual adopts and displays in the testing situation social and emotional reactions similar to those which he will employ when he meets similar life situations. These reactions to a projective test give us a sampling of the subject's characteristic behavior.

According to Rapaport:

Projective tests are designed to avoid the need for diligent scrutiny of vast amounts of life data, in which the person also expresses himself, and to avoid reliance upon intuition in reconstructing the personality from its manifestations. Four main criteria must

⁸Harold Anderson and Gladys L. Anderson (ed.), Introduction to Projective Techniques (1951), pp. 3-704.

be met by a projective test: it must elicit, render observable, record, and make verbally communicable, the psychological structure of the subject.⁹

When the procedures that may be called projective methods are examined, a wide variety of materials and techniques employed for the same general purpose are to be found.¹⁰ This purpose is to reveal the "private" world of meanings and feelings of the subject. They all require the subject to organize the test material and respond to it.

Since 1935, when Morgan and Murray first introduced the Thematic Apperception Test,¹¹ (hereafter referred to as the TAT), this particular projective technique has been used increasingly in clinical and research settings for the assessment of personality. It was assumed, tacitly perhaps, that the test stimuli could be used equally well with all types of subjects. Thompson questioned this assumption, however, and constructed a new version of the TAT to be used with Negro subjects.¹² The impetus for his adaptation came from his clinical observation that Negro patients gave unusually sparse stories to the Murray TAT pictures. From this, he reasoned that Negro patients might be unable to identify with the white stimulus figures, and that this would restrict their responses.

The chief difference between Thompson's and Murray's pictures

⁹David Rapaport, Roy Schafer, and Merton Gill, Manual of Diagnostic Testing (1946), P. 6.

¹⁰Anderson and Anderson, op. cit., pp. 55-704.

¹¹C. D. Morgan and Henry A. Murray, A Method for Investigating Phantasies: The Thematic Apperception Test (1935), pp. 289-306.

¹²Thompson, op. cit., a set of eighteen pictures and a manual.

is that the human figures have been redrawn to represent Negroes. Thompson attempted to leave the pictures otherwise unchanged.

The instructions accompanying the Thompson revision parallel almost exactly those of the original TAT. Presumably, the process involved in the responses given by Negroes to this particular series of pictures are the same as the productions of white subjects to the Murray TAT.

Several investigators have questioned Thompson's assumptions.^{13,14} They have specifically questioned the assumptions he made that: 1) Negroes cannot identify with white figures, 2) the Thompson stimuli are exactly comparable to the Murray stimuli, except for race, and 3) Negroes are a sufficiently homogeneous group to justify a single Negro TAT. However, these problems are not particularly relevant for this study. The problem here is to learn about perceptions and accompanying reactions of a particular class of Negro delinquents to these particular TAT materials. The probable relationship between the Thompson TAT and the Murray TAT is not a consideration of this work.

Method of the Study

Description of the Test Eleven pictures of the Thompson Modification of the Thematic Apperception Test were used in this study:

¹³Sheldon J. Korchin, Howard E. Mitchell and Julian Meltzoff, "A Critical Evaluation of the Thompson Thematic Apperception Test", Journal of Projective Techniques, XIV, (1950), pp.445-452.

¹⁴Bernard F. Riess, Emanuel K. Schwartz, and Alice Cottingham, "An Experimental Critique of Assumptions Underlying The Negro Versions of the TAT", Journal of Abnormal and Clinical Psychology (1950), Vol. VI, pp. 700-709.

The description of these pictures was taken from the Manual for Thematic Apperception Test, Thompson Modification.¹⁵

1. A young boy is contemplating a violin which rests on a table in front of him.

3. EM. On the floor against a couch is the huddled form of a boy with his head bowed on his right arm. Beside him on the floor is a revolver.

6. EM. A short elderly woman stands with her back turned to a tall young man. The latter is looking downward with a perplexed expression.

7. EM. A gray-haired man is looking at a younger man who is sullenly staring into space.

8. EM. An adolescent boy looks straight out of the picture. The barrel of a rifle is visible at one side, and in the background is the dim scene of a surgical operation, like a reverie-image.

12. M. A young man is lying on a couch with his eyes closed. Leaning over him is the gaunt form of an elderly man, his hand stretched out above the face of the reclining figure.

13. B. A little boy is sitting on the doorstep of a city tenement.

14. The silhouette of a man (or woman) against a bright window. The rest of the picture is totally black.

17. EM. A naked man is clinging to a rope. He is in the act of climbing up or down.

18. EM. A man is clutched from behind by three hands. The figures of his antagonists are invisible.

20. The dimly illumined figure of a man (or woman) in the dead of night leaning against a lamp post.

These pictures are grey and black in color and are printed on a white background.

¹⁵C. E. Thompson, op. cit., manual pp. 1-11.

Administration of the Test The test was given to each subject individually. The administration was completed in one session which lasted about one hour. Approximately five minutes were devoted to each picture. The stories were electrically transcribed with the subject's knowledge. The recording process was discussed briefly with each subject before the testing. It was described as an easy method of recording. None of the subjects offered any overt objection and the test administrator was not aware of strong underlying resistances.

The instructions to the subjects were as follows:

I am going to show you a series of pictures and I want you to make up a story around each one of them. I want you to tell me what the situation is in the picture. Describe the characters, what the people are doing, what they think, how they feel. Tell what is going on and how it comes out. The machine here will take your story down, so go along at the speed that seems easiest for you.

The instructions were always repeated on request.

Inquiries were made by the administrator of the test, if the story was not clear, in order to get additional information. Inquiries were frequently made when the subject was not spontaneous. Suggestive questioning was avoided, as was artificial objective administration, which would restrict the test to the subject's spontaneous production.

Technique of Interpretation The method used in interpreting the data in this study was clinical. First, each story was read once or several times in order to get a general conception of the story. Following this reading, it was read again. This time the story analyst jotted down his tentative answers concerning the questions emerging from the theoretical framework of this dissertation. These tentative

answers were either supported, modified, or rejected as the analysis of the same story progressed.

Successive readings were often required to reach what the story analyst thought to be the most valid analysis. From this process there emerged an integrated analysis of each story. In analyzing the stories, the interpreter observed the context in which the story behavior was taking place, the respective statuses of the different people in the story, and the network of interpersonal relationships. With particular reference to the theoretical frame work of this work, the story analyst had to establish which person was the major character in the story and to which other character did he devote most of his attention, and observe in detail everything that the major and the other character felt, thought, and did, noting what was usual, recurring, consistent, and common for each character. In tracing out the nature of the relationship between these two characters, the story analyst looked for the common and recurring ways in which they saw each other and how they behaved toward each other. He was also interested in any marked change in this relationship as the story developed.

In analyzing a story, the analyst first determined who the major character was in each story. This usually was the person with whom the subject had principally identified himself. The following criteria drawn from Symonds were used as a guide in distinguishing this character.¹⁶

¹⁶Percival M. Symonds, Symonds Picture-Story Test Manual (1948) pp. 8 and 9.

1. The major character appears in the picture.
2. He is the character in whom the story teller is most interested.
3. He is the character from whose point of view the story is told.
4. He is the character who shares the subject's sentiments and aims.
5. He is the character about whom the plot is constructed.
6. He is the character who appears at the beginning and at the end of a story.
7. He is the character whose reactions are most dramatically described.
8. He is the character who is most like the subject in age, sex, social status, and role.
9. He is the character whose inner feelings and motives are best understood and portrayed by the story teller.

Second, in analyzing a story the analyst identified the person to whom the major character directed most of his attention, that is, the person with whom he interacted most intensively.

The following criteria, patterned after Symonds, were a useful guide in identifying this character.¹⁷

1. He is the character in whom the major character is most interested, directs most of his attention and interacts most frequently and intensively.
2. He is the character who stimulates and reacts to the principal character most frequently and intensively.
3. He is the character who most nearly shares the story plot with the major character.
4. He is the character who, along with the major character, appears most consistently throughout the story.

¹⁷Symonds, loc. cit.

In discerning the identity of the major character and the character to whom the major character directs most of his attention, the analyst also identified the status and role of every character and their relationship to each other.

In establishing the presence of an interpersonal relationship in the stories, some of Max Weber's criteria for identifying a social relationship were used.¹⁸

1. A minimum of mutual orientation of each actor to that of the other. The content of the relationship may be of the most varied nature; conflict, hostility, sexual attraction, friendship, loyalty, or economic exchange. The relation of the actors may be near solidarity or varying degrees of the opposite.

2. While mutual orientation implies reciprocity in the relationship, the subjective meaning of the relationship need not necessarily be the same for the parties involved. Thus, while friendship, love, loyalty, or fidelity to agreement may be the orientation on one side of the relationship, there may be an entirely different attitude on the part of the other.

3. The relationship can be of a temporary character or of varying degrees of permanence. That is, it can be of such a kind that there is repeated recurrence of the behavior which corresponds to the orientation of the actors, behavior which is an understandable consequence of the orientation and to be expected.

4. The nature of the relationship may change; a relationship once based on friendship and loyalty may develop into a conflict of interests or vice versa.

5. The actors may make explicit some of the content of the relationship, and formulate it in terms of agreements to guide their relationship. Maxims are more apt to be formulated concerning values or given ends in action than concerning affectual and subjective aspects of the relationship.

¹⁸Max Weber, The Theory of Social and Economic Organization (trans. by A. M. Henderson and Talcott Parsons, 1947).

Third, the story analyst tried to discern how the major character viewed the other character and what conduct, performances, and behavior the major character perceived as being most characteristic of the Other. The following criteria were used in establishing this perception: the intensity, direction, frequency, and significance of the Other's behavior. This judgment was made from the major character's point of view.

Fourth, the story analyst learned about the manner in which the major character related himself to the Other in the interpersonal relationship. The following criteria were used in arriving at the mode in which the major character related himself to the Other: the intensity, frequency, duration, and manner of the major character's behavior.

Last, the interplay between these two characters was studied within the setting of their behavior; e.g., the hostility and friendship, the acceptance and rejection, and the cooperation and conflict going on between these two, as well as the other people, in the story.

The Development of the Conceptual Scheme The scheme developed for the analysis of the TTAT stories was circumscribed and guided by the problems of this work (these are formally stated in Chapter II), by some of the theory underlying projective testing, by some of the theory from the fields of sociology, social psychology, and psychiatry, and lastly, by the concrete data of the stories to be analyzed. Each of these are, in a way, related to the other; however, the individual contributions will be discussed here.

Several disciplines, among them sociology, social psychology, psychology, and psychiatry, have used the concepts of social relations, human relations, and interpersonal relationships. Theoretical and clinical contributions have been made to the understanding of human behavior through the use of these concepts. Several of these contributions constituted the background source for the first basic unit concept of this work: Interpersonal Reference.

From psychiatry, Sullivan's ideas about interpersonal relationships were borrowed, particularly his emphasis on the study of people in interpersonal situations, which are configurations made up of two or more people.¹⁹ He regarded this interpersonal phenomenon as the essential subject matter of psychiatry. Cottrell and Foote, writing on Sullivan's Contribution to Social Psychology, point out that the interpersonal phenomena employed by Sullivan for psychiatry also have been considered to be the data of social psychology.²⁰

From sociology, Max Weber's article, The Concept of Social Relationship, was particularly helpful in suggesting criteria for discerning the phenomena of a social relationship;²¹ Simmel's concepts of

¹⁹Harry Stack Sullivan, "A Note on the Implications of Psychiatry, The Study of Interpersonal Relations for Investigation in the Social Sciences", American Journal of Sociology, Vol. XLII, 1937, pp. 848-871.

²⁰Leonard S. Cottrell and Nelson N. Foote, "Sullivan's Contribution to Social Psychology", in Patrick Mullahy (ed.), The Contribution of Harry Stack Sullivan (1952), pp. 181-205.

²¹Weber, op. cit.

superordination and subordination,²² and Linton's concept of status²³ were helpful in making some broad differentiations in the vast amount of data encompassed by one of the generic concepts of this work, Interpersonal Reference.

The problem of the manner in which the major story character perceives the other character in the story received little impetus from these fields. Rather, this problem was helped by the projective testing theory borrowed from the discipline of psychology.²⁴ It should be mentioned that Macleod makes a similar distinction to that made by projective testing theory in respect to studying social - perceptual phenomena.²⁵ He divides the problems of studying these phenomena into 1) the problems of the social determination of perception, and 2) the problem of the perception of the social. In this study the focus is on the second group of problems. However, by selecting a homogeneous sample, it is hoped that some inferences may be drawn about the first problem from the data secured in this sample. In addition to the ideas gleaned from the projective testing theory, the major theoretical source for the formal idea of the manner in which people relate to each other was taken from the literature on roles.

²²Georg Simmel, The Sociology of Georg Simmel (trans. by Kurt H. Wolff, 1950), pp. 181-300.

²³Ralph Linton, The Study of Man (1936), pp. 113-132.

²⁴Anderson and Anderson, op. cit., pp. 3-704.

²⁵R. B. MacLeod, "The Place of Phenomological Analysis in Social - Psychological Theory", in John H. Rohrer and Muzafer Sherif (ed.), Social Psychology at the Crossroads (1951), pp. 215-241.

Here the literature is large. Linton's conceptions of status and role,²⁶ which are predominantly sociological conceptions, and George Herbert Mead's role - taking conception,²⁷ which is a social - psychological conception, were of value.

The effort to define various types of interpersonal situations was based on two major theoretical works: 1) the contributions of W. I. Thomas,²⁸ and 2) Park and Burgess.²⁹ From W. I. Thomas, the conceptions of the definition of the situation and the situational approach as a method of analysis were helpful. The definition of the situation was helpful in suggesting the necessity for a concept in the scheme of this work which would denote the more general aspects of the interpersonal relationships and help determine something about the general context in which they occur. The situational approach, as a scheme of analysis, was instructive in terms of viewing the broad context of the stories. Park and Burgess' discussion of social interaction also was instructive and suggested some of the more general forms of interaction.

The stories included in this study, following some preliminary testing with other TTAT stories, also guided the construction and sharpening of the scheme in that definitions of the various conceptions

²⁶Linton, loc. cit.

²⁷George H. Mead, Mind, Self, and Society (1954), pp. 360-375.

²⁸Edmund H. Volkart (ed.), Social Behavior and Personality: Contributions of W. I. Thomas to Theory and Social Research (1951), pp. 1-69.

²⁹Robert E. Park and Ernest W. Burgess, Introduction to the Science of Sociology (1921), pp. 506-510.

were continually checked for their specificity and applicability to the concrete data. Following the leads suggested by the theory and focused by the formally stated problems to be studied in this research, the conceptual system was tentatively organized. The system was pre-tested on the TTAT stories of other delinquents at the KBIS. Modifications and changes were made in the theoretical framework during this preliminary testing and evaluation. When the system appeared to be adequately developed, it was then applied to the stories comprising this study. The procedure of examining the stories according to the system and refining the system as it failed to represent the phenomena appearing in the stories continued until the final formulation of the system had been completed. It was then applied to the study of the thirty-two cases comprising the sample in this study.

This, then, was the procedure followed in building the conceptual scheme, which is discussed in the next chapter.

The Statistical Method The communality of the various responses and the communality of some of different combinations of responses were computed by a coefficient of concordance statistical measure. The aim of this measure was to investigate the relationship among the ranks of responses. The following formula was used:

$$W = \frac{S}{1/12m^2(n^3-n)-m_2T} \cdot$$

The numerator, S , is computed by summing the squared deviations of the several ranks: $\sum D^2$. D is a symbol for the deviations about the mean and is obtained by subtracting the sum of each rank from their mean. The formula for arriving at the mean is: $M_{Si} = 1/2m(n+1)$. The symbol m in this formula represents the number of cases in the sample and n represents the number of variables being correlated.

In the denominator, symbols m and n have the same meaning as in the numerator of the formula. The computation of T' needs explanation: $T' = 1/12(t^3-t)$. The symbol t represents the number of ties on the different variables for the same subject.

The test for significance for this coefficient of concordance is a Chi-squared test: $\chi^2 = \frac{S}{\frac{1/12mn(n+1)-1}{n-1}T'}$

The symbols of this formula have been explained above.³¹

When the term, correlation or rank correlation, is used in this thesis it refers to the coefficient of concordance among the several ranks of the subjects' responses. This measure of agreement is shown in the W value recorded in the various tables. The higher the W value the greater the degree of agreement. It will be noted that this use of correlation is different from the product-moment correlation of traditional statistical theory.

³⁰Kendall, op. cit., pp. 25-36.

³¹Kendall, op. cit., pp. 80-89.

CHAPTER II

A CONCEPTUAL SCHEME FOR THE ANALYSIS OF INTERPERSONAL RELATIONSHIPS IN TTAT STORIES

The basic unit concepts employed in the analysis of the TTAT stories of the delinquents comprising this study were:

1. Interpersonal Reference
2. Mode of Perceiving the Other
3. Mode of Relating to the Other
4. Interpersonal Situation

All other concepts introduced in this scheme designate variations of the unit concepts, aspects of the various units, or process occurring within and among the units.

The outline which follows, "A Conceptual Scheme for the Analysis of the Interpersonal Relationships in the TTAT stories", is the theoretical framework used in the analysis of the data included in this study. The present chapter is devoted to the development of this scheme.

Conceptual Scheme for the Analysis of Inter- Personal Relationships in the TTAT Stories

A. Interpersonal Reference

1. Subordinate - Superior Status
 - a. Child - Parent or Parent Substitute or Relative Role
 - b. Community Citizen - Community Authority Role

- c. Student or Worker - School or Work Authority Role
 - d. Human - Supernatural Role
2. Coordinate Status
 - a. Sibling or Peer or Friend - Sibling or Peer or Friend Role
 - b. Community Citizen - Community Citizen Role
 - c. Suitor - Female Love Object Role
- B. Mode of Perceiving the Other
1. Affirming Mode of Perceiving the Other
 - a. Affiliation
 - b. Nurturance
 2. Passive Mode of Perceiving the Other
 3. Driving or Threatening or Destructive Mode of Perceiving the Other
 - a. Anti-social or Abusively Aggressive
 - b. Dangerous or Difficult
 - c. Lack or Loss
 - d. Rejecting
 - e. Socially Aggressive
- C. Mode of Relating to the Other
1. Affirming Mode
 - a. Affiliation
 - b. Succorance¹
 2. Passive Mode
 3. Driving or Threatening or Destructive Mode
 - a. Anti-social or Abusively Aggressive
 - b. Rejecting
 - c. Socially Aggressive
- D. Interpersonal Situation²
1. Conjunctive Situation
 2. Disjunctive Situation

¹The term succorance was taken from Henry A. Murray, Explorations in Personality (1947), pp. 181-184. The meaning here has been more circumscribed.

²The terms conjunctive and disjunctive were taken from Logan Wilson and William Kolb, Sociological Analysis (1949), pp. 681-682. The terms were redefined for use in this study.

3. Disjunctive - Conjunctive Situation

The first three basic unit concepts, Interpersonal Reference, Mode of Perceiving the Other, and the Mode of Relating to the Other characterize the kind of relationship existing between the major character in the story and the person to whom he directs most of his attention. The fourth basic unit concept, Interpersonal Situation, denotes some of the context in which the relationship takes place. These basic unit concepts focus on the central considerations of this dissertation, giving some attention to peripheral issues, but leaving many nuances of the stories untouched.

This chapter will present the basic unit concepts and their various sub-categories. These concepts will be defined, illustrated, and systematically arranged.

Interpersonal Reference

Interpersonal Reference is the first basic unit concept employed in the formal analysis of the central interpersonal relationship in the stories and it refers to the status and role relationships occurring in the stories. It sets the stage for the sequence of occurrences that follow by outlining the status and role of the major character of the story and the figure to whom he devotes most of his attention. The concept of Interpersonal Reference immediately precedes the next basic unit concept, the Mode of Perceiving the Other. It might well be considered a part of it since the subject must establish almost simultaneously 1) the major status and role of the characters in the story, and 2) the perception that the major character

has of the Other. A more detailed analysis of the stories is made possible, however, by breaking into this interrelated and continuous process with concepts that are employed to analyze this larger process.

After the status and role of the major character and the Other are established, the story analyst establishes the perception that the major character has of the Other.

In ascertaining the major character's status and the status of the Other, the story analyst must focus on the hierarchical position of each. Taking a cue from Simmel's concepts of subordination, superordination, and coordination,³ and from the stories given by these subjects, two major status relationships were set up in this scheme as follows: Subordinate - Superior Status and Coordinate Status.

In the first status relationship, Subordinate - Superior, the status listed before the dash refers to the position of the major character; the status after the dash is that of the other person. In the second major status relationship, Coordinate Status, the major character and the Other have an equal status. It is noteworthy that the subjects, in telling their stories, never cast their major character in a generally superior position, even though they may have had him strive in that direction.

In addition to including the status relationships of the major character and the Other, the basic unit concept, Interpersonal Reference,

³Georg Simmel, The Sociology of Georg Simmel (trans. by Kurt H. Wolff, 1950), pp. 181-300.

also incorporates the social role of each character. Social role refers to the social part played by each person in his relationship with the Other. It also refers to his position in the relationship, but this hierarchical aspect is not emphasized. These statuses and roles also have a set of expected behaviors attached to them, but this scheme does not outline them. Rather, the status and role categories of the Interpersonal Reference concept outlines the positions and indicates who fills them. Further, these status and role categories serve as reference points for the interactional process that follows -- i.e., how the major character perceives the Other, how he relates to him, and the kind of a situation in which he casts their relationship.

For organizational consistency, these role relationships are grouped under the appropriate status relationships. Thus, the Subordinate - Superior status relationships include the role relationships of Child - Parent or Parent Substitute or Relative Relationships, Community Citizen - Community Authority Relationships, Student or Worker - School or Work Authority Relationships, and Human - Supernatural Relationships. The Coordinate Status Relationships include Sibling or Peer - Sibling or Peer Role Relationships, Community Citizen - Community Citizen Role Relationships, and Suitor - Female Love Object Role Relationships.

Next in the presentation of the basic unit concept, the Interpersonal Reference, the major and minor categories of the concept will be given, defined, and illustrated.

Subordinate - Superior Status

Subordinate - Superior status

refers to those status relationships in which the major character in the story is in a less dominant position than the figure with whom he is interacting. The major character is in a subordinate and inferior position and is influenced, swayed, prevailed upon, persuaded, directed, ordered, guided, governed, prohibited, restrained, opposed, dissuaded, punished, confined, or imprisoned. This Subordinate - Superior Status Relationship is not absolute, as the person in the subordinate position acts reciprocally on the person in the superior position and influences his behavior. Thus this relationship is relative and is one of give and take even though there is a general unbalance of power and control.

The Subordinate - Superior status category will be illustrated below. The illustrations will be brief and will include a limited number of statements from stories of the subjects to illustrate the kind of story material to which these concepts refer. The examples will be preceded by letters indicating the initials of the name of the subject - - e.g., B.J. and a number, and in some cases combined with some letters designating the picture, e.g., 8 EM.

M.L., 3 EM. He is unhappy because he is a failure in his work because he wouldn't listen to his mother and father and tried to show him the right way how to live. If he had taken heed to the warning he would have been a great success but now he know that if you listen to good advice from the one who knows and take heed you can save a broken heart and live a better life.

P.J., 18. Well, this boy was five years old. His daddy used to make him work very hard. He worked like this for about seven years and when he ran away, his mother had a heart attack and died.

The Role Relationships, grouped under Subordinate - Superior Status Relationships, follow. They are listed, defined, and illustrated.

Child - Parent or Parent Substitute or Relative Role. These relationships portray the main character in the story in a subordinate status and in the role of a child. The status of the Other is superior and they are in the role of his parent, parental substitute, or an adult relative. The following examples include illustrations of each of the foregoing.

Child - Parent Role:

J.R., 6 EM. Well, this looks like, oh, well, a son and more so than anything else, his mother.

Child - Parent Substitute Role:

W.I., 8 EM. This boy's grandfather wanted to see him grow up to be a nice young man since he had been taking care of him.

Child - Relative Role:

D.M., 1. Here a boy has gotten a new violin from his uncle.

Community Citizen - Community Authority Role. Here the major character assumes the role of a person in the community and the Other in the relationship is cast in the role of an authority figure. The citizen is subordinate to the community authority. The designation "citizen" is a very general term and should not be construed to mean only persons who are "civic-minded", since it includes persons who may be the contrary. The authority role includes community figures such as the police, judges, and probation officers.

W.R., 18 EM. Oh, oh, it looks like the police have gotten him and he's got to deal with them again.

D.J., 14. Well, this young man was looking out of a window of his bedroom. He was tired because he had been working hard. As he looked out of the window he could see the policeman on his beat, making the rounds.

Student or Worker - School or Work Authority Role. These relationships involve the main character in the position of student or worker and the other character in the position of authority, such as a teacher or foreman in a school or work setting.

Student - School Authority Role:

W.U., 1. A picture of a boy looking at his violin. He is in the practicing room and his music teacher has just given him this sheet of music and told him to practice it.

Worker - Work Authority Role:

B.J., 8 EM. This boy was named John. He was a very good boxer and yet he was still getting some help from his coach.

Supernatural Role. Classified here are the relationships between the main character of the story to imagined higher powers and participation in various religious rituals and ceremonies, such as prayer, worship, and going to church.

M.F., 20. It's dark out and this poor boy is standing under this lamp post praying to God for some help. Somebody had to help him because he sure needed it.

D.W., 7 EM. This man is in church singing, or like that. Thinking of God, I'd say. Asking for God's help, I'd say. Trying to be a Christian in other words, I'd say.

Coordinate Status

Coordinate Status refers to those status relationships in which the major character in the story is on a fairly equal plane with the figure with whom he is interacting most intensively. These relationships usually occur on similar status levels and one person is not likely to be in a position of greater dominance, control, or power than the other. Both of the people are "equally" free to stimulate and react. While the position of relative dominance may change from time to time in the interactions, it is not likely to be extreme. Two examples of a Coordinate Status follow.

D.W., 17 EM. This is a high school athlete climbing a rope, trying, probably trying to reach the top. Probably he has already reached the top and is coming down, and he feels as though he don't want any one climbing on that rope, that he will win that contest. He has gone up higher than anyone else has. He don't think anyone can go up any higher than he did. That he is sure to win the contest. [And what then finally happened?] Someone probably climbed up higher than he did and won the contest. He probably was a sport, take it like it was. Probably say, "Wait 'till next year", try it again, make sure he climb it higher, probably practice.

J.B., 14. He could have been thinkin, he could have had a girl friend and broke off with her. He was trying to think a way to git her back or some way to redeem himself with her and straighten things out between the two of them.

The Role Relationships, grouped under Coordinate Status Relationships, will be defined and illustrated next. Again, the illustrations will be brief and are drawn from the subjects' stories.

Sibling or Peer or Friend - Sibling or Peer or Friend Role.

These role relationships in the stories are between brothers, brother

and sister or peers, rivals or associates, and friends. They may be in the home, neighborhood, school, and community and occur in or between age-membership groups.

Sibling - Sibling Role:

G.G., 20. Well, it looks like a boy is a, a, looking for his brother.

Peer - Peer Role:

J.B., 3 BM. This boy is laying down. He has got a beating from some guys up the street. This won't last long because he can deal with them.

Friend - Friend Role:

H.L., 8 BM. This fellow here is getting tired of waiting for his friend. They have been friends for a long time and he is wondering what happened to him.

Community Citizen - Community Citizen Role. These relationships occur when the major character of the story, in the role of a community citizen, relates to adults in his neighborhood, as well as adults in the community at large.

H.M., 12 M. He's just been talking to his grocer downtown. He had known him for a very long time but he thought that maybe he could fix him up.

P.G., 18 BM. He is trying on a new sport coat at a clothing store and the salesman is helping him with it.

Suitor - Female Love Object Role. These role relationships occur between the main character in the role of a lover and female love objects, excluding the mother figure. As in the category of Sibling or Peer or Friend - Sibling or Peer or Friend Relationships, this relationship obtains also between members of about the same age groups.

J.B., 20. He probably, well, maybe he was, shall we say intoxicated with her looks, her beauty if he was not intoxicated by her looks, and I'd say he was. She was about 21, not over 23, and she, a might be, a built and she, a, was, a five-seven, dark or black hair, she was light brown skin. She wore nice clothes and she was very fast and he probably knew it.

M.D., 18 BM. This looks like a boy kinda playing high. He goes to night clubs and joints like that, and he looks like he tries to bully and pimp, maybe he has a nice girl, and he thinks a lot of her. He gets into fights pretty often over her and, oh, maybe hurt up a guy or cut him up, shoot him up and do different things like that. Well, this girl was pretty, has beautiful eyes and hair and she could almost make him do anything at her command.

The Mode of Perceiving the Other

The various categories of the Interpersonal Reference concept designate the ones to whom the major character in the story is responding and something about the hierarchical and social position of each in the relationship. The different categories of the Mode of Perceiving the Other indicate how the major character sees the other person in the interaction, from a social - psychological point of view. These categories are: 1) Affirming, 2) Passive, and 3) Demanding or Threatening or Destructive. The Mode of Perceiving the Other precedes the next basic unit concept, Mode of Relating to the Other.

Affirming Mode of Perceiving the Other This refers to a perception in which the person, to whom the major character of the story is giving most of his attention, is seen as being friendly, understanding, sympathetic, supporting, nurturing, helpful.

The Affirming category has two sub-categories: a) Affiliation and b) Nurturance. These categories are defined and illustrated here.

Affiliation describes people who extend themselves to others to form associations and friendships - - people who empathize, cooperate, accept, and respect others.

O.S., 14. I'd say he talked with these people. They might have talked about the fight tonight or about the new neighbors down the street. They are friendly people and like to make friends with other people.

D.E., 8M. You can see that these two guys have been buddies for a long time. They have done a lot of things together and they know each other.

Nurturance refers to lenient, sympathetic, generous, encouraging, helpful, protective, and loving people. While there are some similarities between this concept and Affiliation, Nurturance emphasizes indulgence. It is viewed as being a descriptive opposite of a Driving or Threatening or Destructive Perception.

B.H., 12 M. This here looks like the boy's taken his nap... *looks like he is sick and his father is taking good care of him, even is fanning him with his hand so he won't be so hot.

P.G., 12 M. This old man is leaning over looking at his son. He wants to help him. He is taking care of him, trying to help him get well. It's the only son he's got.

Passive Mode of Perceiving the Other The Passive category is general and does not have any sub-categories. It describes inactive,

*This indicates a considerable pause in the telling of a story.

weak, unguarded people who are vulnerable to exploitation. They may prefer to be resigned to the inevitable or let others take the initiative rather than exert themselves. They tend to be inactive and this tendency may manifest itself in quietude, laziness, apathy, dreaminess, lack of initiative, persistence, and excessive need for relaxation and repose.

P.G., 18 EM. I get this as a boy who might have been doing some drinking and he was...then he tried to kill somebody. This other guy was easy going enough, not asking for any trouble, just drinking at the bar and minding his own business but this fellow saw him as a pushover. You know I was in this other guy's shoes once?

D.M., 6 EM. This looks like a fellow just talking to his mother, just maybe come home from work or like he went on a trip or vacation, just came back. She was looking out of the window or something. [What happens?] She don't say much or do much. [How is that?] She never has, he's kind of used to it and goes on his own way.

Demanding or Threatening or Destructive Mode of Perceiving the

Other This category refers to perceptions in which the person to whom the major character of the story is giving most of his attention is seen "negatively"; as hostile, rejecting, neglecting, menacing, denouncing, forewarning, intimidating, defying, abusing, frightening, commanding, domineering, exploitative, dangerous, difficult, anti-social, dying or leaving the major character, or unable or unwilling to supply him with his basic needs. This major concept has several sub-categories.

Anti-Social or Abusively Aggressive refers to seeing another person as destructively aggressive. The destructive aggression can

be either verbal or overtly physical.

S.M., 13 EM. This little boy right here was sitting on the porch and was waiting for his daddy to come home. He didn't have nothing to eat all day and he didn't have no book or shoes to go to school and he didn't have no shirt. This, his father didn't come home but he kept on waiting. After it was dark...he was scared to stay in the house all by hisself. Then he saw someone coming down the road and he thought it was his father but it wasn't. Pretty soon his father came home and his father had a big stick in his hand and his father was all drunk. He had spent all his money up and he came into the house and the little boy started following him. His daddy turned around and hit with the stick and hit him. The little boy got under the bed and started crying. He thought his dad was a rat.

O.S., 3 EM. He's been crying or somebody's hurt him. I don't understand. He had a fight. Somebody jist might want to pick on him or meddle with him.

Dangerous or Difficult perception refers to the main character of the story viewing the Other as being dangerous or hazardous to relate to, or the Other presenting laborious and arduous tasks for the main character to perform.

D.J., 12 M. Here's a man that's laying on the bed, there's a...looking like he's afraid of God...looks like he is dying...he's dying and he figures God might get him for some of the things he done.

M.M., 8 EM. This here boss is making this boy work too hard and he don't see no sense to it.

Lack or Loss denotes those perceptions in which the major character views the person to whom he is devoting most of his attention as failing to provide him with what he needs to live, to succeed, or to be happy. This other figure may be poor, destitute, lacking in status, influence, and friends, or may leave or die.

W.U., 13 B. Picture of a boy sitting on the back steps. This house isn't as good as the one next door. He needs some clothes, toys, new house, playmates, candy, but his folks don't have good enough jobs or enough money to buy 'em.

P.O., 6 BM. They are thinking about an automobile accident where this boy's sister was killed. He and this sister were close and he sure hated to lose her. It had an effect on his life.

Rejection designates those perceptions in which the main character views another person as depriving, disregarding, neglecting, scorning, disapproving, or repudiating him.

D.M., 13 B. This boy set down out on the porch thinking. Got his fingers in his mouth. He may be feeling kinda bad. Don't want to talk to nobody about it. It seems like he is about to give up. He and his folks just don't get along. He feels they don't like him, never pay any attention to him.

W.U., 7 BM. This boy is mad. The father wouldn't give him anything he wanted because he didn't want him around. So the boy stayed out late and got into trouble. Maybe he took something from somebody. Maybe he couldn't get it at home. He was mad and figured that was the only way to get something. Now the old man is telling him he didn't have any need to do something like that. Telling him something for his own good.

Socially Aggressive perceptions discern the other person as striving vigorously within socially acceptable means to overcome obstacles and difficulties and to achieve goals approved by society.

W.D., 3 EM. Picture of a boy with his head on a couch, waiting for his folks to come home from work. They are colored folks and his folks had to work hard for what they got. Sometimes they have to take the odd hours, the bad shifts, sometimes they have to take less wages, sometimes they have to do the dirtier work but they are always trying to get through these things and get ahead.

L.C., 7 BM. Like the son wanted to do something for work and the father is trying to help him get something and get some place. The father is trying to tell the boy he's got to drive and push. He says, "I'm depending on you then."

Mode of Relating to the Other

Mode of Relating to the Other refers to the manner in which the major character relates himself to the Other person in the story. It is his predominant attitude and behavior toward the Other.

The major character's Mode of Relating to the Other follows the subject's selection of the type of Interpersonal Reference -- the status and role relationship in which he (the major character) is engaged, and his perception of the person with whom his interaction is most intense. Sequentially then, the subject has created at least two story characters; he has identified himself closely with one of these and this one has become the major character. The other person in this relationship is the one to whom the major character directs most of his attention, and is known as the Other. The subject has cast each into a particular status and role. The major character (as seen by the subject) has seen the other person as being a particular kind of person according to feelings, thinking, and behaving. At this juncture in the interaction, the major character assumes a "mode of relating" to the Other.

There are three major categories for the modes that the major character assumes in relating to the other person in the interaction: 1) Affirming, 2) Passive, and 3) Driving or Threatening or Destructive. The designations given these categories are the same as for the

preceding basic unit concept; however, only the Passive category remains unaltered. The Driving or Threatening or Destructive category becomes less inclusive in that the sub-categories of Dangerous or Difficult, and Lack or Loss are dropped. In the Affirming category, Succorance replaced Nurturance. This change was made because the major character requested help and assistance (Succorance) in the stories but did not give it (Nurturance).

The content of these various concepts previously defined will not be redefined, as their form and content remain generally the same. Their direction changes, inasmuch as they refer to the behavior of the major character in relation to others. Thus, in the Mode of Relating to the Other the major character takes on and lives out the content of these concepts, while in his Perception of the Other he assigns it to others.

Affirming Mode of Relating to the Other It should be remembered that the category of Affirming has two sub-categories, Affiliation and Succorance:

Affiliation, illustrations only.

W.I., 8 BM. Looks like his brother got hurt and he feelled that he would like to do something for him to cheer him up. Like going to the hospital to cheer him up, maybe bring him some flowers or candy and visit with him.

M.F., 10 B. I wouldn't mind being this guy. I'd say, that a, this man and woman standing in back of him with her hand on his hand and one hand on his arm. Now they could jist be coming off a honeymoon and they was talking about what a nice wedding and trip they had.

He had on a nice tie and sport clothes and she had on a loafer coat. And it seems likely they was talking about it and enjoying each other.

Succorance pertains to the major character of the story seeking aid, protection, or sympathy -- to seek affection, support, and consideration from another person.

W.I., 6 PM. This mother is scolding her boy, has turned her back on him, jist like telling him that she don't like him and don't want him around. He don't know where else to turn so he tries to apologize and tells her if she won't be mad at him, he'll go out and try to make up for it. Maybe he'll do something for his mother.

K.G., 12 M. Seems to me this man is sick and this other man is a preacher that he had send for. He is praying. He thinks he's dying and so he is praying for his soul and the preacher is preaching. This man grabbed the preacher right here thinking if he don't get saved, he'll go to hell. For that he had the preacher come to help him with God.

Passive Mode of Relating to the Other Illustrations only.

D.J., 3 PM. This, this, this person that's sitting on the floor, have, have a bench and he have his head resting on the bench with his arm across his face. His feelings were hurt and he begins to cry. He might hope, he made a mistake, a...missed...a ball. They might of scolded him, or hollered at him. Maybe he wasn't used to being hollered at and he is thinking about how cruel they were to him, or maybe that it wasn't his fault. He looks sad. Don't feel like talking to anyone. [What happens?] Nothing. [Turn out?] He goes home.

S.A., 3 PM. As he went to the party, they made fun of him and told him they didn't want him. So that day, as everybody came out of school, he went home. He did not return for the party because he thought nobody wanted him. As the teacher called off his name, he did not answer. They told her they didn't know. The teacher called the boy's folks. They did not know he was up in his room with the little pup. So after they hung up the phone, they went up there to

see their little boy in his room, jist sitting there, not doing anything but crying. I suppose crying because everyone was making fun of him.

Driving or Threatening or Destructive Mode of Relating to the

Other This category contains the sub-categories of: 1) Anti-socially or Abusively Aggressive, 2) Rejecting, and 3) Socially Aggressive. As these concepts were defined under the basic unit concept, The Perception of the Other, they will be illustrated only as they occur in the Modes of Relating to the Others.

Anti-Social or Abusively Aggressive:

W.U., 7 BM. This boy probably stayed out late when he wasn't supposed to or he got into trouble of some kind. Maybe he took something from somebody. He took something he couldn't get at home. He had to get what he wanted by stealing. It was the only way he could get it.

Rejecting:

K.G., 13 B. This boy set down on the porch thinking about something or someone passing by. Maybe he didn't like his friends. He's had enough of them and doesn't plan to have anything more to do with them.

Socially Aggressive:

M.M., 8 BM. Let's see, this boy is thinking of being a doctor when he grows up. He starts studying and the teachers give him harder lessons, lessons he can hardly get. He studies hard. He figures it's worth going after so in spite of everything he works hard to get it.

Interpersonal Situation

Interpersonal Situation is the last in the sequence of the four basic unit concepts. It reflects the more abstract, dynamical structure

of a story. It is a more general concept than the others, including some of the phenomena subsumed under some of the preceding concepts, as well as additional phenomena. In addition to taking into account the train of experiences occurring between the major character and the other person of the status and role relationship, this concept also refers to the subject's description of 1) the general setting in which the story takes place, 2) the outcome of the story, 3) the interaction among the other story characters, and 4) the interaction between the major character and story characters other than the one with whom the major character interacts most intensively.

The Interpersonal Situation, through its categories of Conjunctive Situation, Disjunctive Situation, and Disjunctive - Conjunctive Situation, reflects the general conflictual - harmonious aspects of the story setting and its interpersonal relationships. It may exist in the major character's phantasy life where he mentally projects himself into various situations with others, in "solitary" play where he acts out various kinds of situations with others, or "real" situations in the story context. Whether the Interpersonal Situation of a story is judged as being of one type or another is a qualitative evaluation depending upon the frequency, intensity, persistence, and effect of these various aspects of the story in respect to harmony or conflict.

The several categories of Interpersonal Situation are defined and illustrated below. A story will be given and discussed, following the initial examples, for illustrative purposes.

Conjunctive Situation A Conjunctive Situation is one in which the interaction occurring between the major character of the story and the person with whom most of the interaction takes place is generally cooperative, accommodative, and adaptive. This does not mean that all these interpersonal relations are pleasant and congenial; rather it implies that the interacting people are developing common ways of communicating and defining problems, coming to some agreement, sharing common problems and interests, or are willing to consider the opinions of others. However, there must be a sufficient number of agreements existing between them to facilitate working toward the solution of their mutual problems. The following are illustrative:

Conjunctive Interpersonal Situation:

T.C., 14. The boy here was laying in bed half asleep. He couldn't sleep so he got up, put on his clothes, and went on down to see if he couldn't wake up his friend who lived around the block. They were buddies and he thought they might go fishing together. So he did crawl in his window and woke him up and they went out along the river, where they spent a lot of time and did some night fishing. At first his buddy didn't want to go, said he was too sleepy or his folks might kick but it didn't take long to change his mind for he and his buddy had been together so much and his buddy had done some things for him, so he could see how it was.

S.D., 1. One day, David, name just like mine, got to practicing on his violin like his teacher told him. It was hard and he could only play a few notes. But he kept on taking lessons from this same teacher. Sometimes he didn't understand her. At first, it was hard and he was a little afraid of her but as he kept on practicing and got less afraid of the teacher, he learned. Finally he got so he could play the thing.

Disjunctive Situation A Disjunctive Situation refers to a conflictive interpersonal relationship in which opposition, hardship,

anger, frustration, dissensions, and failures prevail throughout and which ends in an unhappy, unsuccessful, or miserable way.

D.E., 3 EM. Here lies a young man dead. His girl friend caught him with another girl and she said she was going to kill him if she caught him with another girl, but he didn't believe her and not only went out with another girl, but he began hanging around a tough crowd and they pulled a few jobs. He knew the first girl friend wasn't all on the up-and-up but he didn't think she'd kill him. She went to a pawn shop and bought a German Luger, it cost \$45.00. She followed him over to the gang's hideout where the other girl was, too. She let him go in and when the door opened, she could hear jitterbug music. He liked this hang-out and the music. It made her mad. As soon as he got in, she threw the door open and killed him and ran out and down the alley.

B.H., 14. We...he shouldn't a did it, he should have talked with his mother, but he did and she wouldn't listen. He was in jail someplace and breaking out. Or he could be home, going out of a window or something. Anyhow, he goes out and steals something and gets into trouble. He ends up in jail somewhere. Things go pretty hard for him. He finally gets out in a few years, stays straight for a couple of months, then he starts the same trouble again. The second time they won't be so easy on him and right now things don't look so good.

Disjunctive - Conjunctive Situation

The Disjunctive - Con-

conjunctive category denotes those stories where the interactional processes are essentially conflictive, but which end on a positive note in that there is a resolution of the problem(s). In some cases the major character may conclude the story on a positive note, settling the problem for his own satisfaction even though it may not be solved for both persons. This only applies when the other party in the interaction will not cooperate, or when the decision of the main character is socially constructive and not damaging to himself.

M.L., 7. This is a man in a business concern and he is about to get an opportunity to become a big executive by his bosses. He is given an assignment in South America. The man on the left is the one who is to give him this opportunity. But if he fails on this assignment, his career, along with everything else in his life that is important to him, would be lost. So he leaves his mother and relatives. His mother didn't want him to leave and he had to tear himself away. He went in spite of it. When he got there, he found that things were in worse shape than he planned they'd be. People weren't interested in what he had come for. Yet he worked hard every day and planned at night. It was so discouraging at times that he felt like giving up, letting everything slide. He couldn't sleep at night and got nervous during the day. Sometimes he figured he was just hanging on to a straw with his determination. This business was bad enough and then, to make it worse, his home office put more pressure on him. He just kept on plugging. He figured he'd do his best. Then he got sick and it looked gloomy but he finally got okay. Pretty soon his hard work starting paying off. People began wanting to look at and buy the machinery he was selling. When his business picked up, he picked up. He was skin and bone and jittery but now he started to fill out and get more steady.

W.R., 18 EM. This boy was grabbed by the police and they took him in for questioning. I suppose they were just trying to do their job, so this boy here just took it easy, and kept quiet. They tried sticking him with robbing a store. He didn't say anything. Finally they threw him in a cell and it looked kinda bad. They kept him there a couple of days. All he did was to keep quiet or tell them he didn't do it. Then the police found the person who really did it and they turned him loose and he went home and went to bed.

Illustration of a Story and Its Analysis with Respect to the Interpersonal Situation

A story with its analysis according to the Interpersonal Situation is given here to illustrate the general categories of the Interpersonal Situation concept. It is also given to point out that, while this concept refers to some of the same story phenomena as the other

basic unit concepts, it is not a duplicate concept and does not represent any combination of the other concepts. The story will precede a discussion of it.

M.L., 13 B. This little boy is staying with his aunt 'cause of the death of his mother. He is very poor boy without very much clothing. His father is away in the army so he has to stay with his aunt 'till his father get back, then he can have all the things he wants. But now he doesn't have either one and he is kinda down about that. He is living on the outskirts of town very close to the slums. His aunt is a widow and doesn't have much to offer him but he understands that since he was poor once in his life before. He takes it easy. His aunt visits a lot with some friendly neighbors across the street. Now he is dreaming of the time when they had so much fun together. He also thinks about when his father will get out of the army. Then he will have more fun than before. Three years passed and he was still living in the slums. He was going to school and playing in the neighborhood with the other kids. Finally his father arrived and took him home, bought his clothes and everything that he needed and then his father married again and got a job as a conductor and he would travel from state to state. After he earned enough money to support his family, came back home and got a small job in the city close to his home and they lived happily ever after.

Analysis and Discussion of the Interpersonal Situation

It will

be recalled that the concept of Interpersonal Situation was a general concept. It included 1) some of the phenomena subsumed under preceding concepts, 2) the subject's description of the general setting of the story, 3) the outcome of the story, 4) the interaction among the other story characters, and 5) the interaction between the major character and story characters other than the one with whom the major character interacts most intensively. These will serve as a guide for the present analysis.

1. The phenomena of the preceding concepts as related to this story:
 - a. Perception of the Other:
 - (1) The major character was able to accept his perception of his parents, one of whom was dead and the other absent. Scored as conjunctive.
 - (2) Further in this respect, he was able to accept staying with his aunt. Scored as conjunctive.
 - b. Mode of Relating to the Other:
 - (1) The major character's sadness about his parents was only moderate and tempered by his "taking it easy" and thinking positively about the future. Scored as conjunctive.
2. The subject's description of the general setting:
 - a. The setting of the story was in a slum and was unfavorable. Scored as disjunctive.
3. The outcome of the story:
 - a. The outcome of the story was happy. The happiness was not a cliché-like pronouncement, but evolved from the story process. Scored as conjunctive.
4. The interaction among the other story characters:
 - a. The aunt was friendly with her neighbors. Scored as conjunctive.
 - b. The father remarried and gained satisfactory employment. Both relationships were satisfactory. Scored as conjunctive.
5. The interaction between the major character and story characters other than the one with whom he interacts most intensively:
 - a. The major character's relationship with his aunt was satisfactory. Scored as conjunctive.
 - b. The major character's relationship with neighborhood children and school people was satisfying. Scored as conjunctive.

The analysis of the story revealed only one disjunctive situation; all of the other relationships were conjunctive. This would be regarded as indicative of a Conjunctive Interpersonal Situation.

CHAPTER III

CLASSIFICATION OF SUBJECTS' RESPONSES ACCORDING TO THE CONCEPTUAL SCHEME

This chapter presents an inventory of the subjects' responses to the TTAT pictures, as analyzed with the conceptual scheme of this work. This inventory will present the types, frequencies, and communalities of these responses, grouped according to the basic unit concepts of the analytic scheme. Probable relationships among the various basic categories, which reflect the concrete story phenomena, will not be attempted in this chapter. Since the types of responses have already been presented in the outline of the conceptual scheme, the frequency and communality of the subjects' responses will be the feature of this chapter. Some effort will be made to evaluate some of the probable determinants influencing the responses of the subjects. This is beyond the stated problems of the work but it is an effort to get the most information from the data.

Interpersonal Reference

It will be recalled that the concept, Interpersonal Reference, refers to the major status and role relationship structured by the subject in the process of relating his story. It is a structural concept in that it 1) designates the major character and the Other in the story, and 2) indicates the hierarchical and social position of each person in the relationship.

The frequencies of the subjects' status and role selections will be given in this section of the chapter. The statistical consistency and significance of the subjects' responses in this area will also be presented.

Status Responses Table 1 shows the frequency and per cent computations of the status relationship responses. The division of the responses gives the Subordinate - Superior category a considerable higher count (213, 60+ per cent)¹ than the Coordinate category (139, 39+ per cent).

TABLE 1
FREQUENCY AND PER CENT OF STATUS RELATIONSHIP

Status	Frequency	Per Cent
Subordinate - Superior	213	60+
Coordinate	139	39+
Total	352	100

Table 2 shows that the subjects' responses clustered around the middle of the frequency distribution, but with a perceptible skew toward a preponderance of Subordinate - Superior responses. The skew is also apparent at the extreme of the distribution since only one subject gave more than seven Coordinate responses while eight subjects gave more than seven Subordinate - Superior responses.

¹The first figure in the parenthesis refers to the frequency of occurrence and the second figure refers to its per cent of the total responses.

In considering probable factors contributing to the difference in the status responses, it is necessary to go beyond the stated problems of this work. Two factors appear credible: (1) Subordinate - Superior Status Relationships are more important for the subjects than Coordinate Status Relationships; (2) the TTAT pictures are more specifically structured to elicit Subordinate - Superior relationships than Coordinate relationships. It is impossible to pursue directly the plausibility of the subjects' differential preference for Subordinate - Superior Status relationship without intensive case studies. The absence of normative data on the TTAT makes it difficult to assess the probable suggestiveness of the pictures. However, some of the pictures used in this study appear to suggest Subordinate - Superior Status relationships.

Pictures 6 EM, 7 EM, 8 EM, and 12 M all seem to suggest Subordinate - Superior relationship because they all depict a boy or young man and an adult.

In reviewing this population's performance on these four pictures, picture 6 EM showed a frequency of twenty-one (65+ per cent) of the Subordinate - Superior Status type of response, picture 7 had twenty of this type of response for 62 per cent, picture 8 EM had ten responses for 31 per cent, and picture 12 M had twenty-three for 71 per cent. So with the exception of picture 8 EM, these four pictures tapped a high per cent of Subordinate - Superior relationships.

TABLE 2

FREQUENCY DISTRIBUTION OF SUBJECTS BY STATUS RELATIONSHIPS

	<u>Status</u>		<u>Subjects</u>
	Subordinate- Superior	Coordinate	
0	-	11	0
1	-	10	0
2	-	9	1
3	-	8	0
4	-	7	1
5	-	6	7
6	-	5	7
7	-	4	8
8	-	3	2
9	-	2	3
10	-	1	2
11	-	0	1
Total			<hr/> 32

Thus, the bias of the pictures had a definite influence on the population's choice of status relationships.

Role Responses Table 3 presents the frequencies of the subjects' role relationship choices. The roles grouped under the Subordinate - Superior Status Relationships occurred as follows: Child - Parent or Parent Substitute or Relative Role (112, 31+ per cent), Student or Worker - School or Work Authority Role (seventy-three, 20+ per cent), Community Citizen - Community Authority Role (nine, 2+ per cent), and Human - Supernatural Role (nineteen, 5+ per cent).

The frequencies of the roles grouped under the Coordinate Status were: Sibling or Peer - Sibling or Peer (sixty-six, 18+ per cent) and Community Citizen - Community Citizen Role Relationships (fifty, 14+ per cent) most often, and Suitor - Feminine Love Object Role (twenty-three, 6+ per cent) least often.

TABLE 3

FREQUENCY AND PER CENT OF ROLE RELATIONSHIPS

Role Relationships	Frequency	Per Cent
Subordinate - Superior:	213	60+
Community Citizen - Community Authority	9	2+
Child - Parent or Parent Substitute or Relative	112	31+
Student or Worker - School or Work Authority	73	20+
Human - Supernatural	19	5+
Coordinate:	139	39+
Community Citizen - Community Citizen	50	14+
Suitor - Feminine Love Object	23	6+
Sibling or Peer or Friend - Sibling or Peer or Friend	66	18+

Here one might ask: Why are there so few Community Citizen - Community Authority Relationships? Each of these subjects had a history of conflict with the Law; wouldn't these experiences manifest themselves in the stories? More Community Citizen - Community Authority Relationships might have been scored if these relationships had not been secondary to other, more primary, relationships, in the stories. That is, while this relationship occurred more frequently than is reflected in the tabulation, it was over-shadowed in importance by other relationships. One such example is given below, in which the Child - Parent or Parent Substitute or Relative Role is dominant over the Community Citizenship - Community Authority Role because the interaction of the parental relationship is more frequent, regular, intense, persistent, and central than the authority relationship.

W.D., 7 BM. This is a picture of an old man and a young boy, probably the old man's son. The old man is probably telling the young, the boy, something for his own good. The boy doesn't care to hear it. [Father telling him?] The boy probably did something wrong. The father is probably telling him that he didn't have any need to, or something like that. Maybe he didn't see what the man was opposed to, or got into some kind of trouble. [What kind of trouble?] Maybe because he took something from somebody. [Why was that?] Maybe because he couldn't get his own property. [How did he feel about it?] Probably felt it was alright if he could get away with and stuff like that. [How did he feel towards the father?] Probably that the father would never give him anything he wanted. That the only way he could get anything was to steal it.

Table 4 presents the frequencies of the various kinds of role relationships for each case. It also presents 1) the rank of each of these role relationship categories for each case, 2) the correlation among the rankings computed to measure the concordance of the subjects'

TABLE 4

CONCORDANCE OF SUBJECTS' RESPONSES BY MODES OF RELATING TO THE OTHER*

Case	Parent		Com. Auth.		Sch.		Super.		Sib. and Peer		Citz.		Female	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	3	1.5	0	6.5	2	3.5	0	6.5	3	1.5	2	3.5	1	5
B.H.	4	1	0	6.5	1	4.5	1	4.5	3	2	2	3	0	6.5
B.J.	5	1	0	6.5	2	2.5	0	6.5	1	4.5	2	2.5	1	4.5
D.J.	2	3	1	5	1	5	1	5	3	1.5	3	1.5	0	7
D.E.	3	1	1	5.5	1	5.5	0	7	2	3	2	3	2	3
D.W.	3	1	1	5.5	2	2.5	1	5.5	2	2.5	1	5.5	1	5.5
D.M.	6	1	0	6	2	2.5	1	4	2	2.5	0	6	0	6
G.G.	3	2	0	6.5	2	3	1	4.5	4	1	0	6.5	1	4.5
G.B.	5	1	1	4	0	6	0	6	3	2	2	3	0	6
H.L.	3	2	0	6	3	2	0	6	2	4	3	2	0	6
H.M.	1	5	0	7	4	1	2	2.5	1	5	2	2.5	1	5
J.B.	3	2	0	6	2	4	0	6	3	2	0	6	3	2
J.F.	3	2	1	3.5	6	1	0	6	0	6	0	6	1	3.5
K.G.	2	3.5	0	6.5	2	3.5	3	1	2	3.5	0	6.5	2	3.5
L.C.	5	1.5	0	5.5	5	1.5	1	3	0	5.5	0	5.5	0	5.5
M.M.	5	1	0	6	3	2	0	6	0	6	2	3	1	4
M.S.	3	1.5	0	6.5	2	3.5	0	6.5	3	1.5	2	3.5	1	5
M.L.	5	1	0	6.5	3	2	1	4	1	4	0	6.5	1	4
M.D.	6	1	0	6.5	1	4	0	6.5	1	4	2	2	1	4

*The abbreviations used in this table and all subsequent tables are listed in Appendix B.

TABLE 4 (Continued)

Case	Parent		Com. Auth.		Sch.		Super.		Sib. and Peer.		Citz.		Female	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
M.F.	1	4.5	0	7	1	4.5	4	1	3	2	1	4.5	1	4.5
O.S.	2	3.5	0	6.5	2	3.5	1	5	3	1.5	3	1.5	0	6.5
P.J.	4	1.5	0	6	1	4	0	6	4	1.5	2	3	0	6
P.C.	5	1	0	6.5	1	4.5	0	6.5	2	2.5	2	2.5	1	4.5
P.R.	5	1	1	4	3	2	0	6	0	6	2	3	0	6
P.G.	3	2.5	0	6	4	1	1	4	0	6	3	2.5	0	6
S.A.	3	2.5	0	6	4	1	0	6	3	2.5	1	4	0	6
S.D.	0	5.5	0	5.5	2	3	0	5.5	4	2	5	1	0	5.5
T.C.	2	3	0	7	1	5	1	5	3	1.5	3	1.5	1	5
W.C.	5	1	1	4.5	1	4.5	0	7	2	2	1	4.5	1	4.5
W.I.	3	2	0	6.5	3	2	0	6.5	3	2	1	4.5	1	4.5
W.R.	5	1	1	3.5	4	2	0	6	0	6	1	3.5	0	6
W.U.	4	1	1	4.5	2	3	0	6.5	3	2	0	6.5	1	4.5
$S_1 =$	112	63.0	9	185.5	73	99.5	19	168.0	66	99.5	50	120.5	23	160.0
$D =$	-65		-57.5		28.5		-40		28.5		7.5		-32	
$D^2 =$	4225		3306.3		812.3		1600		812.3		56.3		1024	

$S = D^2 = 8033.7$

$\leq T^1 = 87$

$W = .310$

$\chi^2 = 59.58$. Significance: <1 per cent.

responses, and 3) the test of significance of this measure.

The rank correlation, reflected in the W value of .310, was low.² This shows that the subjects did not consistently tell their stories around any certain pattern of role relationships. Rather, considerable individual variation prevailed in the subjects' selection of role relationships in their stories. The rank correlation was followed by a test of its significance. Its level of significance, as tested by Chi-squared, is below the 1 per cent level, which indicates there is less than one chance in 100 that the relationship, measured by W , could have occurred by chance.³

Several probable determinants influenced the subjects' heterogeneity of role selection responses: 1) picture bias and 2) heterogeneous tendencies in the population. Picture bias is rather difficult to evaluate. On those pictures (6 EM, 7 EM, 8 EM, and 12 M) that depict role relationships that are grouped under Subordinate - Superior Status relationships, a variety of responses was given. Six different role relationships occurred on each of three pictures (6 EM, 7 EM, and 12 M). Four different role relationships occurred in response to picture 8 EM. In view of 1) these different

²The highest rank correlation computed in this study was .830 and the lowest was .166. The mid-point between these two points is .498. Any correlation above the mid-point is considered high in this study and anything below is considered low.

³Hereafter when the significance of the rank correlation is measured by the Chi-squared test, its full interpretation will not be given. The level of significance (e.g., the 1 per cent level) will imply its probability of occurring by chance in 100 instances.

responses to pictures that are more structured and 2) the general lack of agreement among the subjects' responses to stimulus material that was the same for all, heterogeneous tendencies among the subjects are indicated in respect to the importance of role relationships.

The Mode of Perceiving the Other

The Mode of Perceiving the Other refers to the perception the major character has of the Other. This section will present the types, frequencies, and regularity of response in respect to the various Modes of Perceiving the Other.

Responses Table 5 shows the frequencies of the responses pertaining to the Modes of Perceiving the Other. These frequencies are for the group as a whole. The frequencies are given for the major, as well as the minor, categories of this basic unit concept. Percentage computations are included, along with the frequency for each category.

TABLE 5

FREQUENCY AND PER CENT OF MODE OF PERCEIVING THE OTHER

Mode of Perceiving the Other	Frequency	Per Cent
Affirming:	43	12+
Affiliation	22	6+
Nurturance	21	5+
Passive	51	14+
Driving or Threatening or Destructive:	258	73+
Anti-Social or Abusively Aggressive	80	22+
Dangerous or Difficult	64	18+
Lack or Loss	29	8+
Rejecting	39	11+
Socially Aggressive	46	13+

The greatest number of the stories (258, 73½ per cent) centered on Driving or Threatening or Destructive perceptions of the Other, with Anti-Social or Abusively Aggressive (eighty, 22½ per cent), Dangerous or Difficult (sixty-four, 18½ per cent), and Socially Aggressive (forty-six, 13½ per cent) perceptions occurring most frequently under the general category. Rejecting (thirty-nine, 11½ per cent) and Lack or Loss (twenty-nine, 8½ per cent) perceptions occurred least frequently.

A lesser number of stories (fifty-one, 14½ per cent) focused on Passive perceptions of Others, and still fewer stories (forty-three, 12½ per cent) centered on Affirming perceptions. In respect to the Affirming category, Affiliation (twenty-two, 6½ per cent) and Nurturance (twenty-one, 5½ per cent) occurred about equally.

Like Table 5, Table 6 presents the frequencies of the various types of perceptions which the major character had of the other person in the principal interpersonal relationship in the story. Table 6 is a more inclusive table, however, as it contains 1) the rank correlation of these various categories, and 2) the test of significance of this correlation. The rank correlation, shown in the W value of .204, was low. This indicates that there was small agreement among the subjects' consistency in choosing the same Modes of Perceiving the Other. Instead, the subjects were heterogeneous in respect to their perceptions of others. The Chi-squared test of the rank correlation was below the 1 per cent level of significance.

This type of performance suggests that 1) the pictures depicted neutral characters to the subjects, permitting a wide range of

TABLE 6

CONCORDANCE OF SUBJECTS' RESPONSES BY MODES OF PERCEIVING THE OTHER

Subj.	Affiliation		Nurturance		Passive		Anti-Soc.		Dang. or Diff.		Lack or Loss		Rejecting		Soc. Agg.	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	1	5	0	7.5	1	5	4	1	2	2.5	0	7.5	2	2.5	1	5
B.H.	0	7	1	5	4	1	2	3	2	3	0	7	2	3	0	7
B.J.	1	5	0	8	1	5	4	1	1	5	1	5	1	5	0	2
D.J.	0	7	0	7	2	3.5	2	3.5	2	3.5	2	3.5	0	7	3	1
D.E.	3	1	0	8	2	2.5	1	5.5	1	5.5	1	5.5	1	5.5	2	2.5
D.W.	0	7.5	2	3	2	3	0	7.5	2	3	1	5.5	3	1	1	5.5
D.M.	0	7	0	7	1	4.5	0	7	3	2	2	3	1	4.5	4	1
G.G.	1	5.5	1	5.5	2	2.5	3	1	1	5.5	0	8	1	5.5	2	2.5
G.R.	0	7	0	7	3	2	4	1	0	7	1	4.5	1	4.5	2	3
H.L.	0	6.5	0	6.5	3	2	5	1	2	3	0	6.5	1	4	0	6.5
H.M.	2	3	3	1	0	7.5	2	3	2	3	1	5.5	0	7.5	1	5.5
J.B.	1	5.5	0	7.5	0	7.5	3	1	1	5.5	2	3	2	3	2	3
J.F.	3	2	0	7	2	3	0	7	4	1	1	4.5	0	7	1	4.5
K.G.	2	2.5	1	6	1	6	2	2.5	2	2.5	1	6	2	2.5	0	8
L.C.	0	7.5	2	2.5	1	5	0	7.5	4	1	2	2.5	1	5	1	5
M.M.	0	7.5	2	3	2	3	1	6	2	3	0	7.5	2	3	2	3
M.S.	1	5	0	7.5	1	5	4	1	2	2.5	0	7.5	2	2.5	1	5
M.L.	0	8	1	5	1	5	1	5	4	1	2	2	1	5	1	5
M.D.	0	7	0	7	4	1.5	0	7	1	4	1	4	1	4	4	1.5
M.F.	1	5.5	3	1	0	7.5	2	3	2	3	0	7.5	1	5.5	2	3
O.S.	1	5	1	5	2	3	3	1.5	3	1.5	0	7.5	0	7.5	1	5
P.J.	1	5.5	0	8	1	5.5	3	1	1	5.5	1	5.5	2	2.5	2	2.5

TABLE 6 (Continued)

Subj.	Affiliation		Nurturance		Passive		Anti-Soc.		Dang. or Diff.		Lack or Loss		Rejecting		Soc. Agg.	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
P.C.	0	7	1	4	0	7	3	2	1	4	0	7	5	1	1	4
P.R.	0	7	0	7	1	4.5	5	1	2	2.5	1	4.5	0	7	2	2.5
P.G.	1	5	1	5	3	1.5	0	7.5	2	3	3	1.5	0	7.5	1	5
S.A.	1	4.5	0	7	1	4.5	4	1	3	2	0	7	2	3	0	7
S.D.	0	6.5	1	4	2	2.5	6	1	2	2.5	0	6.5	0	6.5	0	6.5
T.C.	1	5	1	5	2	2	4	1	1	5	1	5	1	5	0	8
W.D.	0	7.5	0	7.5	1	5	3	1.5	1	5	2	3	1	5	3	1.5
W.I.	1	5.5	0	8	3	1	1	5.5	2	2.5	1	5.5	2	2.5	1	5.5
W.R.	0	6.5	0	6.5	1	3.5	5	1	4	2	0	6.5	0	6.5	1	3.5
W.U.	0	7.5	0	7.5	1	5.5	3	1	2	3	2	3	1	5.5	2	3

Si =	22 184.5	21 186.5	51 127.5	80 99.5	64 105.0	29 168.5	39 147.0	46 133.5
D =	40.5	42.5	16.5	44.5	39	24.5	-3	10.5
D ² =	1640.3	1806.3	272.3	1980.3	1521	600.3	9	110.3

S = D² = 7829.5

ΣT¹ = 149.0

W = .204

X² = 105.09. Significance: <1 per cent

responses, and 2) in spite of the subjects' similarity of background, their perceptions were dissimilar.

Mode of Relating to the Other

This refers to the manner in which the major character relates to the Other.

Responses Table 7 shows the frequencies of the responses pertaining to the major character's Mode of Relating to the Other. These figures are for this class of delinquents as a whole. The greatest number of stories (214, 60½ per cent) involved the major

TABLE 7

FREQUENCY AND PER CENT OF MODE OF RELATING TO THE OTHER

Mode of Relating to the Other	Frequency	Per Cent
Affirming:	41	11½
Affiliation	20	5½
Succorance	21	5½
Passive	97	27½
Driving or Threatening or Destructive:	214	60½
Anti-Socially or Abusively Aggressive	118	33½
Rejecting	5	1½
Socially Aggressive	91	25½

character assuming Driving or Threatening or Destructive Modes of Relating to the Other. Anti-Social or Abusively Aggressive (118, 33½ per cent) and Socially Aggressive (ninety-one, 25½ per cent) modes occurred most frequently under this general category. The Rejecting Mode (five, 1½ per cent) occurred least frequently. In a fewer number of stories (ninety-seven, 27½ per cent) the major character

related to the Other in a Passive manner. He was Affirming in the smallest number of stories (forty-one, 11½ per cent). In regard to the Affirming category, Affiliation (twenty, 5½ per cent) and Succorance (twenty-one, 5½ per cent) occurred almost equally.

Table 8 shows the frequencies of the various modes in which the major related to the Other. These responses are listed and ranked for each case. The rank correlation is expressed in the W value of .554, showing a high degree of agreement among the ranks. Its significance, as tested by Chi-squared, is below the 1 per cent level.

Several determinants may be considered as influencing this population's Mode of Perceiving the Other: 1) many pictures depict Driving or Threatening or Destructive characters and some pictures depict Passive characters, and those slanted pictures have biased the subjects' responses; and, 2) the pictures are ambiguous, consequently the responses reflect the tendencies of the population. If the test author's assumption regarding the neutrality of the pictures is valid, the second consideration above is most plausible. Thus, strong Driving or Threatening or Destructive and Passive tendencies to relate to others by the subjects have been manifested.

The Interpersonal Situation

The last major consideration of this chapter will be the Interpersonal Situation. This general concept points to the conflictual - harmonious aspects of the whole story.

TABLE 8

CONCORDANCE OF SUBJECTS' RESPONSES BY MODES OF RELATING TO THE OTHER

Subj.	Affiliation		Succorance		Passive		Anti-Soc.		Rejecting		Soc. Agg.	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	0	5	0	5	2	3	6	1	0	5	3	2
B.H.	0	5.5	1	4	2	3	5	1	0	5.5	3	2
B.J.	0	5	0	5	4	1.5	3	3	0	5	4	1.5
D.J.	0	5	0	5	9	1	1	2	0	5	1	3
D.E.	2	3	0	5.5	2	3	5	1	0	5.5	2	3
D.W.	1	4.5	1	4.5	2	3	4	1	0	6	3	2
D.M.	1	5	0	6	4	1	2	3	2	3	2	3
G.G.	1	3.5	1	3.5	3	2	6	1	0	5.5	0	5.5
G.R.	0	5	0	5	2	2.5	7	1	0	5	2	2.5
H.L.	1	4	0	5.5	3	2.5	3	2.5	0	5	4	1
H.M.	2	3	2	3	4	1	2	3	0	5.5	1	5.5
J.B.	1	4	0	5.5	4	1.5	4	1.5	0	5.5	2	3
J.F.	2	2	0	5.5	1	2.5	1	3.5	0	5.5	7	1
K.G.	1	4.5	2	2	5	1	1	4.5	1	4.5	1	4.5
L.C.	0	5	2	3	3	2	0	5	0	5	6	1
M.M.	0	5.5	3	2.5	1	4	3	2.5	0	5.5	4	1
M.S.	0	5	0	5	2	3	6	1	0	5	3	2
M.L.	1	4.5	1	4.5	3	2	2	3	0	6	4	1
M.D.	0	4.5	0	4.5	0	4.5	10	1	1	2	0	4.5
M.F.	1	4.5	3	2	1	4.5	3	2	0	6	3	2
O.S.	1	5	2	3.5	2	3.5	3	1.5	0	6	3	1.5
P.J.	0	5	0	5	5	1.5	1	3	0	5	5	1.5
P.C.	0	5.5	1	3.5	1	3.5	6	1	0	5.5	3	2

TABLE 8 (Continued)

Subj.	Affiliation		Succorance		Passive		Anti-Soc.		Rejecting		Soc.	Agg.
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
P.R.	0	5.5	0	5.5	5	1	4	2	1	3.5	1	3.5
P.G.	0	5	0	5	6	1	3	2	0	5	2	3
S.A.	0	5	0	5	1	3	4	2	0	5	6	1
S.D.	0	5	0	5	4	1.5	3	3	0	5	4	1.5
T.C.	1	4	1	4	1	4	4	1.5	0	6	4	1.5
W.D.	0	5	0	5	5	1	4	2	0	5	2	3
W.I.	4	1.5	1	4	2	3	0	5.5	0	5.5	4	1.5
W.R.	0	5	0	5	5	1.5	5	1.5	0	5	1	3
W.U.	0	5	0	5	3	2	7	1	0	5	1	3
$S_1 =$	20	144.5	21	142.0	97	76.0	118	69.5	5	163.0	91	77.0
$D =$		-32.5		-30		36		42.5		-51		35
$D^2 =$		1056.3		900		1296		1806.3		2601		1225

$S = 8884.6$

$\Sigma T^2 = 59.5$

$W = .554$

$\chi^2 = 38.77$. Significance: <1 per cent.

Responses Table 9 shows that the greatest number of stories (202, 57½ per cent) were generally cast in Disjunctive Interpersonal Situations, about half as many (ninety-nine, 28½ per cent) in generally Conjunctive Interpersonal Situations, and some (fifty-one, 14½ percent) in Disjunctive - Conjunctive Situations.

TABLE 9
FREQUENCY AND PER CENT OF INTERPERSONAL SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Disjunctive - Conjunctive	51	14½
Conjunctive	99	28½
Disjunctive	202	57½
Total	352	100

Table 10 gives the frequencies of the various types of Interpersonal Situation responses for each subject. The table also contains: 1) the rank of each of these various categories for each case, 2) the correlation among the rankings computed to measure the agreement of the subjects' responses, and 3) the test of significance of this measure.

The measure of regularity among the subjects' choices of the types of Interpersonal Situations in which they cast their stories, is shown in a median range value of W , which is .484. The tested significance of W by Chi-squared is significant below the 1 per cent level.

The high and consistent incidence of Disjunctive Interpersonal Situations in the stories may be related to the disjunctive elements in the subjects' histories. This assumes the non-suggestiveness of the pictures.

TABLE 10

CONCORDANCE OF SUBJECTS' RESPONSES BY TYPES OF INTERPERSONAL SITUATIONS

Subj.	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	5	1.5	1	3	5	1.5
B.H.	0	3	3	2	8	1
B.J.	2	3	4	2	5	1
D.J.	0	3	1	2	10	1
D.E.	0	3	7	1	4	2
D.W.	1	3	3	2	7	1
D.M.	3	3	4	1.5	4	1.5
G.G.	1	3	2	2	8	1
G.P.	2	2.5	2	2.5	7	1
H.L.	2	2	1	3	8	1
H.M.	1	3	5	1.5	5	1.5
J.B.	1	3	3	2	7	1
J.F.	5	2	6	1	0	3
K.G.	1	3	5	1.5	5	1.5
L.C.	1	3	7	1	3	2
M.M.	1	3	4	2	6	1
M.S.	5	1.5	1	3	5	1.5
M.L.	4	1.5	4	1.5	3	3
M.D.	0	2.5	0	2.5	11	1
M.F.	1	3	6	1	4	2
O.S.	2	3	4	2	5	1
P.J.	1	3	4	2	6	1
P.C.	2	2.5	2	2.5	7	1
P.R.	0	2.5	0	2.5	11	1
P.G.	0	3	3	2	8	1
S.A.	2	3	4	2	5	1
S.D.	2	2	1	3	8	1
T.C.	3	3	4	1.5	4	1.5
W.D.	1	3	2	2	8	1
W.I.	1	3	5	1.5	5	1.5
W.R.	1	2.5	1	2.5	9	1
W.U.	0	2.5	0	2.5	11	1
Si =	51	85.5	99	63.0	202	43.5
D =		21.5		-1		-20.5
D ² =		462		1		420

$$S = 883$$

$$\Sigma T^2 = 7.0$$

$$W = .484$$

$$\chi^2 = 30.98. \text{ Significance: } < 1 \text{ per cent.}$$

CHAPTER IV

THE RELATIONSHIPS BETWEEN THE BASIC UNIT CONCEPTS

This chapter presents the relationships which existed between the status of the major character and 1) the major Modes of Perceiving the Other, 2) the major Modes of Relating to the Other, and 3) the Interpersonal Situations. The frequencies of these different associations are presented for the group as a whole, as well as for each individual case. Various percentage computations are made, which present certain comparisons, and some rank correlations will be shown, which indicate the communality among the subjects' responses. Finally, stories are given for illustrative purposes.

Association Between the Status of the Major Character and the Modes of Perceiving the Other

Modes of Perceiving the Other in Association with a Subordinate -

Superior Status When the major character perceived himself in a subordinate position and the Other in a Superior Status, he viewed the Other as being primarily (169, 79+ per cent) Driving or Threatening or Destructive. This is indicated in Table 11. In this same kind of hierarchical relationship, he perceived Others as being Affirming (twenty-seven, 12+ per cent) and Passive (seventeen, 7+ per cent) only infrequently. The rank correlation shows a high agreement among the subjects' responses. This is reflected in the .797 value of W . The significance of W , as tested by Chi-squared, is below the 1 per cent level. This

correlation and its significance is recorded in Table 12.

TABLE 11

FREQUENCY AND PER CENT OF MODES OF PERCEIVING THE
OTHER WITH SUBORDINATE - SUPERIOR STATUS

Mode of Perceiving the Other	Frequency	Per Cent
Affirming	27	12+
Passive	19	7+
Driving or Threatening or Destructive	169	79+
Total	213	100

Some stories will be given here which will illustrate the subject's choice of a Subordinate - Superior Status around which to tell his story, and its relationship to the major character's perception of the Other. While there was a predominance of Driving or Threatening or Destructive perceptions of people in superior positions, the number of examples given here will be distributed equally among the three major types of perceptions.

The first illustration involves a Driving or Threatening or Destructive perception in a Subordinate - Superior Status. In the cases that follow all of the story will be given, even though the illustrative focus may be only on a part of it.

B.H., 13 B. I don't know. I don't see nothing about this one. Take your time. This here little boy, he came out on the porch, sit down. Looks like he is

TABLE 12

CONCORDANCE OF SUBJECTS' RESPONSES TO SUBORDINATE-SUPERIOR STATUS IN
COMBINATION WITH THE MODES OF PERCEIVING THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	1	2	0	3	4	1
B.H.	1	2.5	1	2.5	4	1
B.J.	1	2	0	3	6	1
D.J.	0	3	1	2	4	1
D.E.	0	2.5	0	2.5	5	1
D.W.	2	2	0	3	5	1
D.M.	0	3	1	2	8	1
G.G.	1	1.5	1	1.5	4	1
G.B.	0	2.5	0	2.5	6	1
H.L.	0	3	2	2	4	1
H.M.	3	2	0	3	4	1
J.B.	1	2	0	3	4	1
J.F.	3	2	2	3	5	1
K.G.	2	2	0	3	5	1
L.C.	2	2	1	3	8	1
M.M.	2	2	1	3	5	1
M.S.	1	2	0	3	4	1
M.L.	1	2.5	1	2.5	7	1
M.D.	0	2.5	0	2.5	7	1
M.F.	3	1.5	0	3	3	1.5
O.S.	1	2.5	1	2.5	3	1
P.J.	0	3	1	2	4	1
P.C.	0	2.5	0	2.5	6	1
P.R.	0	2.5	0	2.5	9	1
P.G.	0	3	3	2	5	1
S.A.	1	2	0	3	6	1
S.D.	0	2.5	0	2.5	2	1
T.C.	1	2	0	3	3	1
W.D.	0	2.5	0	2.5	7	1
W.I.	0	3	1	2	5	1
W.R.	0	2.5	0	2.5	10	1
W.U.	0	2.5	0	2.5	7	1
$S_i =$	27	75	17	82.5	169	32.5
$D =$		11		18.5		-31.5
$D^2 =$		121		342.3		992.3

$$S = \sum D^2 = 1455.6$$

$$\sum T_i^2 = 7$$

$$W = .797$$

$$\chi^2 = 51.07. \text{ Significance: } < 1 \text{ per cent.}$$

thinking, thinking about things that happened or what he is going to do when he grows up, gets big. [What's happened?] Might of got a whippin'. His mother, his father might a whipped him. He feels he shouldn't have been whipped, but that's the way they have always been doing him. He and his brothers and sisters were playing too noisy so they all got it. Now he is thinking. [Yes?] He's mad. Could be thinkin' that when he gets big... [what does he have in mind?] He could have in mind when he gets big to come back and whip them, or take it out on his brothers or sisters.

The second illustration involves a Passive perception of a foreman by one of his workers. Again this relationship falls under Subordinate - Superior Status.

H.L., 18 BM. Can't say what they are doin'. Could be a young man workin' in a clothing store as a clerk. Here he is helping a customer on with a suit. He goes about his work in a business-like way, doin' good work. His boss doesn't come into the picture much. He isn't a driver but instead he kinda stays in the background. He likes to take it easy. He doesn't push this young man and he don't shirk himself but he just doesn't have much steam or push. So this young man here is lookin' to get ahead so he works hard hopin' some day to have his own shop. He closes the sale with the fellow who wanted a suit and goes ahead workin' with his boss.

The last illustration of the types of perception attached to superior figures involves a Nurturance perception of the supernatural. Nurturance falls under the more general category, Affirming.

T.C., 12 M. This is the story of a man who belonged to a church. He was a good member and he came every Sunday and he got sick. Some of the members wondered why he didn't come to church and so a man went to his house and he was laying in bed sick, very sick. One man called a doctor but he couldn't help him. So the preacher was suppose to cure everybody, a praying, so they called the preacher. The preacher prayed, and then he left. He kept coming back to see how he was feeling. So he didn't get too well, so he prayed again, kept on praying and they stayed there on that same place for about two or three weeks and the members kept coming over to see him and some friends, so everybody came to see him and the preacher healed him. He got

well and he kept going back to church. [How was it that he was able to heal him?] Well, the preacher thought if Jesus could heal people, he could, too. At first he was afraid to try. He went home that night and something kept telling him, go over there and heal him and try it anyway. So he went over there, talked in some kind of prayer. He kept on doing what he was doing and pretty soon the man's eyes opened and he began to talk. [What might the preacher say and do?] Sitting there talking about how the Lord helped this young man. Give him strength enough to, give him enough strength to make this young man well.

Modes of Perceiving the Other in Association with a Coordinate

Status In the stories which projected the major character in Coordinate Status Relationships with Others, we find the major character viewing the Others primarily as Driving or Threatening or Destructive (eighty-nine, 64+ per cent), second as Passive (thirty-four, 24+ per cent), and third as Affirming (sixteen, 11+ per cent). This information is found in Table 13. Table 14 shows that the subjects were quite consistent in combining Coordinate Status with their Perception of the Others. This consistency is reflected in the coefficient of concordance value of $W = .577$. Its significance, as tested by Chi-squared, is below the 1 per cent level. This indicates that there is less than one possibility in 100 that the rank correlation value of W could have occurred by chance. Thus it can be seen that when the subjects had the major character of the story viewing Others in a Coordinate Status Relationship, this perception of Others was quite consistent.

TABLE 13

FREQUENCY AND PER CENT OF MODES OF PERCEIVING
THE OTHER WITH A COORDINATE STATUS

Mode of Perceiving the Other	Frequency	Per Cent
Affirming	16	11+
Passive	34	24+
Driving or Threatening or Destructive	89	64+
Total	139	100

An example will be given of each of these perceptions, as seen by the major character in relationship to some Coordinate figures.

First, an example will be given of a Coordinate Relationship which involves a killer (the major character) and a wealthy person in the community. The perception of the Other by the major character is Passive.

S.D., 20. Well, this man got a phone call at his apartment that he was supposed to meet a man on a corner where a drugstore was on one side and a filling station was on the other, so when this man got to the corner, it was about one o'clock in the morning. Finally, after he got there, he found out that there wasn't nobody there but a lamp post with a light on it, so he just stand there waiting and then when he did see somebody, all he could see was a hat and a coat. As he walked closer, he begin to see the man's face and he asked this man what did he want him to come to the corner for and this man told him that he was goin' to kill him and so he let him have it. Finally a policeman saw it down there and he blew his whistle and two more policement came and they took 'em to jail. [Why might he have wanted to kill him?] Well, this man had a lot of money and this other man wanted to git his money and he thought maybe if he would kill him, he could marry this other man's wife an' he would have all

TABLE 14

CONCORDANCE OF SUBJECTS' RESPONSES TO COORDINATE STATUS RELATIONSHIPS IN COMBINATION WITH THE MODES OF PERCEIVING THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	3	1	2	5	1
B.H.	0	3	3	1	2	2
B.J.	0	3	1	2	3	1
D.J.	0	3	1	2	5	1
D.E.	3	1	2	2	1	3
D.W.	0	3	2	1.5	2	1.5
D.M.	0	2.5	0	2.5	2	1
G.G.	1	2.5	1	2.5	3	1
G.B.	0	3	3	1	2	2
H.I.	0	3	1	2	4	1
H.M.	2	1.5	0	3	2	1.5
J.B.	0	2.5	0	2.5	6	1
J.F.	0	2.5	0	2.5	1	1
K.G.	1	2.5	1	2.5	2	1
L.C.	0	2	0	2	0	2
M.M.	0	3	1	2	2	1
M.S.	0	3	1	2	5	1
M.J.	0	2.5	0	2.5	2	1
M.D.	0	2.5	4	1	0	2.5
M.F.	1	2	0	3	4	1
O.S.	1	2.5	1	2.5	4	1
P.J.	1	2	0	3	5	1
P.C.	1	2	0	3	4	1
P.R.	0	3	1	1.5	1	1.5
P.G.	2	1	0	3	1	2
S.A.	0	3	1	2	3	1
S.D.	1	3	2	2	6	1
T.C.	1	3	2	2	4	1
W.D.	0	3	1	2	3	1
W.I.	1	3	2	1.5	2	1.5
W.R.	0	2.5	1	1	0	2.5
W.U.	0	3	1	2	3	1
$S_1 =$	16	88	34	67	89	43

$$D = \frac{24}{576} = \frac{3}{9} = -21/441$$

$$S = \sum D^2 = 1026$$

$$\sum T^2 = 8.5$$

$$W = .577$$

$$\chi^2 = 36.97. \text{ Significance: } < 1 \text{ per cent.}$$

of that money that the other man had because that man that he, that he was supposed to meet, the other man at the corner, was a millionaire. [Uh-huh, and how might he feel about killing him?] Well, he thought after he'd git him killed, well, he wouldn't have nothing to worry about, he could jist go on and marry his wife an' they'd have a good time.

The second example involves a Coordinate Relationship in which the major character views the Other as being argumentative and dishonest (Driving or Threatening or Destructive perception).

T.C., 17 BM. This story is about a gym class. Gym instructor had all the boys line up in line. There was seven of them. They was going to have a rope-climbing contest, see which one climbed it fastest. First, one boy climbed in six seconds, then the other one climbed twelve seconds. This other boy was fussing about who could climb the fastest. The gym teacher heard them, so he called them over there, the first boy climbed it in five seconds and a half; this other boy climbed in seven seconds. The other boy he say he was cheating because he had his feet on the rope and his hands, too, wasn't supposed to use nothing but your hands, say the gym instructor liked this other boy the best and he have something against this other boy and so he told them to climb it again. So he climbed it in five and a half again, and this other boy climbed in six. That evening, well, that evening they went and took the shower and they got dressed and they left, and on the way out of the school, they was arguing and arguing, again, about he cheated, and this boy said he didn't, and this other boy said come on upstairs, I'll climb the rope again. So he climbed again in five seconds. The other boy climbed in six again. He says now it shows you I beat you, and this other boy says no you didn't. He said you know I beat you. He said I'll do it again, this is the last time. So they climbed it again, he did it in five seconds again, this other boy did it in six seconds. The other boy say he cheat again, so he asked some of the other boys did I cheat, and the rest of them said no. Said you won it fair and square. The other boy mad because he can't climb as fast as you. So he was the winner of the contest.

The last illustration in this sequence depicts a Coordinate Status Relationship in which the major character views the women with

love and affection (classified as Affiliation and, more generally, as Affirming).

K.G., 6 BM. I don't know what to say about this one here. I don't know what goes on. [Surely you have some ideas.] Look like they're getting married to me. They're probably going on in the church door to get married. I see, ah, them going, ask the preacher can he marry them, the preacher probably say, yah, so they plan for a wedding. They plan, they plan, they set the wedding. Probably the wedding, invited people, probably come to their wedding and the people bring them gifts and things and then the preacher asks them lots of questions. He ask the man do he take this lady to be his wife and she say yah, then to the lady he say, lady do you take this man to be your wife, I mean your husband, and she says yes. He asks them lots of questions like that. He likes this lady. Maybe he like the way this lady cook or work, or how, how she keep up the house. Maybe he been married before and she look like the other wife. Anyway they get along okay.

Summary The major characters perceived both Superiors and Coordinates most frequently as Driving or Threatening or Destructive. More specifically, they saw them as Anti-social or Abusively Aggressive, Dangerous or Difficult, Rejecting, Socially Aggressive, and as failing to supply them with something they wanted (Lack) or dying. While the major character usually perceived the other characters in the interpersonal relationship in these ways, the frequency with which he perceived Superiors (169, 79+ per cent) in this way was greater than Coordinates (eighty-nine, 64+ per cent). The Other person was infrequently perceived as Affirming and Passive but there were conspicuously more Passive perceptions of the Coordinates (thirty-four, 24+ per cent) than of the Superiors (seventeen, 7+ per cent). There is some difference between the Affirming perceptions: Superior (twenty-seven,

12½ per cent), Coordinate (sixteen, 11½ per cent). These, then, are the perceptions that the major characters attached to the Others. The subjects' perceptions about Superior Status figures were highly consistent. Their perceptions about Coordinate figures also were consistent.

It is plausible that the subjects are perceiving ambiguous situations in relationship with past experiences and personality tendencies. It could be further assumed that they will continue to perceive future ambiguous situations in the same manner, unless there is some radical reorientation of their perceptions of others, as the result of some positive experiences or by perceiving these figures in some unusually positive setting. This inference is based on the assumptions that 1) the stimulus material is neutral, 2) the subjects of the study identify themselves with the major story characters, and 3) the subjects project their own perceptions of the Other through the major character.

Association Between the Status of the Major Character and the Mode of Relating to the Other

After noting the different modes in which the major character, in the status of a subordinate or an equal, perceived superiors and equals, our attention is turned to the modes in which the major character in a Subordinate - Superior or Coordinate Status related himself to Others.

Modes of Relating to the Other in Association with a Subordinate -

Superior Status Table 15 shows the frequencies of the different

modes by which the major character related himself to superior figures. They related themselves to superiors in a Driving or Threatening or Destructive manner in more than half of the situations (123, 57+ per cent), quite often in a Passive manner (sixty-six, 30+ per cent), and infrequently in an Affirming way (twenty-four, 11+ per cent).

TABLE 15

FREQUENCY AND PER CENT OF MODES OF RELATING TO
THE OTHER WITH SUBORDINATE - SUPERIOR STATUS

Mode of Relating to the Other	Frequency	Per Cent
Affirming	24	11+
Passive	66	30+
Driving or Threatening or Destructive	123	57+
Total	213	100

Table 16 reflects the consistency of the foregoing pattern of response for the group as a whole. The rank correlation of $W = .552$ is high. Tested by Chi-squared, it is significantly below the 1 per cent level.

The first of the illustrations will show the major character relating to the Other in an Affirming (Succorant) manner. It is a Human - Supernatural Status under the general category of Subordinate - Superior Status and involves a young man in his relationship with deity.

M.F., 6 BM. Well, this man and woman, I think they be singing or like that. It might be for a funeral, I'd say, and it could be going on in a church or something. He has curly hair and the woman, she has on a, a bonnet

TABLE 16

CONCORDANCE OF SUBJECTS' RESPONSES TO SUBORDINATE-SUPERIOR STATUS IN
COMBINATION WITH THE MODES OF RELATING TO THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	3	2	2	3	1
B.H.	1	2.5	1	2.5	4	1
B.J.	0	3	3	2	4	1
D.J.	0	2.5	5	1	0	2.5
D.E.	0	3	1	2	4	1
D.W.	1	2.5	1	2.5	5	1
D.M.	1	3	3	2	5	1
G.G.	1	2.5	1	2.5	4	1
G.B.	0	3	2	2	4	1
H.L.	0	3	2	2	4	1
H.M.	3	1	2	2.5	2	2.5
J.B.	1	2.5	1	2.5	3	1
J.F.	2	2	1	3	7	1
K.G.	2	2.5	3	1	2	2.5
L.C.	2	3	3	2	6	1
M.M.	3	2	1	3	4	1
M.S.	0	3	2	2	3	1
M.L.	2	2.5	2	2.5	5	1
M.D.	0	2.5	0	2.5	7	1
M.F.	2	2	0	3	4	1
O.S.	2	1.5	1	3	2	1.5
P.J.	0	3	4	1	7	2
P.C.	0	2.5	0	2.5	6	1
P.R.	0	3	4	2	5	1
F.G.	0	3	5	2	3	1
S.A.	0	2.5	0	2.5	7	1
S.D.	0	3	1	1.5	1	1.5
T.C.	0	3	1	2	3	1
W.D.	0	3	4	1	3	2
W.I.	1	3	2	2	3	1
W.R.	0	3	5	1.5	5	1.5
W.U.	0	3	3	2	4	1
$S_1 =$	24	64.5	66	67.5	123	40
$D =$		20.5		3.5		-24
$D^2 =$		420.3		12.3		576

$$S = \sum D^2 = 1008.6$$

$$\sum T^2 = 7$$

$$W = .552$$

$$\chi^2 = 35.38. \text{ Significance: } < 1 \text{ per cent.}$$

of some kind, this guy is holding his head in his hands and he had on a pair of gloves. Well, sir, they go into church, a Church of God most likely, and after he would take his hat off and hold it in front of him and they go into a singing. They may elect a song or something and they start to sing. Well, they are feeling rather happy, at least they look like they are going to a church. [Uhuh, and what might they be thinking about?] Thinking about the reverence of God, I'd say. Being a Christian, in other words, I'd say. [Uhuh, and what might being a Christian mean to these people?] Well, it would be the right way of going to heaven, in other words. [And how does it turn out?] Well, I think they be doing a very good deed for my circumstance, for going to church, it is a very good thing to do. And live right.

The second story illustrates the mode in which the major character in a Subordinate Status related himself to a Superior Figure. It reflects a Passive Mode of Relating to Another. The story tells of a boy who is sad about the loss of his father.

P.G., 3 BM. This here is a boy laying down on the floor with his head up against a cot...a small cot and he looks like and acts like he is sad or crying over some thought or what happened. You can't see the expression on his face because he has his back turned. It ends with a sad thought. He could have had a shock over something like his mother or father died...oh... guess he is crying. [Who dies?] His father died. [What does he do?] He goes to his funeral.

The last of the illustrative stories shows Subordinates relating to Superiors in a Driving or Threatening or Destructive manner.

B.J., 18 BM. This story is about a robber. When he was very small, say about ten or eleven, his mother and father always had fussin' and fightin'. His father would always stay drunk, never work, and his mother, she didn't care for him. So when the boy got fourteen or fifteen, he wanted to run away but instead of running away, he began to steal little things such as apples, candy bars, pocket knives, and then he began to steal larger things such as guns, daggers, and cameras, put wrist watches there, too. At the age of sixteen, he began to drink and gamble. At seventeen, he shot three people. Then he was caught for that and

served three years in the pen and then he escaped. Then robbed the First National Bank and got \$3,000. He was caught when he was twenty-three and served up until he was forty-one.

Modes of Relating to the Other in Association with a Coordinate

Status Table 17 gives the frequencies of the different modes in which the major characters related themselves to equal figures. In a majority of instances (ninety-one, 65+ per cent), they related themselves to their associates in a Driving, Threatening, or Destructive manner; sometimes in a Passive manner (thirty-one, 22+ per cent), and infrequently in an Affirming way (seventeen, 12+ per cent).

TABLE 17

FREQUENCY AND PER CENT OF THE MODES OF RELATING
TO THE OTHER WITH A COORDINATE STATUS

Mode of Relating to the Other	Frequency	Per Cent
Affirming	17	12+
Passive	31	22+
Driving or Threatening or Destructive	91	65+
Total	139	100

Table 18 shows the regularity of the foregoing manner of relating to equals for the group as a whole. The rank correlation of .527 is high. Its significance, as tested by Chi-squared, is below the 1 per cent level.

Some examples will follow which will illustrate each of these Modes of Relating with other people when the major character has a

TABLE 18

CONCORDANCE OF SUBJECTS RESPONSES TO COORDINATE STATUS RELATIONSHIPS IN COMBINATION WITH THE MODES OF RELATING TO THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.5	0	2.5	6	1
B.H.	0	3	1	2	4	1
B.J.	0	3	1	2	3	1
D.J.	0	3	4	1	2	2
D.E.	2	2	1	3	3	1
D.W.	1	2.5	1	2.5	2	1
D.M.	0	3	1	1.5	1	1.5
G.G.	1	3	2	1.5	2	1.5
G.B.	0	2.5	0	2.5	5	1
H.L.	1	2.5	1	2.5	3	1
H.M.	1	2.5	2	1	1	2.5
J.R.	0	2	3	1.5	3	1.5
J.F.	0	2.5	0	2.5	1	1
K.H.	1	2.5	2	1	1	2.5
L.C.	0	2	0	2	0	2
M.M.	0	2.5	0	2.5	3	1
M.S.	0	2.5	0	2.5	6	1
M.L.	0	3	1	1.5	1	1.5
M.D.	0	2.5	0	2.5	4	1
M.F.	2	1.5	1	3	2	1.5
O.S.	1	2.5	1	2.5	4	1
P.J.	0	3	1	2	5	1
P.C.	1	2.5	1	2.5	3	1
P.R.	0	3	1	1.5	1	1.5
P.G.	0	3	1	2	2	1
S.A.	0	3	1	2	3	1
S.D.	0	3	3	2	6	1
T.S.	2	2.5	0	2.5	5	1
W.P.	0	3	1	2	3	1
W.I.	4	1	0	3	1	2
W.R.	0	2.5	0	2.5	1	1
W.U.	0	2.5	0	2.5	4	1
Si =	17	82	31	68	91	41

$D = 18$
 $D^2 = 324$
 $S = \sum D^2 = 869$
 $\sum FI = 12.5$
 $W = .527$
 $\chi^2 = 34.52$. Significance: <1 per cent.

Coordinate Status.

First is a story that reflects an anti-social Mode of Relating to Peers. According to the formal conceptual scheme, it is a Driving or Threatening or Destructive Mode of Relating to a Coordinate figure.

W.U., 18 BM. Picture of a man. Someone behind him and so he grabbed him in the back of the neck and his arm. Look like he was trying to escape from something or somebody and they caught up with him and was trying to stop him. [Go ahead.] He was a man probably coming out from a game or something, and the boy was probably ready to jump on him. He started running. The boy ran fastest, run up and grab him. The boy probably thought he was someone else. This man, he explained to the boy who he was, why he was there. The boy had the wrong person. He turned him loose and the man walked on down the street. He came back and saw that the boy was gone. He probably felt that the other person they wanted was somewhere else and the man was probably still scared. [Who was the boy looking for?] Probably some boy from another gang who was probably coming to the game. These gangs were fighting each other and this boy belonged to a different gang. [And what might these gangs have had against each other?] They were probably boys from the other side of town coming to the east side and started going with the girls. The boys got mad at these guys from the other gang so when he saw that man he thought he was from the other side of town, so he was going to get him.

The second story illustrates the major character relating himself to a Coordinate figure in a Passive mode.

G.G., 3 BM. Let's see, could be sittin' down and cryin'... [Crying?] Well, maybe he's, he's thinking about things. Could be thinking about how people treat him. Don't like him, don't play with him. Well, he could be thinkin' about how he could get them to play with him. [Yes?]..One reason, he looks like that, he look like he don't play with nobody else. Maybe that's the reason why nobody plays with him. [And how might he be feeling?] Feeling bad. [What makes him feel badly?] 'Cause nobody plays with him. Nobody take interest in him. [And how does it turn out?] It seems like it always turn out to come okay. [Uhhuh. Seems like you had something else in mind there and then you switched your sentence.] I suppose I done forgot it.

The last example of the kinds of modes by which the major character related himself to Coordinate figures focuses on an Affirming (Affiliating) Mode of Relating.

D.E., 7 BM. This man has let this other man in on a secret, where a gold mine is. So this man is thinking that they'll be rich - - well, they are going to buy a great big mansion with a swimming pool. The man on the left tells the man on the right and he tells him because he's his best buddy and the only one he can trust. That's all. [How does it end?] I just told you. They have a swimming pool with the big mansion and jewels, too, and this man don't never tell no one.

Summary It is to be seen from the data presented in this chapter that the major characters related themselves to both Superiors (123 responses) and Coordinates (ninety-one responses) most frequently in a Driving or Threatening or Destructive mode. They were aggressive, as well as rejecting of others. While the major character related himself most frequently to the other person in this mode, he related himself in this manner a greater per cent of times to Coordinates (65+ per cent) than to Superiors (57+ per cent). The major character related himself with an Affirming mode more frequently to Superiors (twenty-four, 11+ per cent) than to Coordinates (seventeen, 12+ per cent). Finally, the major character related himself passively more frequently to Superiors (sixty-six, 30+ per cent) than to Coordinates (thirty-one, 22+ per cent).

It can be inferred that the subjects are having the major character relate to others in conformity with past experiences and present personality tendencies. It is plausible that the subjects will continue to do the same in similar situations in the future, unless 1) some radical intervening experiences come to play to affect their personalities, or 2) the situations in which the subjects will

be relating to others are especially positive. This inference is made on the assumptions similar to those mentioned in relationship to the concept of the Perception of the Other.

Association Between the Status of the Major Character and the Interpersonal Situation

At this point, attention will be shifted to the associations between the status of the major character and the Interpersonal Situation.

Before discussing some of these associations, it might be well to review the general meaning of the Interpersonal Situation concept. As the Interpersonal Reference concept and its various categories have been in constant use, it will not be reviewed here. It will be recalled that the basic unit concept, Interpersonal Situation, refers to the conflictual - harmonious aspects of: 1) the general setting in which the story takes place, 2) the outcome of the story, 3) the interactions involving story characters other than the major character, 4) the interactions between the major character and story characters, in addition to the one with whom the major character interacts most intensively, as well as 5) the train of experiences occurring between the major character and the other person of the status relationship. The basic unit concept, Interpersonal Situation, is a broader, more general concept than the other basic unit concepts. As stated earlier in this work and indicated above, story phenomena other than the experiences occurring between the major character and the Other are included under this last basic unit concept. The categories under the Interpersonal

Situation are Conjunctive Situation, Disjunctive Situation, and Disjunctive - Conjunctive Situation.

Association Between the Interpersonal Situations and the Subordinate - Superior Status Table 19 shows that in stories in which a Subordinate - Superior status was dominant (213, 60+ per cent), approximately half (115, 53+ per cent) of the Interpersonal Situations were Disjunctive Situations, about one third (seventy-one, 33+ per cent) were Conjunctive Situations, and about one tenth (twenty-seven, 12+ per cent) were Disjunctive - Conjunctive Situations.

TABLE 19

FREQUENCY AND PER CENT OF THE TYPES OF INTERPERSONAL SITUATIONS WITH SUBORDINATE - SUPERIOR STATUS

Interpersonal Situations	Frequency	Per Cent
Disjunctive - Conjunctive	27	12+
Conjunctive	71	33+
Disjunctive	115	53+
Total	213	100

Table 20 shows that the agreement among the rankings of these associated responses is low, $W = .329$, and its significance as tested by Chi-squared is below the 1 per cent level. These computations indicate that, when the subjects select a Subordinate - Superior Status, there was no consistent selection of a type of Interpersonal Situation.

Illustrations will be given for each of the Interpersonal Situation categories in relationship to the Subordinate - Superior category.

TABLE 20

CONCORDANCE OF SUBJECTS' RESPONSES TO SUBORDINATE-SUPERIOR STATUS IN
COMBINATION WITH THE TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	2	1.5	1	3	2	1.5
B.M.	0	3	2	2	4	1
B.J.	0	3	4	1	3	2
D.J.	0	2.5	0	2.5	5	1
D.E.	0	3	4	1	1	2
D.W.	0	3	3	2	4	1
D.M.	1	3	4	1.5	4	1.5
G.G.	0	3	1	2	5	1
G.B.	1	2.5	1	2.5	4	1
H.L.	1	2.5	1	2.5	4	1
H.M.	0	3	4	1	3	2
J.B.	0	3	1	2	4	1
J.F.	5	1.5	5	1.5	0	3
K.G.	1	3	2	2	4	1
L.C.	1	3	7	1	3	2
M.M.	1	3	3	2	4	1
M.S.	2	1.5	1	3	2	1.5
M.L.	3	2	4	1	2	3
M.D.	0	1.5	0	1.5	7	1
M.F.	1	2.5	4	1	1	2.5
O.S.	2	1.5	2	1.5	1	3
P.J.	0	3	2	2	3	1
P.C.	2	2	1	3	3	1
P.R.	0	2.5	0	2.5	9	1
P.G.	0	3	3	2	5	1
S.A.	1	3	3	1.5	3	1.5
S.D.	0	3	1	1.5	1	1.5
T.C.	1	2	3	1	0	3
W.D.	0	3	1	2	6	1
W.I.	1	3	2	2	3	1
W.R.	1	2.5	1	2.5	8	1
W.U.	0	2.5	0	2.5	7	1
$\Sigma f_i =$	27	82.	71	60	115	48

$$D = \frac{16.0}{4.0} = -16.0$$

$$D^2 = \frac{324}{16} = 256$$

$$S = \Sigma D^2 = 596$$

$$\Sigma T^2 = 7.5$$

$$W = .329$$

$$\chi^2 = 21.09. \text{ Significance: } < 1 \text{ per cent.}$$

The first story exemplifies a Disjunctive - Conjunctive Situation in association with a Subordinate - Superior Status Relationship.

M.L., 8 BM. This man is in the Universal Hospital of Washington, D.C., having operation on, ah, tuberculosis. His son is feeling very bad because he thinks his father won't be with him very long. There's nothing he can do. This man had the TB from smoking so much. He smoked from two to three packages of cigarettes a day, sometimes cigars and doped cigarettes. His wife told him about so much smoking and drinking but he wouldn't listen so now he is on an operating table on the verge of dying. Now he wishes that he would have listened to the advice of his beloved wife and given more fatherly love to his son but now he hasn't much to offer his son but the feeling he has in his heart and he hopes that his son understands the way he feels and he told his son never to touch a cigarette as long as he lives and to take good care of his mother when he grew up. When the doctor said there wasn't any more hope of him to live much longer, tears dropped from his son's eyes in a trembling way. His son vowed never to even look at a cigarette as long as he lived because that's why his father is on the dying table now. When his son grew up, he took good care of his mother and on every week-end he and his mother would visit the grave of his beloved father.

The second illustrative story involves a Conjunctive Situation and it again is associated with a Subordinate - Superior Status.

P.J., 7 BM. This boy's name was Jackie and his father's name was Robinson. One day Jackie was playing baseball. His father seen him knock a home run and he told him he may be a pretty good baseball player if he keeps it up. So one day when he had a baseball game, he seen his father and began pretty hard to play. [Why?] Ah, to show his father how good he was. The people began to say that he was a pretty good hustler for the ball. He began to get popular and his father had his name changed to Robinson. [What was it before that?] Jackie. From then on he was known as Jackie Robinson, a great baseball player and his father was proud of him before he die. [Mother like him?] She was kind to him, tried to do the best she could for him and she loved the son very much.

The last example illustrates a combination of Subordinate - Superior Status Relationships and Disjunctive Situation responses.

M.D., 20. Well, this look like a guy that lost all his friends in the world and has not a place to stay and he jist walk around and stay in different places on the street and eats here and there. It looks like he might be a troublemaker, gits in trouble with his parents and they probably put him out of the house and he don't have no place to go and he walks around, sleep, sleeps on the street. [And what might he be thinking here?] Of getting, he probably gitting ready to git revenge on his mother and father for putting him out, out of their home. Look like he's feeling angry and real downhearted. [Then what happens?] Probably he goes back and lick that man that his mother is living with. That's all.

Association Between the Interpersonal Situations and the Coordinate

Status In the stories in which a Coordinate Status was dominant (139, 39+ per cent), approximately two thirds (eighty-seven, 62+ per cent) of the Interpersonal Situations proved to be Disjunctive Situations; one fifth (twenty-eight, 20+ per cent) were Conjunctive Situations, and less than one fifth (twenty-four, 17 per cent) were Disjunctive - Conjunctive Situations. The coefficient of concordance ($W = .425$), of this type of associated response is low as judged from the arbitrary point of .498. The significance of this is below the 1 per cent level, as tested by Chi-squared. This information is recorded in Tables 21 and 22.

As in the other combinations of response, some illustrations will be given of the Coordinate Status and the various kinds of Interpersonal Situations. The first story depicts a Coordinate Status and Disjunctive - Conjunctive Interpersonal Situation.

H.L., 20. This man's walkin' home. Comin' from a night club. He has to go through a lot of jungle at night. He isn't scared to go through all these jungles. After

he gets home, he find somebody done searched his house. Couldn't find nothin' missing. So he wonders who could have been there. He didn't know but figures might be some guy around the neighborhood. So he straightened his house and all back up, and went into the kitchen to cook his supper. He found out some of his food was missing. He didn't think much about that so the next day when he went to town he bought him a lock to put on his house. About all I can think.

TABLE 21

FREQUENCY AND PER CENT OF THE TYPES OF INTERPERSONAL SITUATIONS WITH A COORDINATE STATUS

Interpersonal Situation	Frequency	Per Cent
Disjunctive - Conjunctive	24	17+
Conjunctive	28	20+
Disjunctive	87	62+
Total	139	100

The second story illustrates a Coordinate Status and a Conjunctive Interpersonal Situation. It involves a man buying a coat from a sales person.

D.J., 18 BM. There's a man, looks like he is trying on a coat in a clothing store. There is someone helping him put that coat on. [Yes?] He wanted to go buy a coat so he went into a store. The clerk showed him a couple. He tried them on for fit. He kind of liked one so he bought from the clerk.

The following story depicts the association between a Coordinate Status and a Disjunctive Interpersonal Situation.

S.D., 8 BM. One day these two boys were out hunting rabbits and this boy that had the gun told this other boy to go up on the hill and scare out the rabbits and he scared out one rabbit and the rabbit ran in front of him and the boy, and he pulled the trigger on the rifle and shot the boy in his rear and after he shot

TABLE 22

CONCORDANCE OF SUBJECTS' RESPONSES TO COORDINATE STATUS RELATIONSHIPS
IN COMBINATION WITH TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive- Conjunctive		Conjunctive		Disjunctive	
	Freq.	Rank	Freq.	Rank	Freq.	Rank
B.C.	3	1.5	0	3	3	1.5
B.H.	0	3	1	2	4	1
B.J.	2	1.5	0	3	2	1.5
D.J.	0	3	1	2	5	1
D.E.	0	3	3	1.5	3	1.5
D.W.	1	2	0	3	3	1
D.M.	2	1	0	2.5	0	2.5
G.C.	1	2.5	1	2.5	3	1
G.E.	1	2.5	1	2.5	3	1
H.L.	1	2	0	3	4	1
H.M.	1	2.5	1	2.5	2	1
J.E.	1	3	2	2	3	1
J.F.	0	2.5	1	1	0	2.5
K.G.	0	3	3	1	1	2
L.C.	0	2	0	2	0	2
M.M.	0	3	1	2	2	1
M.S.	3	1.5	0	3	3	1.5
M.L.	1	1.5	0	3	1	1.5
M.D.	0	1.5	0	1.5	4	1
M.F.	0	3	2	2	3	1
O.S.	0	3	2	2	4	1
P.J.	1	3	2	2	3	1
P.C.	0	3	1	2	4	1
P.R.	0	2.5	0	2.5	2	1
P.G.	0	2.5	0	2.5	3	1
S.A.	1	1.5	1	1.5	2	1
S.D.	2	2	0	3	7	1
T.C.	2	2	1	3	4	1
W.D.	1	2.5	1	2.5	2	1
W.I.	0	3	3	1	2	2
W.R.	0	2.5	0	2.5	1	1
W.U.	0	2.5	0	2.5	4	1

$S_1 = 24$ 75.5 28 72 87 40.5

$T = 11.5$ 23.5

$D^2 = 132.3$ 64 552.3

$S = \sum D^2 = 748.6$

$\sum T^2 = 9$

$W = .425$

$X^2 = 27.22$. Significance: <1 per cent.

the boy, well, at first he thought it wasn't gonna hurt him. When he seen the boy fell, he ran up to see if he was hurt bad and found out that the boy was almost dead and went and called the doctor. He asked the boy how come he shot at this other boy and this boy told him that he didn't shoot at him on purpose, he was shootin' at a rabbit. After they got the boy in an ambulance and took him to the hospital, well, the doctor found out that the rifle bullet was shot straight at the boy instead of from the side. [Uhuh, and what did he make out of that?] Well, he tried to tell the doctor that he didn't shoot at him, and the doctor called the police, 'n the police took this boy down to the station and had a little talk wid him an' after they got done talking, well, they found out that the boy was tryin' to kill his friend on account, ah, he didn't like the way he acted when they had parties and things. [Uhuh, and how might he act when they had parties and things?] Well, every time he would git a dance wid a girl, well, the other boy would come up and take the girl and tell him that he had danced long enough, and he would take this other girl to the show, and the other boy would buy her popcorn and take her out to a ride some place in his car and make fun of this boy and he didn't like it, so, he shot him. [How did he feel about shooting him?] At first he thought that it wasn't gonna hurt him, and after he pulled the trigger on the gun and he saw the blood runnin' out, he didn't like it, and then they took him to the hospital, he just begin to think after what happened to him when they were dancin' at the parties so he didn't mind it then and then when the police come they took him down, and, after they had that talk, well he didn't like it. They told the boy that they was gonna send him to an institution and then from that to a prison and he didn't like that either. [How did this other boy come that was shot?] Ah, this other boy came out, he had a busted rib and after a couple of months, why he got out of the hospital and he was okay and he wanted to see this other boy who was in an institution. This boy told him he was sorry that he shot him and that he didn't mean to do it. The other boy said it was okay and he's still living.

Summary Disjunctive Situations prevailed in stories in which either Subordinate - Superior or Coordinate Status Relationships were dominant.

While Disjunctive Situations were associated with both of these two major categories of the Interpersonal Reference concept more frequently than any other type of situation, it occurred a greater percentage of times in association with Coordinate Status Relationships: Coordinate Status (eighty-seven, 62+ per cent), Subordinate - Superior Status (115, 53+ per cent). The association of Subordinate - Superior Status and Conjunctive Situations occurs more frequently and with a higher percentage of response (seventy-one, 33+ per cent) than does the combination of Coordinate Status and Conjunctive Situations (twenty-eight, 20+ per cent). Neither combination is very high. Lastly, the Coordinate Status and the Disjunctive - Conjunctive Situation occurs a greater percentage of times (twenty-four, 17+ per cent) than does the Subordinate - Superior Status and the Disjunctive - Conjunctive Situation (twenty-seven, 12+ per cent). Neither of these frequencies is very high. The subjects were not very consistent ($W = .329$) in combining Subordinate - Superior Status Relationships with a pattern of Interpersonal Situations. Their consistency ($W = .425$) was improved when they combined Coordinate Status relationships with a pattern of Interpersonal Situations. However it was still low as judged from the arbitrary value of .498.

There were the various combinations of the Interpersonal Reference categories and the categories of the Interpersonal Situation. If the general line of assumptions indicated earlier about the neutrality of the stimulus material and the tendency of the subjects to carry over into the stories their own private worlds is followed, it permits one to raise the possibility that the subjects are foisting their past experiences onto their stories, that their created story settings and

interpersonal relationships are general reflections of their personal experiences and are indicative of future actions.

CHAPTER V

THE RELATIONSHIPS BETWEEN THE BASIC UNIT CONCEPTS (Continued)

The present chapter is a continuation of Chapter IV. Additional relationships between basic unit concepts will be presented. Attention here is centered on the relationships between 1) the Modes of Perceiving the Other and the Modes of Relating to the Other, 2) the Modes of Perceiving the Other and the Interpersonal Situations, and 3) the Modes of Relating to the Other and the Interpersonal Situations. The frequencies of these different associations will be presented for the group as a whole, as well as for each individual case. In addition, various percentage computations will be made and some rank correlations will be given to indicate the communality of responses. Finally, stories will be included for the purpose of illustration.

Relationship Between Modes of Perceiving The Other and Modes of Relating to the Other

Affirming Perception and Modes of Relating to the Others From

Table 23 it can be seen that when the major characters perceived the other characters as being Affirming, which was not very often in the total number of perceptions (forty-three, 12+ per cent), they frequently related themselves Affirmingly (twenty-eight, 65+ per cent), less frequently in a Driving or Threatening or Destructive manner (ten, 23+ per cent), and infrequently in a Passive way (five, 11+ per

cent). Although they related themselves most frequently to the Other in an Affirming mode, it is important to note that in spite of the "favorable" perception, they responded in a Driving or Threatening or Destructive mode almost one fourth of the time.

TABLE 23

FREQUENCY AND PER CENT OF MODES OF RELATING
TO THE OTHER WITH AN AFFIRMING PERCEPTION

Modes of Relating to the Other	Frequency	Per Cent
Affirming	28	65 ⁺
Passive	5	11 ⁺
Driving or Threatening or Destructive	10	23 ⁺
Total	43	100

The agreement among the subjects' responses is low ($W = .135$); however its significance, as tested by Chi-squared, is below the 1 per cent level. The low correlation indicates that the subjects were inconsistent when they combined an Affirming Perception with any of the Modes of Relating to the Other. This correlation and its significance is recorded in Table 24.

To illustrate this data, stories will be given. While there are more of one kind of combination of response than another, the illustrations will be divided equally among the three types of combinations.

The first of these illustrations shows an Affirming Mode of Perceiving the Other with an Affirming Mode of Relating to the Other.

This story involves friendly relationships among several peers.

T.C., 14. This boy here was laying in his room in his bed, half asleep. He heard the wind blowing. He went to the window. He stood there and, looking, seen how pretty it was outside. He went out the window and he walked. He walked out quite a ways from his home, sat down there looking up at the sky and everything. He goes to see his other friend about going. He walked on to the other boy's house, and threw some pebbles up on the window. And the boy come running out and he asked him, "Do you want to go with me?" The boy say, "Where you going?" "Oh, I don't know where I am going, I am just walking." The other boy say, "Wait," so he went inside and dressed and everything, got the food, and so they went on. This other boy says, "Let's go get our other friend." They went on and got him too. There was just three of them so kept on going, and they came to some town, some little town. They finally found some place to sleep in a hay-loft. They slept all night and they got up and went on through town in the morning, went to the restaurant and bought something to eat. They enjoyed this kind of bumming around and being with each other. Well, after laying around this town a couple of days, one of the fellows said, "Let's go back home." And so they did.

The next illustration reflects an Affirming (Nurturing) Mode of Perceiving the Other and a Passive Mode of Relating to the Other combination.

H.M., 12 M. This looks like a picture of a boy that's been ill off and on for a long time and he's been having doctors. There are people visiting him, different people coming to see him, bringing food and things. And he has been carrying on pretty well, he has been carrying on for a long time but now he's given up. Wasn't able to get up very well. One day he took sick very bad and he was pale like. Some people came over and asked him if he was sick. Looks like someone came over and was praying for him. Guess all the other people don't know about it yet and when they know about all the people come to see him. Then he's ill and unconscious. Then about 2 o'clock that nite, why he dies. They go to his funeral and worship him and see his body. Everybody is real sad and crying cause he died.

TABLE 24

CONCORDANCE OF SUBJECTS' RESPONSES TO AFFIRMING MODE OF PERCEIVING
THE OTHER IN COMBINATION WITH MODES OF RELATING TO THE
OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.4	0	2.5	1	1
B.H.	1	1	0	2.5	0	2.5
B.J.	0	2.5	0	2.5	1	1
D.J.	0	2	0	2	0	2
D.E.	2	1	1	2	0	3
D.W.	1	1.5	0	3	1	1.5
D.M.	0	2	0	2	0	2
G.G.	2	1	0	2.5	0	2.5
G.R.	0	2	0	2	0	2
H.L.	0	2	0	2	0	2
H.M.	4	1	1	2	0	3
J.B.	1	1	0	2.5	0	2.5
J.F.	0	2.5	0	2.5	3	1
K.G.	2	1	0	3	1	2
L.C.	2	1	0	2.5	0	2.5
M.M.	2	1	0	2.5	0	2.5
M.S.	0	2.5	0	2.5	1	1
M.L.	1	1	0	2.5	0	2.5
M.D.	0	2	0	2	0	2
M.F.	4	1	0	2.5	0	2.5
O.S.	2	1	0	2.5	0	2.5
P.J.	0	2.5	1	1	0	2.5
P.C.	1	1	0	2.5	0	2.5
P.R.	0	2	0	2	0	2
P.G.	0	3	1	1.5	1	1.5
S.A.	0	2.5	0	2.5	1	1
S.D.	0	2.5	1	1	0	2.5
T.C.	2	1	0	2.5	0	2.5
W.D.	0	2	0	2	0	2.5
W.I.	1	1	0	2.5	0	2.5
W.R.	0	2	0	2	0	2
W.U.	0	2	0	2	0	2
Si =	28	54	5	71.5	10	66.5
D =		10		-7.5		2.5
D ² =		100		56.2		6.2
S = $\sum D^2$	= 162.4					
W =	.135					
$\sum T^1$ =	26.5					
χ^2 =	8.66. Significance: <1 per cent.					

The third and last illustration in this series of examples is a story in which an Affirming (Affiliation) Mode of Perceiving the Other and a Driving or Threatening or Destructive Mode of Relating to the Other is associated. The story is about a boy who strives to accomplish under the love and encouragement of his parents.

S.A., 3 BM. Once upon a time there was a little boy about sixteen years old whose parents wanted him to go to school. These parents were good people because they liked their boy. They bought him his books and paper and helped him. They liked this little boy. This boy went to school and worked hard. He wanted to do good. He wanted to work hard and do a little bit better all the time. So he did. He got good grades in school and then got a good job.

Passive Perception and Major Modes of Relating to Others

Table 25 shows that when the major character viewed the Other as being Passive, he responded in kind only a very few times (four, 7⁺ per cent), Affirmingly infrequently (seven, 13⁺ per cent), and in a Driving or Threatening or Destructive manner very often (forty, 78⁺ per cent).

TABLE 25

FREQUENCY AND PER CENT OF MODES OF RELATING
TO THE OTHER WITH A PASSIVE PERCEPTION

Modes of Relating to the Other	Frequency	Per Cent
Affirming	7	13 ⁺
Passive	4	7 ⁺
Driving or Threatening or Destructive	40	78 ⁺
Total	51	100

The agreement among the subjects for responding in this pattern is high ($W = .550$) and its significance, as tested by Chi-squared, is below the 1 per cent level. This is recorded on Table 26.

To exemplify, the first illustration shows the relationship between a Passive Mode of Perceiving the Other and an Affirming Mode of Relating to the Other. The story tells of the mourning, by a mother and son, of the father and the affection given by the son to his mother.

H.L., 6 BM. Look like they goin' to a funeral. Look like the mother crying. Look like mother and son. There were a lot of people at the funeral. After the funeral was over, they went back home. The mother just didn't want to do anything. The boy saw her just standing there. Then she laid down and cried. The son took her in his arms and told her not to cry and told her that some people have to die. All people have to die. So he took his mother to live with him. About all. He took care of his mother after his father died. Hard time to get over it. Give me the next one.

The next illustration reflects a Passive Mode of Perceiving the Other in combination with a Passive Mode of Relating to the Other. The story tells of a son dying while the parents are sad.

D.J., 6 BM. Well, the man looks to be pretty ageable. Maybe someone has died in the family. The woman, she looks pretty, she looks pretty and the man, he looks the same. I don't know what to make out of this. He might be looking in to another room at, at the person. [Go ahead.] From the expression on their faces they must be getting ready to take it out, out of the house. They're just standing there, doin' nothing. Maybe take it to the undertaker or something. [Uhuh. Somebody die?] They might have a boy or girl who was ill and they did their best but could not save her, so he died. [What was the difficulty with this boy or girl?] Maybe he had a bad heart, but just got ill

TABLE 26

CONCORDANCE OF SUBJECTS' RESPONSES TO PASSIVE MODE OF PERCEIVING THE OTHER
IN COMBINATION WITH MODES OF RELATING TO THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.5	0	2.5	1	1
B.H.	0	3	1	2	3	1
B.J.	0	2.5	0	2.5	1	1
D.J.	0	3	1	1.5	1	1.5
D.E.	0	2.5	0	2.5	2	1
D.W.	0	2.5	0	2.5	2	1
D.M.	1	1	0	2.5	0	2.5
G.G.	0	2.5	0	2.5	2	1
G.R.	0	2.5	0	2.5	3	1
H.L.	1	2	1	2	1	2
H.M.	0	2	0	2	0	2
J.B.	0	2	0	2	0	2
J.F.	2	1	0	2.5	0	2.5
K.G.	0	2.5	0	2.5	1	1
L.C.	0	2.5	0	2.5	1	1
M.M.	0	2.5	0	2.5	2	1
M.S.	0	2.5	0	2.5	1	1
M.L.	1	1	0	2.5	0	2.5
M.D.	0	2.5	0	2.5	4	1
M.F.	0	2	0	2	0	2
O.S.	0	3	1	1.5	1	1.5
P.J.	0	2.5	0	2.5	1	1
P.C.	0	2	0	2	0	2
P.R.	0	2.5	0	2.5	1	1
P.G.	0	2.5	0	2.5	3	1
S.A.	0	2.5	0	2.5	1	1
S.D.	0	2.5	0	2.5	2	1
T.C.	0	2.5	0	2.5	2	1
W.D.	0	2.5	0	2.5	1	1
W.I.	2	1	0	3	1	2
W.R.	0	2.5	0	2.5	1	1
W.U.	0	2.5	0	2.5	1	1
$S_1 =$	7	73	4	75.5	40	64
$D =$		9		11.5		-20.5
$D^2 =$		81		132.2		420.2
$S = \sum D^2 =$		633.4				
$W =$.550				
$\sum T^2 =$		22.5				
$X^2 =$		30.5				

Significance: <1 per cent.

and died. Maybe some kind of fever. He had a hard time. He had a lot of trouble. It looks like he wasn't too rich and he wasn't too poor. He was on the level of average. Maybe he didn't know he was going to die. [And then what happens to these two people here?] I guess they was sad, for a few weeks. Cause they had lost some loved one in their family.

The last illustration concerns a Passive Mode of Perceiving the Other and a Driving or Threatening or Destructive Mode of Relating to the Other. The concrete story is about the development of a "notorious gangster and hoodlum" who strikes out at people "that aren't on the look-out."

M.D., 13 B. This boy looks like he might go astray. When he gits up into the age to be a bad boy, he is one. He keeps on doing different stuff like that and becomes a notorious gangster and a hoodlum. He takes advantage of everybody that he can, especially the one that aren't on the lookout--taking cars and going from the different states to states and taking stuff. He thinks, I think he thinks, that he's doing pretty good. He wants to hit for higher things the next time. [He's aiming for bigger things?] I guess he feels sort of happy about doing that. When he takes a car, he probably likes to drive it. He likes to wear good clothes and money to spend. Some of these people don't know the difference anyway. [How does it come out?] He finally ends up in the penitentiary or some place like that and thinks over his days and what he done. He wishes he only had to live his life over and be a perfect boy.

Driving or Threatening or Destructive Perception and Modes of Relating to the Other Table 27 shows that when the major character saw Driving or Threatening or Destructive Others, he seldom related himself to them in an Affirming Mode (six, 2+ per cent), quite often in a Passive Mode (eighty-eight, 34+ per cent) and most frequently in a Driving or Threatening or Destructive Mode (166, 63+ per cent).

TABLE 27

FREQUENCY AND PER CENT OF MODES OF RELATING TO THE OTHER
WITH A DRIVING OR THREATENING OR DESTRUCTIVE PERCEPTION

Modes of Relating to the Other	Frequency	Per Cent
Affirming	6	2
Passive	88	34
Driving or Threatening or Destructive	164	63
Total	258	100

The communality among the subjects' responses in this area is very high ($W = .830$) and its significance, as tested by Chi-squared, is below the 1 per cent level. This is recorded on Table 28.

The first illustration shows the relationship between a Driving or Threatening or Destructive Mode of Perceiving the Other and an Affirming Mode of Relating to the Other. The story is about a suitor who is unable to win the favorable attention of a girl.

D.W., 18 BM. This picture shows a fellow going after a girl. He is all dressed up. She didn't want him and told him so. Told him to leave her alone. He knew what she meant but he still was going after her, trying to be nice to her, be friendly. He figured that maybe she will change her mind. So he is trying it. [What happens?] She didn't want him around so he didn't do any good. She laughed at him and went with some other guys.

The next illustration exemplifies a Driving or Threatening or Destructive perception of another and a Passive Mode of Relating to the Other. The story is about a boy who is unable to get a bicycle because his father is in poor economic circumstances. The

TABLE 28

CONCORDANCE OF SUBJECTS' RESPONSES TO DRIVING OR THREATENING OR DESTRUCTIVE MODE OF PERCEIVING THE OTHER IN COMBINATION WITH MODES OF RELATING TO THE OTHER

Subjects	Affirming		Passive		Driving or Threatening or Destructive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	3	2	2	7	1
B.A.	0	3	1	2	5	1
B.J.	0	3	4	2	5	1
D.J.	0	3	8	1	1	2
D.E.	0	3	1	2	5	1
D.W.	1	3	2	2	4	1
D.M.	0	3	4	2	6	1
G.G.	0	3	3	2	4	1
G.R.	0	3	2	2	6	1
H.L.	0	3	2	2	6	1
H.M.	0	3	3	1.5	3	1.5
J.B.	0	3	4	2	6	1
J.F.	0	3	1	2	5	1
K.G.	1	2.5	5	1	1	2.5
L.C.	0	3	3	2	5	1
M.M.	1	2.5	1	2.5	5	1
M.S.	0	3	0	2	7	1
M.L.	0	3	3	2	6	1
M.D.	0	2.5	0	2.5	7	1
M.F.	0	3	1	2	6	1
O.S.	1	2.5	1	2.5	5	1
P.J.	0	3	4	2	5	1
P.C.	0	3	1	2	8	1
P.R.	0	3	5	1.5	5	1.5
P.G.	0	3	5	1	1	2
S.A.	0	3	1	2	5	1
S.D.	0	3	3	2	5	1
T.C.	0	3	1	2	6	1
W.D.	0	3	5	1.5	5	1.5
W.I.	2	2.5	2	2.5	3	1
W.R.	0	3	5	1.5	5	1.5
W.U.	0	3	3	2	7	1
Si =	6	29.5	88	61	164	37.5
D =		29.5		-3		-26.5
D ² =		870.2		9		702.2

$$S = \sum D^2 = 1581.4$$

$$\sum T^1 = 4.5$$

$$W = .830$$

$$\chi^2 = 53.1. \text{ Significance: } < 1 \text{ per cent.}$$

boy apathetically accepts this. Finally, after a year's wait, he receives a bicycle from his father.

J.F., 3 BM. What is this picture? [Whatever you would like to make out of it?] Oh, let's see. This is a little boy crying at his bedside because he couldn't get the things he wanted. His parents said that he was too young to understand, because they could not afford some of the things he wanted. He asked his father to buy him a bicycle, the price was \$49.00 and so he came home and told them of a bicycle. His father said he could not afford it, because it cost too much. His father said, "Maybe next year when I get another good job, I can buy you one." So the boy went to his bedroom and started to cry. He felt that maybe his father could have got him one but there was nothing he did do about it. That's all I can think of. Anything else happen? Well, the boy waited and the next year when the little boy wasn't expecting it, the father bought him the bicycle for a Christmas present.

The last example of this group shows a Driving or Threatening or Destructive Mode of Perceiving the Other in conjunction with a Driving or Threatening or Destructive Mode of Relating to the Other. The story is about a boy pursuing another boy, whom he sees as having cheated him. After catching him, he anticipates "beating him up."

M.F., 17 BM. Well, this boy he has to be climbing up a rope and he's looking at something and he looks rather angrily. Maybe he got in some kind of trouble or something, had his mouth all pushed out like he's angry. [Uhhuh. And then what happens?] Well, I guess he's finally jist about made it to the top but has a little further to go yet. Ah, when he gets there, he may have an argument of some kind and maybe a fight or something, he's going to git hisself into a jam. [Uhhuh. And what might this fight have started over in the first place?] Well, could be over a gang or maybe it could be over a girl or something. Well, jist could be over most anything. It could have been somebody cheating him, of course, and he got mad about it and didn't like it very well. He and this other boy got into it because he figured this other boy cheated him. This other boy jist walked off from him

and went somewhere and maybe climbed up somewhere. Naturally he look like he's trying to follow this boy. He jst keep on after him as a agitator and probably start something, beat him up, really letting him have it.

Summary When the subjects had the major character perceive the Other as being Affirming, they also had him relate to the Other Affirmingly (twenty-eight, 65+ per cent). This percentage of association is high, yet the actual frequency of this occurrence, in terms of the total perceptions, is low. So the possibility of any more Affirming - Affirming associations occurring was limited by the subjects' general perception. This is offset further by the fact that about one fourth (ten, 23+ per cent) of the Affirming perceptions were related to Driving or Threatening or Destructive Modes of Relating to the Other.

When the subjects had the major character perceive the Other as being Passive, they had him relate to the Other very frequently (forty, 70+ per cent) in a Driving or Threatening or Destructive way. Again the percentage is high while the actual number of occurrences, in comparison to the total perceptions, is low.

When the subjects had the major character perceiving the Other as being Driving or Threatening or Destructive, they frequently (163, 63+ per cent) had him relate to the Other in the same manner. Here both the frequency and percentage are high. They also had the major character relate to the Other fairly often (eighty-eight, 34+ per cent) in a Passive mode when he was perceived as being Driving or Threatening or Destructive.

Thus, in cases of 1) Passive and 2) Driving or Threatening or Destructive perceptions, the predominant Mode of Relating to the Other was a Driving or Threatening or Destructive mode. In the cases of Affirming perceptions, the Driving or Threatening or Destructive Modes of Relating were noticeably present. Affirming Modes of Relating to the Other, while infrequent, occurred in relation to an Affirming Perception.

The rank correlation of the ^{Affirming} Modes of Relating to the Other in association with an Affirming Mode of Perceiving the Other was low ($W = .135$). This low correlation indicates that there was very little consistent patterning between an Affirming Perception and the various Modes of Relating to the Other. The rank correlations for the Passive ($W = .515$) and the Driving or Threatening or Destructive ($W = .830$) Mode of Perceiving the Other, in combination with the various Modes of Relating to the Other, were high. These correlations indicated a high agreement among the subjects in associating these several types of responses.

The Chi-squared tests of these correlations indicate little probability that they occurred by chance.

Here the scope of this work will be carried beyond its stated purpose. Assuming that the pictures are non-suggestive and that the subjects project themselves into the pictures, it appears that these delinquents have, as a result of their life-long and intense difficulties, developed a rather characteristic mode of relating to another person in an interpersonal situation, irrespective of how they may

perceive them. Following the above line of thought and including the assumption that there is considerable continuity in behavioral tendencies, there is a strong possibility that, in situations in which they perceived another as Driving or Threatening or Destructive, or Passive, these delinquents would relate themselves to the other person in a Driving or Threatening or Destructive manner. Further, it is not improbable that they will respond to figures, whom they perceive as being Affirming, in this manner.

Modes of Perceiving the Other and Kinds of Interpersonal Situations

The next major section of this chapter is concerned with the associations between the Modes of Perceiving the Other and the Interpersonal Situations. The frequencies and communality of the different combinations of responses will be presented. Illustrative stories will also be given to tie the conceptual and statistical analysis to the concrete data.

Affirming Mode of Perceiving the Other in Association with the
various Kinds of Interpersonal Situations Table 29 shows that when the major character perceived the Other as being Affirming, he was most apt (thirty-three, 76+ per cent) to construct a Conjunctive Interpersonal Situation. It was infrequently (seven, 16+ per cent) that he would construct a Disjunctive Interpersonal Situation, and very frequently, (three, 6+ per cent) a Disjunctive - Conjunctive Interpersonal Situation. This type of associated response was not very consistent among the group of subjects, as reflected in the low

$W = .263$ of Table 30. The significance of the W value, as tested by Chi-squared, is below the 1 per cent level, indicating there was a very small probability that it occurred by chance.

TABLE 29

FREQUENCY AND PER CENT OF THE AFFIRMING MODE OF PERCEIVING THE OTHER WITH INTERPERSONAL SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Conjunctive	38	76+
Disjunctive	7	16+
Conjunctive - Disjunctive	3	6+
Total	43	100

To illustrate these associations, the first story will be about an Affirming Mode of Perceiving the Other and a Conjunction Interpersonal Situation. The story is about a "colored man" who saw the manager of a grocery store as being friendly. The "colored man" worked hard, and along with his job satisfaction, received a salary that enhanced the happiness of his family life.

J.F., 7 BM. This is kinda a hard picture. I don't know. Well, there was a colored man looking for a job. He came into a grocery store and asked to see the manager. "I heard that you was looking for a helper. I wondered if I could get the job as a clerk." The manager said, "Maybe I could use you. I'll try you out for a couple a days and see if you are suited for it." The manager said there would be \$60.00 a week. "You go down to the store and start but first I will go with you and introduce you to all the other clerks." He worked hard there two days and the manager was very friendly and pleased with his work. He gave him the job. So he went home and told

TABLE 30

CONCORDANCE OF SUBJECTS' RESPONSES TO AFFIRMING MODE OF PERCEIVING THE OTHER IN COMBINATION WITH THE TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.5	0	2.5	1	1
B.H.	0	2.5	0	2.5	1	1
E.J.	0	2.5	1	1	0	2.5
D.J.	0	2	0	2	0	2
D.E.	0	2.5	3	1	0	2.5
D.W.	0	2.5	2	1	0	2.5
D.M.	0	2	0	2	0	2
G.G.	0	2.5	2	1	0	2.5
G.P.	0	2	0	2	0	2
H.L.	0	2	0	2	0	2
H.H.	0	3	4	1	1	2
J.F.	1	2	2	1	0	3
J.R.	0	2.5	1	1	0	2.5
K.H.	0	2.5	3	1	0	2.5
L.C.	0	2.5	2	1	0	2.5
M.M.	0	3	1	1.5	1	1.5
M.S.	0	2.5	0	2.5	1	1
M.L.	1	2.5	0	2.5	0	2
M.D.	0	2	0	2	0	2
N.F.	0	2.5	4	1	0	2.5
O.S.	0	2.5	2	1	0	2.5
P.J.	0	2.5	1	1	0	2.5
P.C.	0	2.5	1	1	0	2.5
P.R.	0	2	0	2	0	2
P.G.	0	3	1	1.5	1	1.5
S.A.	0	2.5	1	1	0	2.5
S.D.	0	2.5	0	2.5	1	1
T.C.	0	2.5	2	1	0	2.5
W.D.	0	2	0	2	0	2
W.I.	1	1	0	2.5	0	2.5
W.R.	0	2	0	2	0	2
W.U.	0	2	0	2	0	2
$S_1 =$	3	75.0	33	51.0	7	67.0

$$D = 11$$

$$D^2 = 121$$

$$S = \sum D^2 = 299$$

$$\sum T_1 = 28.5$$

$$W = .263$$

$$\chi^2 = 16.64. \text{ Significance: } < 1 \text{ per cent.}$$

his wife and children about the good job he had just got. They was very happy. He said, "I am getting \$60.00 a week. I have Sunday off also and now after a month or so with the money I am getting, we will get the things we wanted for a long time. He said to hisself, "I am a lucky fellow to get such a nice job and I will be with you all my day off and we will go to church together." I can't think of no more. He jest kept working there.

The second illustration shows the association between the Affirming Mode of Perceiving the Other and a Disjunctive Interpersonal Situation. This specific illustration tells of a young Indian man who is ill and dies in spite of the efforts of his father.

M.M., 12 M. This young Indian man is laying on the table. He has caught some kind of disease and is very ill. His old Indian father is doing as much for him as he can. The father looks him over. He then tries the methods which he did when he was young, saw done when he was a boy by the old medicine man of his tribe. The boy wanted some kind of help. He was pretty sick. This method was to drive, drive away the evil spirits in which the Indians believe. That's all I know about that. [What happens?] The father probably calls a doctor and the doctor will check up on it, he may have some sickness like malaria or polio. He doesn't pull through but dies.

The last example in this sequence shows the association between the Affirming Perception and a Disjunctive - Conjunctive Situation. The story is about a negativistic son who is ill, then has an automobile wreck. The boy's general impression of the father was favorable and, as the story progressed, the boy works out some of his problems.

B.C., 12 M. There was a guy every time his father told him to do something, he always did the opposite thing. One day he got sick. He kept getting sicker. Then when his father came to the hospital to see him, he told his father that he didn't listen to him, that he didn't know why he was always against everything. He asked

his father to pray for him and then his father did. Three days later he began to get well and pretty soon he was upon his feet. When his father told him to do something, he did it. Then he got a job. Pretty soon he got tired of his father, of having anything to do with him even though the father was good to him. So one day his father told him to come home early that night. He went out, got into his new car and drove off. That night he didn't come home. The father waited all night for him but still he didn't come. He didn't come home the next day. The next night he came home, he didn't have his car and his shirt and pants and stuff were all torn and he had cuts on his face. His father asked him what was wrong. He said he ran into a tree because he was driving too fast. The father bought him some new clothes and then he went back to work. That night when he came back home he had a new car. Then he and his father got along after that. [They didn't get along so well?] No, the father liked the boy but he was a little too bossy. [How was that?] He had to keep his son out of trouble.

Passive Mode of Perceiving the Other and Various Kinds of Interpersonal Situations Table 31 shows that when the major characters perceived the Others as Passive, they were most apt (thirty-eight, 74+ per cent) to construct a Disjunctive Interpersonal Situation. It was very infrequently that they associated a Passive Perception with a Conjunctive (six, 11+ per cent) or Disjunctive - Conjunctive (seven, 13+ per cent) Interpersonal Situation. This pattern of response was not highly consistent for the group. This is shown in Table 31. The rank correlation, reflected in the W score of .343 is low, and its significance is below the 1 per cent level, as tested by Chi-squared. This is recorded in Table 32.

TABLE 31

FREQUENCY AND PER CENT OF PASSIVE MODES OF PERCEIVING
THE OTHER WITH INTERPERSONAL SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Conjunctive	6	11+
Disjunctive	38	74+
Disjunctive- Conjunctive	7	13+
Total	51	100

To illustrate, the first story is about a boy who is friendly to a sick brother. The brother recovers. Schematically, it shows the association between a Passive Mode of Perceiving the Other and a Conjunctive Interpersonal Situation.

W.I., 8 BM. Looks as if his brother got hurt and he feeled that he could do something for him to cheer him up, like going to the hospital and cheered him up. Went to the hospital, bring him some flowers, candy and things like that to cheer him up so he could get well. Looks like he got shot by messing around with that gun and it went off and accidentally shot him in the side. He goes to the hospital to see him, well the doctor tells him he can't see him, he's too sick. He is disappointed. He called the doctor the next morning and the doctor said all right, you come up at such and such a time and you can see him. After he gets up there he wasn't able to see him, and he don't want to go against the doctor's orders. Best thing for him to do is go back home while his brother is resting. He calls another appointment to see him and when he went he was laying there. He got well and he is feeling okay.

The following story exemplifies a Passive Mode of Perceiving the Other, with a Disjunctive Interpersonal Situation. This story is about a hypnotist who, along with his stooge, fools people out of

TABLE 32

CONCORDANCE OF SUBJECTS' RESPONSES TO PASSIVE MODE OF PERCEIVING THE OTHER IN COMBINATION WITH THE TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.5	0	2.5	1	1
B.H.	0	3	1	2	3	1
B.J.	0	2.5	0	2.5	1	1
D.J.	0	2.5	0	2.5	2	1
D.E.	0	2.5	0	2.5	2	1
D.W.	0	2.5	0	2.5	2	1
D.M.	0	2.5	1	1	0	2.5
G.G.	0	2.5	0	2.5	2	1
G.B.	1	2	0	3	2	1
H.L.	1	2	1	2	1	2
H.M.	0	2	0	2	0	2
J.F.	2	1	0	2.5	0	2.5
J.R.	0	2	0	2	0	2
K.H.	0	2.5	0	2.5	1	1
L.C.	1	1	0	2.5	0	2.5
M.M.	0	2.5	0	2.5	2	1
M.S.	0	2.5	0	2.5	1	1
M.L.	1	1	0	2.5	0	2.5
M.D.	0	2.5	0	2.5	4	1
M.F.	0	2	0	2	0	2
O.S.	0	2.5	0	2.5	2	1
P.J.	0	2.5	0	2.5	1	1
P.C.	0	2	0	2	0	2
P.R.	0	2.5	0	2.5	1	1
P.G.	0	2.5	0	2.5	3	1
S.A.	0	2.5	0	2.5	1	1
S.D.	0	1.5	0	1.5	2	1
T.C.	0	2.5	0	2.5	2	1
W.D.	1	1	0	2.5	0	2.5
W.I.	0	2.5	3	1	0	2.5
W.R.	0	2.5	0	2.5	1	1
W.U.	0	2.5	0	2.5	1	1
Σf =	7	70.5	6	73.5	38	46

$$D = \frac{70.5 - 73.5}{2} = -1.5 \quad \text{but the table shows } D = 6.5 \text{ and } -18 \text{ in the next row, so } D = 6.5$$

$$D^2 = 42.3 \quad \text{and} \quad 90.3 \quad \text{and} \quad 324$$

$$S = \sum D^2 = 456.6$$

$$\sum T^2 = 22.5$$

$$W = .343$$

$$\chi^2 = 22.00 \quad \text{Significance: } < 1 \text{ per cent.}$$

their money and eventually gets kicked out of town.

B.J., 12M. Well, that looks like a man, a magician and hypnotist trying to hypnotize another man--the two men are probably putting on a show for people. The man which is laying on the bed isn't really hypnotized. The people believe he is because he had been practicing the act for so many years that it would be perfect. He will probably have his stooge go down from the stage and walk up and down the aisle without moving, if someone pretended to trip him or anything. The magician and hypnotist will keep on showing the people all different kinds of tricks. [How does he feel?] He's feeling like he is greater than the people or even a king because he's fooling them out of their money and that's all. [Anything else happen?] The two men might get kicked out of town because the people might find out they are fakes. They get their money back.

The last of the series of illustrations concerns the Passive Mode of Perceiving the Other and a Conjunctive - Disjunctive Interpersonal Situation. The story tells of a careless boy who shot another boy, who was "not hardly moving." After a critical period and a doctor's help, the injured boy recovers and the other boy professes sorrow and reformation.

W.D., 8 BM. Picture of a boy and something on the end there, looks like a gun. Maybe there was two friends and they went hunting. They separated and supposed to meet somewhere and the other boy was well, got ahead of him, kind of hid, probably in some tall bushes. Now this boy here he was a little careless, never cared much what he did, always into a little trouble of one kind or another. Now when he saw something in there, not hardly moving, he just went ahead and shot. He hit the boy. The cops are trying to get the bullet out of him. The other boy was just moving in bushes and hadn't done a thing. It doesn't look good, looks like he is going to die. The doctor gets the bullet out of the boy and puts him in the hospital till he can get well enough to go home. This boy feels scared, probably thinks they'll put him in jail, but the boy gets well and this boy feels sorry about it and tries to do better. He knows he should be more careful.

Driving or Threatening or Destructive Mode of Perceiving the Other in Association with Various Interpersonal Situations The

last association concerns the Driving or Threatening or Destructive Mode of Perceiving the Other in relationship with the various categories of the Interpersonal Situation. Table 33 shows that when the major character perceived the Other as being Driving or Threatening or Destructive, this perception was most frequently (158, 61+ per cent) associated with a Disjunctive Interpersonal Situation, less frequently with a Conjunctive (sixty-one, 23+ per cent), and least often with Disjunctive - Conjunctive Interpersonal Situations (thirty-nine, 15+ per cent). This pattern of response was common among the subjects and is shown in Table 34. There the high coefficient of concordance of $W = .5$ is shown. The Chi-squared test of this coefficient's significance is below the 1 per cent level.

TABLE 33

FREQUENCY AND PER CENT OF DRIVING OR THREATENING
OR DESTRUCTIVE MODES OF PERCEIVING THE OTHER IN IN-
TERPERSONAL SITUATIONS

Interpersonal Situation	Frequency	Per Cent
Conjunctive	61	23+
Disjunctive	158	61+
Disjunctive - Conjunctive	39	15+
Total	258	100

The first illustration in this sequence is about a Driving or Threatening or Destructive Mode of Perceiving the Other and a Conjunctive Interpersonal Situation. The story tells about a boy who strives hard to achieve on the violin. His mother is socially aggressive as she wants all her children to do good.

B.J., 1. This here boy is studying hard on this violin. He wants to get ahead and he is able to play it. His mother wants him to do it, too. She is after getting all of her children to do good. Well, he works away, even though it's hard and gives him some troubles and learns how to play it.

The second illustration is about a Driving or Threatening or Destructive Perception of the Other and a Disjunctive Interpersonal Situation. The story is about a delinquent boy who views his parents, as well as others, as being rejecting. He eventually kills some one, most likely his parents.

P.C., 14. This picture shows the boy is in a dark room. I wouldn't call it a room, it could be a jail. Maybe his freedom is taken away from him and he doesn't get to do what other boys do or maybe it's just that he doesn't want to be around anybody or he doesn't want to be with anybody. He just wants to be by himself. He feels that he doesn't care anything about anyone or anyone appreciates his company or anything like that, or it could be that he is being punished in a way that he doesn't get to do anything or be around anybody or see anybody or anything like that. [And then what happens?] He gets to thinking about things and well, sometimes he begins to think that everybody is against him and nobody cares anything about him. He doesn't think about doing anything but getting into mischief or get into trouble or something like that. So when they turn him loose and give him his freedom, he gets into trouble. This time he kills someone or steals something or just gets into mischief. [Kill someone?] Well, it could be the person who punished him or someone who didn't like him or someone he just didn't like himself. [Who

might that be?] Well, it could be his brother or his friends or some elderly person or something that just made him want to kill. [You say some older person?] It could be his mother or father, yah, his mother or father.

The last example here refers to a Driving or Threatening or Destructive Mode of Perceiving the Other and a Disjunctive Interpersonal Situation. The specific story tells of a little boy who sees a difficult work situation. After a difficult struggle, however, the boy achieves.

J.F., 14. One night, while a little boy was in his room, it was about 1:30, he opened his windows and was looking up at the stars in the sky. He wanted to be a scientist. Each night he would read science books or try studying the sky from his bedroom. He bought big books of great scientists to read them through and through and studied in school. When he was eighteen years old he knew all about the work and had experience of anyone. He would go to a big city and get a job in some laboratory. He was afraid but in luck, about two days afterwards he had a job. The boss said, "You is the guy who has the experience and I will try you out on a job but the job is tough." He took him to the great laboratory. He see all kinds of instruments. He was ready to try it now. The manager said, "You first step will be to look through this telescope and tell me what you see." He looked through it. The boss said, "What do you see?" "It looks like a planet." He came down and looked over some great planets in a book and the pictures of them. He seen the picture of one he just saw through the telescope and found the name of it. No one else was able to find it. The job of scientist was hard and his boss was mean but he put a lot in it and kept on driving. The boss was hard at first, put a pressure on him like a sergeant, and it looked like he wouldn't make it. Then they started writing books about his discovery and it was the best sale on the market. His name and picture was in the paper and stories about him—how he started when he was just a small boy. He was the greatest scientist in the world.

Summary When the subjects had the major character perceiving the Other as being Affirming, he was placed most frequently (thirty-three, 76+ per cent) in a Conjunctive Interpersonal Situation. This percentage of association is high, but the frequency, in terms of total perception, is low. This occurred so infrequently as to definitely limit the combination. The Disjunctive and Disjunctive - Conjunctive Interpersonal Situation also occurred infrequently.

When the subjects had the major character perceiving the Other as being Passive, he most frequently (thirty-eight, 74+ per cent) constructed a Disjunctive Interpersonal Situation. Again the percentage is high but the frequency is low in terms of the total number of perceptions. The Conjunctive and Disjunctive - Conjunctive Situations were not related to this type of perception very often.

When the subjects had the major character perceiving the Other as being Driving or Threatening or Destructive, they very frequently (158, 61 per cent) constructed Disjunctive Interpersonal Situations, less frequently Conjunctive Interpersonal Situations (sixty-one, 23+ per cent), and infrequently Disjunctive - Conjunctive Interpersonal Situations (thirty-nine, 15+ per cent).

Thus, in cases of 1) Passive and 2) Driving or Threatening or Destructive Modes of Perceiving the Other, Disjunctive Interpersonal Situations were most often associated with them. Though infrequent, in terms of the total perceptions, the Affirming Mode of Perceiving the Other was associated most frequently with Conjunctive Interpersonal Situations.

With one exception, the Coefficient of Concordance of these several associated kinds of responses was low: Affirming ($W = .263$), Passive ($W = .343$), and Driving or Threatening or Destructive ($W = .5$) Modes of Relating to the Other in association with the types of Interpersonal Situations. This indicated a general lack of agreement among the subjects.

Chi-squared tests of these various correlations indicate that the probability for their occurring by chance is very small. The Chi-squared test, along with the non-suggestive assumption regarding the pictures, permits one to consider assigning considerable importance to life history determinants in producing these types of associated responses. Assuming that the subjects project themselves into their stories, one can speculate that these delinquents, as a result of their consistently difficult life experiences and their persistent influences, anticipate casting their behavior in Disjunctive Interpersonal Situations, irrespective of the perception of the other figure to whom they are directing their attention in that situation. The exception to this occurs when they perceive the Other as being Affirming. Then they more frequently cast their behavior in Conjunctive Interpersonal Situations.

Various Modes of Relating to the Other
and the Interpersonal Situation

The last major consideration of this chapter takes up the associations between the various categories of the Mode of Relating to the Other and the categories of the Interpersonal Situation. Again the frequencies and communality of the different combinations

of response will be presented. Illustrative stories will also be given to connect the conceptual and statistical analysis to the story material.

Affirming Mode of Relating to Others in Association with the Various Kinds of Interpersonal Situations Table 35 shows that, when Affirming modes are assumed by the major character in relating to the Other, the Interpersonal Situation is most often Conjunctive (twenty-eight, 68⁺ per cent), less often Disjunctive (eight, 19⁺ per cent) and least often Disjunctive - Conjunctive (five, 12⁺ per cent). As discussed earlier, the frequency for Affirming Modes of Relating to the Other are few. The consistency among the subjects' responses was low. This is evident on Table 36. There the rank correlation, as shown by the W value of .166, is low. Its significance as tested by Chi-squared, is below the 1 per cent level indicating that such a distribution is very unlikely to occur by chance.

TABLE 35

FREQUENCY AND PER CENT OF AFFIRMING MODE OF RELATING TO THE OTHER WITH INTERPERSONAL SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Conjunctive	28	58 ⁺
Disjunctive	8	19 ⁺
Disjunctive - Conjunctive	5	12 ⁺
Total	41	100

TABLE 36

CONCORDANCE OF SUBJECTS' RESPONSES TO AFFIRMING MODE OF RELATING TO THE OTHER IN COMBINATION WITH THE TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2	0	2	0	2
B.H.	0	2.5	0	2.5	1	1
B.J.	0	2	0	2	0	2
D.J.	0	2	0	2	0	2
D.E.	0	2.5	2	1	0	2.5
D.W.	0	3	1	1.5	1	1.5
D.M.	0	2.5	1	1	0	2.5
G.G.	0	2.5	2	1	0	2.5
G.B.	0	2	0	2	0	2
H.L.	1	1	0	2.5	0	2.5
H.M.	0	2.5	4	1	0	2.5
J.F.	2	1	0	2.5	0	2.5
J.R.	0	2.5	1	1	0	2.5
K.H.	0	3	2	1	1	2
L.C.	0	2.5	2	1	0	2.5
M.M.	0	3	1	2	2	1
M.S.	0	2	0	2	0	2
M.L.	1	1.5	0	3	1	1.5
M.D.	0	2	0	2	0	2
M.F.	0	2.5	4	1	0	2.5
O.S.	1	2	2	1	0	3
P.J.	0	2	0	2	0	2
P.C.	0	2.5	1	1	0	2.5
P.K.	0	2	0	2	0	2
P.G.	0	2	0	2	0	2
S.A.	0	2	0	2	0	2
S.D.	0	2	0	2	0	2
T.C.	0	2.5	2	1	0	2.5
W.D.	0	2	0	2	0	2
W.I.	0	3	3	1	2	2
W.R.	0	2	0	2	0	2
W.U.	0	2	0	2	0	2

$S_1 = 5$ 70.5 28 54 8 67.5

$D = 6.5$ -10 3.5

$D^2 = 42.3$ 100 12.3

$S = \sum D^2 = 154.6$

$\sum T^2 = 35$

$W = .166$

$\chi^2 = 10.60$. Significance: <1 per cent.

Below is a story illustrating an Affirming Mode of Relating to the Other and a Conjunctive Interpersonal Situation. The story is about a boy who is friendly to an ill brother. The illness is not severe or threatening.

W.I., 12 M. These are two brothers. This one got sick, probably was in a hospital. He caught some kind of fever. This man right here comes to see his brother. He doesn't seem very sick. He's laying there now. He'll come through O.K. He likes him very much. Don't look like they had many hard feelings between each other. This man would be in the hospital for about two months, he'll probably get out. After the sick man is well, this here man will go and see his brother, visit with him for a little while, tell a lot of friendly jokes. That's all.

The next example is a story of a boy who wants to be friends with some peers, but none live in the neighborhood. The story ends on a negative note. Conceptually, it shows an Affirming Mode of Relating to the Other and a Disjunctive Interpersonal Situation.

W.I. 13 B. Looks like it is in the summertime. He is sitting outdoors on the porch in the sunshine thinking about friends. Don't look like he has very much company, just nobody lives around there. He would like to be friends, but can't find anybody. [What happens?] Nothing, he wants to make friends but there aren't any.

The last example is about an Affirming Mode of Relating to the Other and a Disjunctive - Conjunctive Interpersonal Situation. The story is about a boy who is affirming to his mother through a hectic illness. Eventually the story ends positively.

J.F., 12 M. There was a woman who had a little boy. She did not have a husband or any girls. Her husband had died. Her boy was six years old. They stayed in the country by a lonely roadside. One day she became very ill and the town was twelve miles. The little boy came in the house and finds her lying across the

bed. She was unconscious. Her son said, "I must get to town someway to get the doctor." It was about 10 o'clock A.M. He ran most of the way until he got tired and then he walked awhile and started running again. About 12 o'clock she was in the edge of town, about one block from the doctor's home. He finally got there and started pounding on the door. The doctor came and said, "What can I do for you?" He said, "My mother is very ill. You must come and help her at once." Talking as fast as he could and skipping most of the words. The doctor said, "Come in and tell me all about it. You must rest. You are too excited to tell me." Next five minutes he had told him the whole story. He said, "Come, we must get there at once." He grabbed his bag and they jumped into the car. They was there in a half-hour because they drove at full speed. Soon he got there and ran out, took off his hat and coat, told the little boy to get a rag and some water. He washed his hands very good and said to the boy, "Your mother needs my attention, she must come to town to my hospital." She had the, can you give me a disease where you have to be operated on? [Appendix.] Yes, this operation will cost \$100. The boy said, "We haven't that much money, what will we do?" He said, "Did your mother have insurance?" The little boy didn't know what it meant. The doctor said, "It is a company you pay so much a month and it will cover accidents, sickness, and pay for the burial." The boy said, "Yes, she had one." A month afterward she had recovered from her sickness. Her son stayed with the doctor. He said, "I will take you to see the mother." they went into the room and she was yet in bed. She held out her arms and kissed her son and said, "How will I ever repay you for this deed and also the doctor?" The boy said, "That's all right, Mother, it was the best I could do for you." That's all.

Passive Mode of Relating to the Other and Various Categories of

Interpersonal Situation

Table 37 shows that when a Passive Mode of Relating to the Other was assumed by the major character, it frequently (seventy-three, 75⁺ per cent) was associated with a Disjunctive Interpersonal Situation and infrequently (twelve, 12⁺ per cent for both) with a Conjunctive or Disjunctive - Conjunctive

Situation. This pattern of response was not consistent for the subjects. The rank correlation of $W = .346$ is low. Its significance, as tested by Chi-squared, is below the 1 per cent level. The correlation figures and their significance are recorded in Table 38.

TABLE 37

FREQUENCY AND PER CENT OF PASSIVE MODE OF RELATING
TO THE OTHER WITH INTERPERSONAL SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Conjunctive	12	12†
Disjunctive	73	75†
Disjunctive - Conjunctive	12	12†
Total	97	100

The first example will be about a Passive Mode of Relating to the Other and a Conjunctive Interpersonal Situation. It is a story about a boy who is invited to a party by some friends. After considerable indifference, he goes.

P.J., 3 EM. This is a boy who was invited to a party by some friends. Now he is just laying there, doing nothing before going. Guess he's just taking it easy. Maybe he doesn't care whether he goes or not, just as soon lay around and take it easy. [What happens?] I guess he goes.

The next illustration concerns a Passive Mode of Relating to the Other and a Disjunctive Interpersonal Situation. It involves a sad boy and the death of his mother.

B.H., 6 EM. This fellow here is lookin kinda sad, like he's goin' to a funeral or somewhere. [Uhhuh?]

TABLE 38

CONCORDANCE OF SUBJECTS' RESPONSES TO PASSIVE MODE OF RELATING TO THE OTHER IN COMBINATION WITH TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	0	2.5	0	2.5	2	1
B.H.	0	2.5	0	2.5	2	1
B.J.	1	2.5	1	2.5	2	1
D.J.	0	2.5	0	2.5	9	1
D.E.	0	2.5	2	1	0	2.5
D.W.	1	1.5	0	3	1	1.5
D.M.	2	1	1	2.5	1	2.5
G.G.	1	2	0	3	2	1
G.B.	0	3	1	1.5	1	1.5
H.L.	0	2.5	0	2.5	3	1
H.M.	1	2	0	3	3	1
J.F.	1	1	0	2.5	0	2.5
J.R.	0	3	1	2	3	1
K.H.	1	3	2	1.5	2	1.5
L.C.	0	2.5	0	2.5	3	1
M.M.	0	2.5	0	2.5	1	1
M.S.	0	2.5	0	2.5	2	1
M.L.	2	1	1	2	0	3
M.D.	0	2	0	2	0	2
M.F.	0	2.5	0	2.5	1	1
O.S.	0	2.5	0	2.5	2	1
P.J.	0	3	2	2	3	1
P.C.	0	2.5	0	2.5	1	1
P.R.	0	2.5	0	2.5	5	1
P.G.	0	3	1	2	5	1
S.A.	0	2.5	0	2.5	1	1
S.D.	0	2.5	0	2.5	4	1
T.C.	1	1	0	2.5	0	2.5
W.D.	0	2.5	0	2.5	5	1
W.I.	0	2.5	0	2.5	2	1
W.R.	1	2	0	3	4	1
W.U.	0	2.5	0	2.5	3	1

$S_1 =$ 12 73.5 12 76 73 42.5

$D =$ 9.5 12 -21.5

$D^2 =$ 90.3 144 462.3

$S = \sum D^2 = 696.6$

$\pm T_1 = 12.2$

$W = .346$

$\chi^2 = 26.89$. Significance: <1 per cent.

Look like husband and wife. They could be goin' to church. [Go ahead.] ...I don't know about that picture. [Go ahead, you seem to be thinking about something there] I had in mind that they could be leaving for the church or something, someplace on the way going home....I wouldn't know. [Can you make up a story about it, Herbert?] Could be thinking about somebody dying or something. [Who might of died?] Their mother and they are just standing there.

The last illustration in this series shows a Passive Mode of Relating to the Other and a Disjunctive - Conjunctive Interpersonal Situation. The story tells of the police, attempting to do their duty but unfairly picking up an innocent youngster. After questioning, he is released and returns home to sleep.

W.R., 18 BM. This fellow was walking along the street and the police grabbed him and took him in for questioning. They wanted to find out if he had robbed the stores. They find out he didn't do it, but for awhile it looked like too much evidence was pointing in his direction. These cops were trying to do their jobs. He didn't say much, just let them go ahead, but he was sweatin' plenty. When they finished, they let him go. He went home and went to bed.

Driving or Threatening or Destructive Mode of Relating to the Other and Various Categories of Interpersonal Situations Table 39 shows that Disjunctive Interpersonal Situations were most frequently (121, 56⁺ per cent) associated with the Driving or Threatening or Destructive Mode of Relating to the Other, while the Conjunctive Interpersonal Situation occurred less frequently (fifty-nine, 27⁺ per cent), and Disjunctive - Conjunctive Interpersonal Situations occurred the least (thirty-four, 15⁺ per cent). This pattern of response was *not* consistent among all the subjects, as the *W* rank correlation indicates, $W = .446$. Its significance, as tested by Chi-squared, is below the 1 per cent level. Both are recorded in Table 40.

TABLE 39

FREQUENCY AND PER CENT OF DRIVING OR THREATENING OR DESTRUCTIVE
MODE OF RELATING TO THE OTHER WITH INTERPERSONAL
SITUATIONS

Interpersonal Situations	Frequency	Per Cent
Conjunctive	59	27 ⁺
Disjunctive	121	56 ⁺
Disjunctive - Conjunctive	34	15 ⁺
Total	214	100

The first example is about a Driving or Threatening or Destructive Mode of Relating to the Other and a Conjunctive Interpersonal Situation. The story is about a young man who achieves by intense striving:

D.W., I. This is a little boy. He is looking at his violin and wondering at something whether he'll be a great violin player. He studied hard and practiced long time until he got advanced. It was awful hard. Then he learned how to play great songs, he had now become a composer of songs. He was one of the greatest violin players. He wrote songs that nobody has ever heard before, he went all over the world playing the violin. It was a hard job and the teacher didn't make it any easier but he put a lot into it and so his music is now in the hall of fame, that he composed when he was a young man. That's all.

The next story illustrates a Driving or Threatening or Destructive Mode of Perceiving the Other and a Disjunctive Interpersonal Situation. The story is about a boy who becomes angry at his parents and kills himself.

G.B., 13 B. He could have shot himself. He was probably laying there bleeding to death, dying. His

TABLE 40

CONCORDANCE OF SUBJECTS' RESPONSES TO DRIVING OR THREATENING OR
DESTRUCTIVE MODE OF RELATING TO THE OTHER IN COMBINATION WITH
TYPES OF INTERPERSONAL SITUATIONS

Subjects	Disjunctive - Conjunctive		Conjunctive		Disjunctive	
	Frequency	Rank	Frequency	Rank	Frequency	Rank
B.C.	5	1	1	3	3	2
B.H.	0	3	3	2	5	1
B.J.	1	3	3	1.5	3	1.5
D.J.	0	3	1	1.5	1	1.5
D.E.	0	3	3	2	4	1
D.W.	0	3	2	2	5	1
D.M.	1	3	2	2	3	1
G.G.	0	2.5	0	2.5	6	1
G.B.	2	2	1	3	6	1
H.L.	1	2.5	1	2.5	5	1
H.M.	0	3	1	2	2	1
J.F.	2	2	6	1	0	3
J.R.	1	2.5	1	2.5	4	1
K.H.	0	3	1	2	2	1
L.C.	1	2	5	1	0	3
M.M.	1	3	3	1.5	3	1.5
M.S.	5	1	1	3	3	2
M.L.	1	3	3	1	2	2
M.D.	0	2.5	0	2.5	11	1
M.F.	1	3	2	2	3	1
O.S.	1	3	2	2	3	1
P.J.	1	3	2	2	3	1
P.C.	2	2	1	3	6	1
P.R.	0	2.5	0	2.5	6	1
P.G.	0	3	2	2	3	1
S.A.	2	3	4	1.5	4	1.5
S.D.	2	2	1	3	4	1
T.C.	2	2.5	2	2.5	4	1
W.D.	1	3	2	2	3	1
W.I.	1	2.5	2	1	1	2.5
W.R.	0	3	1	2	5	1
W.U.	0	2.5	0	2.5	8	1

$S_i =$ 34 83 59 61.5 121 42.5

$D =$ 19 2.5 -21.5

$D^2 =$ 361 6.3 462.3

$S = \sum D^2 = 829.6$

$\sum T^2 = 6.0$

$W = .446$

$\chi^2 = 28.60$. Significance: <1 per cent.

brother or sister probably found him and called the ambulance. [What lead up to this?] Probably he got mad at somebody and shot himself. [How was that?] Some people get awful mad sometimes. [This boy?] He got mad at his father.... [Yes?] I don't know anything else.

The last illustration concerns a Driving or Threatening or Destructive Mode of Relating to the Other and a Disjunctive - Conjunctive Interpersonal Situation. The story is about an unhappy boy who persists and succeeds in his efforts to make friends.

D.W., 3 BM. This was a little boy who had hardly any friends. Nobody wanted him. Nobody would play with him because he didn't like to play the games other boys did. He always set around in grief and didn't have anybody to play with. No friends or nothin, till finally they moved away from the city. They came to another city where there was more friendly boys than there was in the city. They were living before and so he tried hard and found many friends, many friends that liked him. So he was happy now that he had found some friends. Found some boys that liked him like any other person.

Summary When the major character related to the Other in an Affirming manner, the Interpersonal Situation was most often (twenty-eight, 68+ per cent) Conjunctive. On the occasions that he related himself to the Other in a Passive manner, the Interpersonal Situation most frequently (seventy-three, 75+ per cent) was Disjunctive. When the major character related himself to the Other in a Driving or Threatening or Destructive manner, the Interpersonal Situation was frequently (121, 50+ per cent) Disjunctive.

ention, The rank correlation of these several associated kinds of response was low: Affirming ($W = .166$), Passive ($W = .346$), and Driving or Threatening or Destructive ($W = .446$).

This shows that the subjects were not very consistent in associating the Modes of Relating to the Other and the types of Interpersonal Situations. The Chi-squared tests of the significance of these several rank correlations indicate that the probability for their occurring by chance is very small.

This, along with the non-suggestive assumption regarding the pictures, could indicate that life-history determinants are producing these types of associated responses. One could speculate further that these delinquents anticipate Disjunctive Interpersonal Situations, as a result of their difficult life-experiences, irrespective of their Mode of Relating to the Other. An exception might occur when they relate to the Other in an Affirming Mode; in this instance they are more prone to cast their behavior in Conjunctive Interpersonal Situations.

CHAPTER VI

THE CASE OF M.D.: A CASE ILLUSTRATION

In this chapter, the case of M.D., one of the thirty-two subjects, will be presented. The presentation will include case history material, psychological and psychiatric reports, TTAT stories, and the interpretation of these stories.

As has been indicated throughout the dissertation and particularly in Chapter II, the conceptual scheme used in the interpretation of TTAT stories is a limited scheme in that it spotlights certain aspects of the material, but neglects others. This, of course, makes a systematic analysis possible but does leave some of the data untreated. The analysis of the stories is given here, however, to illustrate the use of the conceptual scheme of this work in analyzing the subjects' stories.

First, M.D.'s background information will be presented. This will be followed by the subject's TTAT stories and an analysis, according to the conceptual scheme of this work, of each story. These story analyses will be summarized and an attempt will be made to relate this information to the background material.

Background of M.D.

The sources of information for M.D.'s case history information were the form committing the boy to the Boys' Industrial School, a

social summary from the county welfare department, reports from the Kansas State Receiving Home, and lastly, the Boys' Industrial School observational reports. While the sources of information were several, none of them gave data on the early developmental history of M.D. or very detailed accounts of the nature of his interpersonal relationships with important figures in his life. The information, on the whole, was incomplete and poorly compiled.

The case history information here summarizes the information obtained from these various reports. It attempts to stay close to the information of these sources and report rather than interpret it.

Identification of the Case

M.D. was a well-developed, fifteen-year-old Negro boy, who was admitted to the Kansas Boys' Industrial School in June, 1950. He had been committed in March of 1950; however, he was sent to the Kansas State Receiving Home for a diagnostic study before he was admitted to the KBIS. M.D. was the younger of two illegitimate sons born to E.T. and T.D. in one of the larger cities in Kansas. He was in the ninth grade of a public school prior to his commitment.

Presenting the Problem

M.D. was committed to the KBIS for car theft. Besides stealing three cars on three different occasions, M.D. had attempted rape, struck a teacher, pilfered from cars, bullied other students, and was a disciplinary problem in school, as well as truant. It was the probation officer's opinion that both M.D. and his brother "were probably disturbed children with no possibility of correction". He had arrived at this opinion after having worked with them for several years.

The Kansas Receiving Home report stated that: "M.D. gave evidence of being a psychopathic personality in that he feigned cooperation and friendliness in many supervised situations; however, in unsupervised ones

he would often lash out at anyone who did not please him at the moment, becoming volatile, threatening, and unmanageable. On one occasion he threatened the life of a supervisor. He thought of himself as being persecuted, misunderstood, and wronged. Truth or facts did not phase him. While he achieved an average I.Q. of 98 on the Wechsler Bellevue Test, with a Verbal I.Q. of 93 and a Performance I.Q. of 105, his intelligence was not effective in coping with life's problems." They concluded that "because of his personality make-up, it is believed that he is potentially a typical habitual criminal who is in need of permanent custodial care."

Background Information and Development of the Problem

M.D. was born February 31, 1936, the second of two illegitimate sons born to E.F. and T.D. The parents were never married but lived in a common-law relationship for a few years. The mother, E.F., was about eighteen years of age at the time of M.D.'s birth, while the father, T.D., was about twenty-eight years of age. Mr. D. had an eighth grade education and worked as a porter. He is described by the mother as having a fiery temper and would "carry a gun and shoot upon the slightest pretext". However, E.F.'s current husband, Mr. B., stated that Mr. D. had a good disposition and would not cause trouble unless he had reason to be angered. Mr. B. and Mr. D. were reported to have been good friends. Both of Mr. D.'s parents were deceased; his mother died in Oregon, about two weeks prior to M.D.'s commitment and Mr. D.'s father was murdered when D. was only four or five years of age.

Very little information was available on M.D.'s mother. She was described as being a rather attractive, stout, brown-skinned woman.

Shortly after M.D.'s birth, the relationship between the parents was broken. The father, T.D., entered the service and was eventually killed in action. The two boys were placed in the maternal grandparents' home after this separation and the mother worked as a domestic servant. In 1939, approximately three years later, when E.F. was twenty-one, she married Mr. B., three years her senior.

Mr. B. was described as being of "medium height, of sturdy build, brown-skinned, and appearing in excellent health". He is regularly employed as a laborer at a packing company. Mr. B. is the father of one child by

a former marriage but has not been in contact with his former wife or the child for several years.

During the early years of their marriage, the B.'s moved several times. Until 1941 they lived in several different houses in "Midwest City". In 1948 the parents moved to Chicago, leaving the children with the maternal grandparents. About fifteen months later, they returned to "Midwest City", provided a home for the children, and have remained there since.

According to reports, the family relationships in the B.'s home have been consistently disrupted and agitated. One of M.D.'s grade school teachers lived next door to the B.'s. She reported that the home only afforded a place for the boys to eat and sleep. She said that the parents were "usually drunk, quite noisy, and violent at times". This neighbor believes that the stepfather has encouraged the boys to be untruthful.

Reports from other persons who were interviewed by the court's probation officer and the KBIS social worker in regard to the B.'s home, tend to support the facts about the inadequacy of the home. It seems to be their consensus of opinion that the parents, at best, had only a superficial interest in the boys and that their relationship with the boys was continually strained and often openly hostile. Both parents leave for work before 8:00 a.m. and return about 5:00 p.m. They seem uninterested in what M.D. or his brother do; they denied most of the accusations made against the boys and avoided assuming any personal responsibility for them.

The mother and stepfather have expressed strong feelings of being misrepresented in the community. They feel the community at large is strongly prejudiced against Negroes. They stated that this prejudice was responsible for M.D.'s commitment to the KBIS. The parents have considered leaving the community but think that it would not be practical, in view of their employment.

As indicated in the introduction of the case history, the developmental information on M.D. was very limited. Other than the facts that he had chicken pox when he was one or two years of age, and that he had the measles between two and three, little is known. Almost no information was available about his school experiences, but one of his teachers in the lower grades remarked to the probation officer that "he is capable of fooling almost anyone regarding his activities". He earned poor grades in school and the principal considered him

"dull". For several years prior to commitment, he was receiving two dollars (\$2.00) a week allowance, which he spent for candy, movies, and thriller comic books.

M.D.'s companions, although described as "nice" by his parents, were considered marginally delinquent by the court. M.D. was close to his older brother, F.D., who encouraged M.D.'s aggressive behavior.

Initial Observations and Study at the KBIS

After admission to the KBIS, M.D. tried to convince the institutional personnel that he had been treated unjustly by the judge. He condescendingly remarked that as long as he was in the school he intended to do the "right" thing. Later he confided to his cottage parent that, although he had stolen a car, he felt that the judge was unusually harsh with him. He also stated to the cottage parent that the judge "threw the books at me", commenting that all colored people were unjustly treated, when brought into court.

The Psychiatric Interview

The psychiatrist who interviewed M.D. reported the following.

Donald is a husky adolescent Negro whose speech is somewhat nasal and is a little difficult to understand at first. He is superficially friendly, quite sharp, popping up with the "right" answers most of the time. He seems to be a rather bright lad. He is very resentful of being at KBIS. He feels he was given a raw deal from the judge. He claims that the judge is prejudiced against all colored people and that once they got into trouble, that they always seem to be getting into trouble because the judge picks on them. He told the story in a very cleaned up version so that there appears to be nothing wrong with what he has done, from his point of view. He claims he was on parole from January for having stolen a car with his brother. They were placed in the State Receiving Home and the environment in this home was "bad". He claims spontaneously and almost convincingly that the reason he has always gotten into trouble is because he has kept bad company. In March, he was involved in a stick-up with a fellow from Hutchinson. He claims that he and his brother did not know that the boy was from the reformatory and that this boy was part of the "bad company" that he referred to above. He says that the judge would not

believe that the whole trouble was the fault of the boy from the reformatory and that they just happened to be around so the judge sent them to KBIS. He talked about the prejudice at KBIS. He claimed that he has written a letter to the Governor about it and he wants to go to the Governor on his first trip into town to speak to him about the prejudices here. He claims that everything at home is very nice. He has no complaints about anything there. He says his parents are very good. He is very religious and since being on parole in January, is going to church regularly and finds that this is the best thing. He says that if he keeps going to church he knows that he will always go on the right road and will never get into any trouble again. His desire when he grows up is to be a doctor or a preacher. He hasn't yet made up his mind. The boy struck me as a very slick lad who was too sharp for my brief experience. He cleverly maneuvered around my questions regarding his delinquency and related activities.

The reports of the medical and neurological examinations were essentially negative.

Psychological Report

M.D. had been given an intelligence test at the Kansas State Receiving Home and at the KBIS was given a Sentence Completion Test, the Rorschach Test, and the Thompson Thematic Apperception Test.

The Receiving Home reported that M.D. achieved an I.Q. of 103, average intelligence, on the Wechsler Bellevue Intelligence Test. The psychological test report at the KBIS indicated that the boy had an excellent memory, good concentration and analytical ability, and a somewhat shallow but broad range of intellectual interests, which probably needed cultivation and stimulation for better development. He seemed unable to use these abilities constructively. Rather, he used them to control his aggressive feelings and as a defense against threatening situations. One of M.D.'s main defenses appeared to be avoidance; however, if forced or threatened, he would fight.

The tests also indicated that he avoided friendly relations with peers and adults; he cautiously avoided responsible involvement in social situations. He used his hyper-alertness and excellent grasp of the social

milieu to remain a fringe participant if frightened, or to exploit it if he saw the opportunity. Other test findings indicated that M.D. was very narcissitic and had dreams of high achievement but had no concrete ideals or plans for gaining them. Unconsciously, he saw himself as a child not yet ready for adulthood. His sexual preoccupations were confused and immature.

Thompson Thematic Apperception Test Data and Interpretation According to the Conceptual Scheme

The TTAT stories of M.D. and the interpretation of these stories, according to the conceptual scheme of this dissertation, are given here to illustrate the analysis of this data. Table 34 indicates the conceptual scheme and the frequency with which its categories occurred.

M.D. Age 15 Born Feb. 21, 1936 Test date, June 5, 1951

Picture 1

This boy, ah, this is a boy and he looks like he's disappointed and the way it looks to me that he has been playing violin lesson and he looks disgusted with it. Ah, tell some more? [Go ahead] Ah...That's about all I can tell about this one. [Why disgusted?] Well, the way he's setting, the way he's setting with his hands on his jowls and his mouth puckered up. [And why might he be disgusted?] Ah, his teacher was making the lessons pretty rough. Oh, you mean that he may of found something interesting else to do besides doing and playing this violin. He might of gave up the violin lesson and the teacher.

Interpretation It appears that M.D. has selected the boy in the picture as his major character and has built his story around him. The exchange which occurs between the story characters is on a phantasy level; on this level, the acting that the major character does in relationship to another is as a student in response to his teacher.

TABLE 41

AN INTERPERSONAL RELATIONSHIP CONCEPTUAL
SCHEME FOR ANALYZING THE STORIES

Frequency of Occurrence	The Conceptual Scheme
	I. Interpersonal Reference
7	A. Subordinate - Superior Status
6	1. Child - Parent or Parent Substitute or Relative Role
	2. Community Citizen - Community Authority Role
1	3. Student or Worker - School or Work Authority Role
	4. Human - Supernatural Role
4	B. Coordinate Status
1	1. Sibling or Peer or Friend - Sibling or Peer or Friend Status
2	2. Community Citizen - Community Citizen Status
1	3. Suitor - Female Love Object Status
	II. The Mode of Perceiving the Other
	A. Affirming Perception
	1. Affiliation
	2. Nurturance
4	B. Passive Perception
7	C. Driving or Threatening or Destructive Perception
	1. Anti-Social or Abusively Aggressive
1	2. Dangerous or Difficult
1	3. Lack or Loss
1	4. Rejecting
4	5. Socially Aggressive
	III. The Mode of Relating to the Other
	A. Affirming Mode
	1. Affiliation
	2. Succorance
	B. Passive Mode
11	C. Driving or Threatening or Destructive Mode
10	1. Anti-Social or Abusively Aggressive
1	2. Rejective
	3. Socially Aggressive
	IV. The Interpersonal Situation
	A. Conjunctive Situation
11	B. Disjunctive Situation
	C. Disjunctive - Conjunctive Situation

Thus the Interpersonal Reference is: Student or Worker - School or Work Authority Role, which falls under the more general Subordinate - Superior Status relationship. The student's perception of the teacher, in association with the work that she required, was Difficult, which, according to the more general category, is classified as: Driving or Threatening or Destructive. He views the teacher as "making the lessons pretty rough". His mode of relating to her was one of Rejection. "He might of gave up the violin lesson and the teacher." Classified more generally, it is a Driving or Threatening or Destructive Mode of Relating to the Other.

Lastly, the Interpersonal Situation is Disjunctive. The major character is "disappointed", "disgusted". "He's setting with his hands on his jowls and his mouth is puckered up." The "teacher was making the lessons pretty rough". The major character says that he may find something interesting to do and that "he might of gave up the violin lesson and the teacher". Thus the train of experiences throughout the story between the major character and the Other is conflictive and, for the major character, unsatisfying. The major character also is frustrated in his violin practicing activity. The fact that the major character may find something more interesting to do might be viewed as a positive problem-solving effort. The reason that it is not given more conjunctive weight is because he leaves it on the "may" and the "might" level rather than actually carrying it into constructive action.

Picture 3 BM

Ah, this boy here looks like he's, he's sick in one way and look like he's crying in another way. And he's setting like he's weeping over something that's happened. [Uhhuh. What might've happened?] Well, he could of got in a fight with another boy or he may of got a whipping from his mother or father. [Whipping? And why might that of happened?] He could of been a bad boy. [How do you mean that?] Well, got in a fight with teacher or with another boy or dissipate, I mean disobeyed his mother. [Why would he fight with the teacher?] Well, he may not of been getting his lesson good enough. [And then what did he do?] Ah, the teacher probably made him sit up in the corner and he didn't like it and he hauled off and hit the teacher. [Uhhuh. Now tell me something about how he might of gotten into a fight with another boy.] Well, over the ball, who was gonna pitch or who was gonna bat or who was gonna hold the, the position, and he thought he was gonna hold it so, he's gonna fight this other boy to hold it. Then the other guy'll whip him. Now he's thinking of getting revenge probably. He'll probably get the boy out sometime by hisself, and they'll get into an argument first, then before this other guy knows it he'll be getting licked. [You say he could have been in a fight with another fellow or hit the teacher. What was this all about?] Well, this here boy didn't have very good time with his folks, his mother was rough with him. She was trying to get him to do right and live to be a perfect boy. He got fed up with it. He got to feeling what's the use, so he started letting people have it, and her too.

Interpretation Several status relationships occur in this story. While all of them have their import, the Child - Parent Status relationship, more generally classified as Child - Parent or Parent Substitute or Relative Status (a Subordinate - Superior Status relationship), is most basic. Besides this relationship, the Student - Teacher and the Peer - Peer relationships are apparent.

In the latter part of the story, the subject makes the Child - Parent relationship most fundamental and throws some light

on the effect that this relationship has on his other relationships. The primary meaning of this relationship might well have been established earlier had the examiner not changed the subject's trend of thought by asking "Why might he fight with the teacher?", after the subject had emphasized the Child - Parent Status by saying "I mean disobeyed his mother". The son perceives his mother as being Socially Aggressive, at least on the most explicit level: "She was trying to get him to do right and live to be a perfect boy". His mode of relating to his mother was that of being Abusively Aggressive. The Interpersonal Situation is Disjunctive: the relationship between the major character, as a son, and the Other, as a mother, is conflictive, as are the relationships between the major character and the other story characters. The story ends on a note of struggle.

Picture 6 RM

Well, this here looks like a mother and a son, and looks like as the son comes in and the mother wants to have her son to do good, get ahead in whatever he wants to do, to put something into it. The son knows she is pushing him to do something but he is fed up with it. He probably walks on off or keeps on arguing with her or something like that. [They are arguing?] His mother's trying to give him a few too many pointers on how, how to make a living and treat his wife and he don't like her pointers and he gets mad and starts arguing.

Interpretation Here the only status relationship occurring in the story is that of a Subordinate - Superior Status. The role relationship involves a son and his mother (Child - Parent or Parent Substitute or Relative). The son, as the major character of the

story, perceives the mother as being Socially Aggressive (Driving or Threatening or Destructive Mode of Perceiving the Other): "the mother wants to have her son to do good, get ahead in whatever he wants to do, to put something into it".

Following this perception, the son relates to her by being Abusively Aggressive (Driving or Threatening or Destructive Mode of Relating to the Other): "He probably walks on off or keeps on arguing", "he gets mad and starts arguing", "He tells her off and walks off". The Interpersonal Situation is Disjunctive as the train of events occurring between the major character and the Other are continually antagonistic.

Picture 7 EM

Well, this picture looks like a father and son and it looks like they have been arguing, too. The father told the son to do something and his son didn't want to do it and he started arguing, and arguing, go on like that. [Can you go ahead with the story?] This, this father might be telling the boy something about growing up or smoking, no, about growing up and be a good man, and do the right thing and stuff like that and his son don't want his advice and he swells up his face and gets mad at his father and maybe he was, he would fight his father or something like that. [Fight his father?] Yes, sir. Well, jist fight him, well maybe when he gets around about eighteen years old his father would try to tell him something and he'd get mad at his father and maybe start and want to fight him. His father keep on telling him the same thing over and over. When he grows up, be a responsible man, and live right and do right and if he has a wife, to treat her right. [What sort of a fellow might the father have been?] Well, he looks like he's either been a doctor or a preacher or a smart businessman. I think he would of been a religious man and his son turned out to be kind of a bad character. Well, 'cause, well, when he wasn't old enough, he probably goes to night clubs and drank intoxicating

liquor or something like that. [There was something he liked about that?] I guess the liquor and going with older women and running around with older men and getting hisself in trouble. [Uhhuh.] Ah, they, ah, maybe, maybe 'cause they would treat him better, something like that or they may take his money more faster.

Oh, he liked them to take his money faster? No, he wouldn't like that but older women would take his money faster than his equal age would. [I don't understand.] He jist liked to think that they make him more of a man than he really is. They probably, ah, would be a low-class person. Well, they hang out in night clubs and stay out all night and different things like that. [I see you're smiling, what are you smiling about?] I was just thinking about this picture. [Yes?] Oh, jist the fags in there. Some fags in there. [Fags?] Yes, sir. [Which ones impress you?] Ah, I think that one there did more than anyone of them did. [Go ahead.] Well, when I said about him going to night clubs and would like to go with old ladies and stuff like that. [That has meaning for you?] Mean for me to show how that a kid would go astray by going with older women and stuff like that? [You feel that going with older women would lead one astray?] Yes, sir. Well, I, he probably was staying out all night, too, and they probably sleep together and all stuff such as that. That's it.

Interpretation This story has two status relationships; one casts the major character in relationship to his father and the other casts him in relationship to a female love object. The second relationship is provoked and dependent upon the first and so it will be considered as secondary, in spite of its vividness. The conflictive nature of this second status relationship, however, will share in the determination of the Interpersonal Situation scoring. Thus the major status relationship is Subordinate - Superior and the role relationship is Child - Parent or Parent Substitute or Relative.

The son perceives his father as being Socially Aggressive, Driving or Threatening or Destructive; "this father might be telling

the boy something about growing up or smoking, no, about growing up and be a good man". His mode of relating to him is that of being Anti-socially or Abusively Aggressive, Driving or Threatening or Destructive: "he swells up his face and gets mad at his father or maybe he was, he would fight his father or something like that". The Interpersonal Situation, judging from the discordant exchange between the son and father and the major character's tumultuous relationship with an older female love object, is Disjunctive.

Picture 8 EM

Well, this looks like, ah, a boy who was hard-headed. He shot another boy and a, a, the boy was almost dead and they didn't think there was a chance for him living. The boy may of survived. He feels sorry after he done it but it was too late then. This boy didn't know whether the other boy was gonna die or not. [Can you go ahead and develop it a little more?] Well, they probably went hunting together, and this boy probably shot this other boy, around about his chest or the lower part of his heart, and hurt him - - hurt him pretty seriously. He was hard-headed and was careless about what he was doing and that's the way it happened.

Interpretation The only status and role relationship occurring in this story includes a peer relationship (Coordinate Status, Sibling or Peer or Friend - Sibling or Peer or Friend Role). The major character apparently perceives the Other as being Passive. The other character is inactive throughout the story. The major character's mode of relating to him is Abusively Aggressive (Driving or Threatening or Destructive). "He shot another boy." The Interpersonal Situation is judged as being Disjunctive. The only feature of the story which reflects anything positive is the major character's

sorrow about the shooting. This sorrow is not intense or persistent.

Picture 12 M

Well, this look like a boy that his father told him to quit going in swimming for his own good. And he didn't, he told him he'd go if he felt like it. So one day as luck happened, he almost got drowned, and he got saved and he lived. And his father go to the hospital and see him and tells him about what happened. He told him not to do it in the first place and the boy went on and done it anyway. Did it in spite of what his Dad said.

Interpretation The only relationship occurring in this story is a son - father relationship (Subordinate - Superior status, Child - Parent or Parent Substitute or Relative Role). He views his father as being Socially Aggressive (Driving or Threatening or Destructive): "his father told him to quit going in swimming for his own good". The son's mode of relating to the father, however, was Abusively Aggressive (Driving or Threatening or Destructive). The Interpersonal Situation, in view of the conflict between son and father and subsequent trouble, is judged as being Disjunctive, in spite of the fact that he didn't drown.

Picture 13 B

This boy looks like he might go astray. When he gits up into the age to be a bad boy, he is one. He keeps on doing different stuff like that and becomes a notorious gangster and a hoodlum. He takes advantage of everybody that he can, especially the ones that aren't on the look-out - - taking cars and going from states to states and taking stuff. He thinks, I think he thinks that he's doing pretty good. He wants to hit for high things the next time. He's aiming for bigger things? I guess he feels sort of happy about doing that. When he takes a car, he probably likes to drive it. He likes

to wear good clothes and money to spend. Some of these people don't know the difference anyway. [How does it come out?] He finally ends up in the penitentiary or some place like that and thinks over his days and what he done. He wishes he only had to live his life over and be a perfect boy.

Interpretation The status and role relationship in this story is vague. In view of the fact that the major character is mainly acting out on anonymous people in various places, (at least he doesn't specify them), it is judged to be a Coordinate Status and a Community Citizen - Community Citizen Role relationship. Although the Mode of Perceiving the Other is not stated explicitly by the major character, it is inferred as being Passive in that he sees people as being in a position in which they are taken advantage of: "People aren't on the lookout", and "The people don't know the difference anyway". His mode of relating to them was Anti-Social or Abusively Aggressive (Driving or Threatening or Destructive). The Interpersonal Situation was evaluated as being Disjunctive. The turmoil is constant throughout and ends in the major character's commitment to a penitentiary.

Picture 14

Well, this here looks like a boys' industrial school or some receiving home. This boy slips out and sees some one walking down, and just like for what got him into the school, he has them put 'em up and takes their money. Then he runs down the alley. The other person didn't know what to do. He sees some people leave their car and when they go into the house, he starts it up and takes out. So it goes, he doing better and better jobs, taking money and clothes and stealing cars. The people couldn't catch up with him because he was too fast until he finally smashes a car and the police pick him up. He just kept on pulling the same stuff until he muffs it up.

Interpretation Two status and role relationships emerge in this story: 1) Coordinate Status and a Community Citizen - Community Citizen Role and 2) Subordinate - Superior Status and a Community Citizen - Community Authority Role. The former is chosen as primary because it precedes and "causes" the other. The Community Citizen - Community Citizen relationship also makes up most of the story. This, then, establishes the Interpersonal Reference of the story. The major character views the Community Citizen as being Passive: the other person "didn't know what to do", "the people couldn't catch up with him". He relates himself to them in an Anti-Social or Abusively Aggressive manner: "he has them put 'em up and takes their money", "he starts it up (car) and takes out", and "he's doing better and better jobs, taking money or clothes and stealing cars". The Interpersonal Situation is Disjunctive as, coupled with these "running" delinquencies, was an encounter with the police.

Picture 17 BM

Well, this here boy probably had a bad home life, miserable, maybe his father was dead and his mother was a hard drinker or something like that. They never gave him nothing. [Yes?] Well, he feeled disrespect against his mother and thought she wasn't doing him right so he went out in petty larceny and then started on up, doing different things. Until he finally got hisself in big trouble. And they put him in some institution. Now it could be this boy climbing out of some building, escaping. He's going to run away. He don't git very far, they put him back and he tries the same thing over. And he never gits away so he makes up his mind he might as well do his time. He finally ends up a perfect boy.

Interpretation. Two role relationships are prominent in this story: 1) Child - Parent or Parent Substitute or Relative and 2) Community Citizen - Community Authority. Both of these role relationships fall under Subordinate - Superior status relationships. The former is chosen as being primary because it precedes and is causally related to the second: "he feelled disrespect against his mother and thought she wasn't doing him right so he went out in petty larcency and then started on up, doing different things. Until he finally got hissself in big trouble". Thus the Interpersonal Reference is: Subordinate - Superior Status, Child - Parent or Parent Substitute or Relative Role.

The major character's perception of the parents is complex, too. In view of 1) death of father, 2) the fact that "they never gave him nothing", 3) bad home conditions, and 4) an inadequate mother figure, the major character's mode of perceiving his parents was Lack or Loss. This was more generally categorized as Driving or Threatening or Destructive. As exemplified earlier, his mode of relating himself to the parents was an Anti-Social or Abusively Aggressive one (Driving or Threatening or Destructive), e.g., "so he went out in petty larcency". This interaction, along with his subsequent institutional experience, indicates a Disjunctive Interpersonal Situation. His beatific final statement, "He finally ends up a perfect boy," does not seem enough to offset the disjunctive general nature of the whole story.

Picture 18 EM

This looks like a boy who kind of playing high. He goes to night clubs and joints like that, and he looks like he tries to bully and pimp; maybe has a nice girl and thinks a lot of her. He gets into fights pretty often over her and, oh, maybe hurt up a guy or cut him up, shot him up and do different things like that. Well, this girl was pretty, has beautiful eyes and hair. When she got to layin' around, he'd start all his fightin'. [Earlier you said, "He thought a lot of her."]. He did but when she got him excited, he got pretty rough, he'd rough her up and anybody else who messed with him or with her.

Interpretation The Suitor - Female Love Object role (Coordinate Status relationship) runs throughout this story and is the primary relationship. It precedes and helps produce the peer relationship, in which the major character fights for the girl. Thus the Interpersonal Reference of the story is: Subordinate - Superior Status and Suitor - Female Love Object Role. There is one statement about the Other's behavior which indicates that the major character viewed her as being Passive. Included in the same statement is some evidence of his Anti-Social and Abusively Aggressive Mode of Relating to her, as well as others: "Well, this girl was pretty, has beautiful eyes and hair. When she got to layin' around, he'd start all his fightin'." Thus he perceived her as Passive but related to her in a Driving or Threatening or Destructive manner. It might be argued that he related to her in an Affirming manner, since he said "maybe (he) has a nice girl and thinks a lot of her". However, this one positive assertion seems to be less strong than his negative comment about his relationship with her, "he got pretty rough, he'd rough her up", which appears

to fit in with his earlier comment of "he looks like he tries to bully and pimp".

The Interpersonal Situation is Disjunctive, as the interaction is conflictive throughout.

Picture 20

Well, this looks like a guy that lost all his friends in the world and has not a place to stay and he jist walk around and stay in different places on the street and eats here and there. It looks like he might be a trouble-maker, gits in trouble with his parents and they probably put him out of the house and he don't have no place to go and he walks around, sleep, sleeps on the street. [And what might he be thinking here?] Of getting, he probably gitting ready to get revenge on his mother and father for putting him out, out of their home. Look like he's feeling angry and real downhearted. [Then what happens?] Probably he goes back and lick that man that his mother is living with. That's all.

Interpretation The major relationship here is between a boy and his parents (Subordinate - Superior Status and Child - Parent or Parent Substitute or Relative). Other vague relationships are suggested but not developed when M.D. says "a guy that lost all his friends". The major character develops the perception that his parents are rejecting as he goes along. He crystallizes this mode of perception and couples it with his mode of relating to them in his statement, "he probably getting ready to get revenge on his mother and father for putting him out, out of their home". So his Mode of Perceiving the Other is Rejecting, more generally classified as Driving or Threatening or Destructive). The Interpersonal Situation is Disjunctive, as the course of the story is consistently tumultuous.

Summary

The background material has given us a picture of a chronically delinquent, hostile, irresponsible, Negro, adolescent boy who has emerged from a disorganized family background and probably community discrimination. M.D. had an average I.Q.; however, he did not function on this level, as his aggressive feelings impaired his potential abilities. Further in this respect, M.D.'s environment did little to stimulate or encourage him intellectually. Included in M.D.'s development was a background of illegitimacy, a broken home, rejection, deprivation, neglect, and hostility. M.D.'s neighborhood and school relationships were antagonistic and disrupted.

In reviewing the summary sheet of M.D.'s TTAT stories, it becomes readily apparent that M.D.'s stories were mainly told 1) around Subordinate - Superior Status Relationships in which Child - Parent or Parent Substitute or Relative Roles occurred most frequently; 2) he had the major character perceive the Other most frequently as being Driving or Threatening or Destructive, i.e., by being mainly Socially Aggressive but also by being Rejecting or being Difficult or Lacking in an important respect; 3) he had the major character relate to the Other predominantly in a Driving or Threatening or Destructive mode, where an Anti-social or Abusively Aggressive Mode of Relating to the Other was assumed most frequently; and 4) the stories were so conflictive, tumultuous, and strife-ridden that all were classified as Disjunctive.

The background material was presented in a descriptive form, while the TTAT material was presented by systematic unit categories. Thus these two bodies of information are not systematically comparable. Yet the strife-ridden, aggressive nature of the background material is certainly carried over into the TTAT stories. It is beyond the stated purpose of this work, but with this kind of continuity, one could predict that in real life situations, M.D. will tend to view others as superior and himself as subordinate (unless the situation is highly structured in another direction or if M.D. experiences some radical personality changes in the meantime). Further, he may be expected to continue to view these superiors as threatening, socially aggressive, and rejecting of him and to react to this kind of a relationship by becoming anti-social or abusively aggressive. There is evidence that M.D. has some awareness of other more equal figures in the community. Here he will most likely perceive the Other as being relatively passive and vulnerable. Following this, he will tend to follow through with some type of delinquent activity. Otherwise, in relating to equals, he may be expected to give some attention to female love objects, perhaps of a maternal type. He will view them as passive and relate himself to them in an anti-social or abusively aggressive manner.

In view of this pervasive mode of orientation, it appears that M.D. is a seriously maladjusted individual and it is predicted that he will continue to be delinquent.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary

The central purpose of this dissertation has been the development of a conceptual scheme to be employed in the analysis of the social - psychological import of stories told in response to eleven of the pictures contained in the Thompson Thematic Apperception Test. A group of thirty-two delinquent, institutionalized, Negro boys was chosen as respondents to the test because of their marked homogeneity with reference to selected social and psychological background factors. A total of 352 stories were obtained and analyzed according to the conceptual scheme. The data thus derived was then analyzed statistically in order to seek any relationships that may be revealed by using the concepts comprising the scheme.

The conceptual framework was developed from theory contained in sociology, psychology, psychiatry, and the inter-disciplinary literature relating to projective psychological testing. Its development was facilitated by the picture stories that served to suggest concepts useful in the analysis of this kind of data, as well as the organization of the concepts into a larger framework.

Thus developed, the theoretical framework provided a tool that made possible an orderly analysis of modes of social - psychological

reaction to given kinds of social situations. Significant aspects of the dynamics of an individual's personality were revealed in the manner in which he defined the major character's status in the story, his role, and his mode of perceiving the other person, and his manner of relating to the other person. Furthermore, the behavior of the story characters always took place in a social-situational context that provided units for analysis that could be compared and related. This made possible the analysis of sequential, common, and recurring behavior tendencies in the individual.

As the conceptual scheme was applied to the analysis of the individual, so did it lend itself to the analysis of the group. In the statistical treatment of the behavior tendencies of the group, the common modes of structuring status and role relationships, of perceiving and relating to others, and the types of situations in which they cast their stories became apparent. By means of the same process of analysis, dissimilarities among individuals comprising the group were brought out.

Applying the analytical scheme to an analysis of the Thompson Thematic Apperception Test stories of this group of delinquents, it was found in the majority of instances that they consistently viewed themselves as dominated, subordinate, inferior children or minors, in relationship to parent or authority figures. They viewed others, including parent and authority figures, as well as sibling and peer figures, as being demanding, rejecting, exploiting, hostile, and dangerous in approximately three fourths of the story situations.

Notwithstanding the high frequency of the foregoing modes of perceiving others, a sufficient number of passive and affirming perceptions were irregularly interspersed by the subjects to make all of these modes relatively inconsistent.

In the majority of instances and with a high degree of consistency, these delinquents related themselves to the other person in a driving, hostile, abusive, and anti-social way.

The setting and interaction in which these subjects placed their stories were conflictive, strife-ridden, and disorganized frequently and consistently, thus requiring that they be classified as preponderantly disjunctive.

Conclusions

The type of findings yielded by the use of the conceptual scheme of analysis should be useful to administrators and correctional workers in the field of delinquency. The delinquents' perceptions and modes of relating to situations are often different from those a casual or even trained observer may anticipate. This scheme of analysis can reflect some of these modes of defining and relating to situations. Thus rehabilitative planning and treatment can proceed on a more enlightened basis.

Besides having practical utility for administrators and clinicians, the scheme also has theoretical value. It is structured to reflect a configurational and processual analysis of an individual in relation to others rather than a trait and static analysis of an individual. In individual or group data, the sequential relationship

among the various units of analysis are apparent because the units are systematically arranged. The emerging interaction is always tied to the major status and role relationships that are initially structured. Even though the interaction may be complex, it always refers to the major relationship. Likewise each subsequent basic unit concept refers to the concept occurring before it.

The categories of analysis of the modes of perceiving and relating to the other person are units in an interactional process. These categories make a detailed analysis possible because they refer to elements entering into the interaction rather than the general form of this interaction. However, the scheme does not neglect this general form of interaction, as it is incorporated with other aspects of the situation in the basic unit concept of Interpersonal Situation. Thus the scheme provides the units and method necessary for a systematic detailed analysis of the interaction as well as its more generalized aspects.

Besides the horizontal dexterity of the scheme in respect to the analysis of interactions, the concepts of Mode of Perceiving the Other, Mode of Relating to the Other, and Interpersonal Situation, by including feeling units in the definition of their various sub-categories, increase the analytical ability of the scheme to include psychological features of the interaction as well as the social features.

The scope of this study was limited by the small number of subjects and by the restriction to a type of subject. A larger sampling of subjects would allow greater statistical treatment of the

sub-categories of the various basic unit concepts. This type of treatment would reflect a more detailed analysis of the interaction occurring in the stories. Additional groups of delinquents and non-delinquent boys need to be studied to test the adequacy of the conceptual scheme and to learn about their interactional tendencies. Thus a variety of individuals in many sub-groups of our own and other societies, as well as the groups themselves, should be studied to test the adequacy of the scheme, gain additional knowledge about the behavioral tendencies of people in different cultures, and make comparative analysis possible.

APPENDIX A

THE RELIABILITY STUDY

The reliability with which certain specific characteristics of a subject's story could be analyzed was the purpose of this study. The characteristics under investigation were those listed in Chapter II under the conceptual scheme.

Procedure First, the test records of the thirty-two subjects were scored by the writer. From this group, seven test records (approximately one fifth) were selected at random and given to another judge for analysis according to the conceptual scheme. The writer had several semesters of formal course work in projective testing and a two-year internship, which included projective test interpretation. The other judge's background consisted of approximately two years education and experience in educational and vocational testing. He was a graduate student in educational psychology. While he was familiar with the principles underlying projective techniques, he had no previous experience in this area. The writer spent approximately fifteen hours in discussing the rationale underlying projective testing and the conceptual scheme of this work, and in working with him in the interpretation of TTAT story materials.

The stories of the seven subjects chosen at random (seventy-seven stories in all) were analyzed independently by the writer and the other judge, and their results were compared to determine the reliability of each step in the analysis.

Results In sixty-six of the seventy-seven stories (85+ per cent) there was agreement on the definition of the role relationship, e.g., Child - Parent or Parent Substitute or Relative. The ratings made by both judges for the category of status relationships, e.g., Subordinate - Superior Status, proved to be in even greater agreement. In seventy of the seventy-seven stories (90+ per cent) there was agreement.

In forty-eight of the seventy-seven stories (62+ per cent), the judges agreed on the minor categories of the Mode of Perceiving the Other, e.g., Socially Aggressive. Greater agreement was achieved on the major categories, e.g., Passive. In sixty-one of the seventy-seven stories (79+ per cent) there was agreement.

In fifty-nine of the stories (76+ per cent) there was agreement on the minor categories of the Modes of Relating to the Other, e.g., Rejecting, as well as in the major categories, e.g., Driving or Threatening or Destructive.

In sixty-eight of the seventy-seven stories (88+ per cent), the judges agreed on the type of Interpersonal Situation present in the story, e.g., Disjunctive.

APPENDIX B

KEY TO ABBREVIATIONS

<u>Term</u>	<u>Abbreviation</u>
Affiliation	Aff.
Passive	Pass.
Driving or Threatening or Destructive	DTD
Affirming	Affirm.
Child - Parent or Parent Substitute or Relative	Parent
Student or Worker - School or Work Authority	Sch. W.
Sibling or Peer or Friend - Sibling or Peer or Friend	Sib. and Peer
Community Citizen - Community Authority	Com. Auth.
Community Citizen - Community Citizen	C. Citz.
Human - Supernatural	Super.
Suitor - Female Love Object	Female
Frequency	Freq.
Anti-socially and Abusively Aggressive	Anti-Soc.
Dangerous or Difficult	Dang. or Diff.
Socially Aggressive	Soc. Agg.
Conjunctive	Conj.
Disjunctive	Disj.
Disjunctive - Conjunctive	Disj.-Conj.

APPENDIX C

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