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A DESCRIPTIVE PSYCHOLOGICAL  
STUDY OF AIR FORCE COURT MARTIAL  
CASES BY MEANS OF AN UNSTRUCTUR-  
ED THEMATIC PICTURE TEST

By  
KENNETH RAY SNYDER

THESIS  
SLC 63



Lucy  
8202

A DESCRIPTIVE PSYCHOLOGICAL STUDY OF AIR  
FORCE COURT MARTIAL CASES BY MEANS OF AN  
UNSTRUCTURED THEMATIC PICTURE TEST

A Thesis

Presented in Partial Fulfillment of the Requirements  
for the Degree Master of Arts

By

KENNETH RAY SNYDER, B.S.

The Ohio State University

1952



### ACKNOWLEDGEMENTS

The author wishes to express his appreciation to those persons who made this study possible: To the various officials at Lockbourne Air Force Base who authorized the study to be conducted at that installation; to the Prison Officers who cooperated admirably in making the subjects accessible during the odd and variable hours of interview and test administration; to the subjects who volunteered for the experiment; and to all those persons, too numerable to mention, who gave of their time and knowledge during the progress of the study.

Special acknowledgement is due Dr. J. E. Horrocks for his personal interest and cooperation.



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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

Many scientific investigations, using varied techniques, have demonstrated that there are significant personality differences existing between delinquent when compared with non-delinquent boys and adults. Studies of civilian delinquents and criminals by Monachesi (17), Endacott (8), Bridges and Bridges (4), Durea (7), (6), Fry (12), (13), and Glueck and Glueck (14), to name only a few, and studies of offenders against military law by Blair (3), Betts (2), Stouffer and Otness (24), Feldman and Kaleski (10), Clark (5), and Lemkau and Kent (16), have shown reliable differences in the personality of delinquents and non-delinquents. One of the eventual outcomes growing from the present study is that of further demonstrating personality differences between delinquent and non-delinquent personnel.

The immediate purpose of the present study is of a two-fold nature. The primary objective is to study one aspect of the ultimate objective reported above; namely, to describe, on the basis of certain psychological variables the

I hereby

STATEMENT

Statement of the Parties

They acknowledge the following facts and circumstances:

1. That the parties are bound by the terms of the contract dated 1/1/1950.

2. That the contract provides for the payment of a sum of \$100,000.

3. That the sum of \$100,000 has not been paid.

4. That the parties are bound by the terms of the contract dated 1/1/1950.

5. That the contract provides for the payment of a sum of \$100,000.

6. That the sum of \$100,000 has not been paid.

7. That the parties are bound by the terms of the contract dated 1/1/1950.

8. That the contract provides for the payment of a sum of \$100,000.

9. That the sum of \$100,000 has not been paid.

10. That the parties are bound by the terms of the contract dated 1/1/1950.

11. That the contract provides for the payment of a sum of \$100,000.

12. That the sum of \$100,000 has not been paid.

The undersigned parties to the present deed do hereby certify that the facts stated herein are true and correct to the best of their knowledge and belief.

personalities of a group of Air Force Court Martial Cases. These Court Martial cases represent delinquent military personnel. The objective of secondary importance is to experiment with the use of an unstructured thematic picture test in gathering the information for the variables used in the primary purpose and to draw conclusions, therefrom, as to its utility when applied to such an effort. The unstructured picture test has been designed especially for use with military personnel.

In similar manner, the present study has two ultimate objectives. Chronologically, the first of these has been described above but again, stated briefly, it involves the establishing of personality differences between delinquent and non-delinquent military personnel by studying a non-delinquent group and comparing the findings with the results of the present study. Finally, it is hoped, that upon completion of the above studies, it will be possible to identify, at the point of induction into the services, those personnel who would be most likely to become offenders if they were permitted to enter the services.

For purposes of the present experiment, the meaning of the term "delinquent personnel" refers to those military persons who have been convicted of charges before a court

personnel of a group of Air Force Staff Hospital staff.  
These court martial cases represent delinquent military per-  
sonnel. The objective of secondary importance is to experi-  
ment with the use of an unstructured semantic differential  
in gathering the information for the variables used in the  
primary purpose and to draw conclusions, therefore, as to  
its utility when applied to such an effort. The unstruc-  
tured procedure has been designed especially for use with  
military personnel.

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objectives. Chronologically, the first of these has been  
described above but again, stated briefly, it involves the  
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and non-delinquent military personnel by analyzing a non-de-  
linquent group and comparing the findings with the results  
of the present study. Briefly, it is hoped, that upon com-  
parison of the above studies, it will be possible to iden-  
tify, at the point of induction into the service, those  
personnel who would be most likely to become delinquent if  
they were permitted to enter the service.

The purpose of the present experiment, the meaning of  
the term "delinquent personnel" refers to those military  
persons who have been convicted of crimes before a court

martial and who were, at the time of the study, serving a sentence in confinement. A court martial is defined as "a court consisting of military officers appointed by a commander to try charges of offense against military law." (1). Non-delinquent personnel refers to those persons who have never been convicted of a military offense before a court martial.

Before leaving the objectives of the present study, it is again emphasized that their scope is limited to the results obtained from a delinquent group of military persons, only. Also, re-emphasized, is the hope that future research will study a non-delinquent group using the same materials utilized in the present research and demonstrate any resultant personality differences when compared to the experiment at hand.

#### Presenting and Defending the Problem

A service man is subject to both civil law, as a citizen of the United States, and to military law. The present study, however, is concerned only with offenses against the latter, an entirely distinct code which governs the members of the several services and regulates their conduct at all times. The Uniform Code of Military Justice designates the forms of behavior which are considered offenses against



... and the ... of the ...

... consisting of military officers appointed by a command

... (1) ...

... non-attachment personnel refer to those persons who have

... been considered as military officers under a court

... military ...

... before having the objectives of the present ...

... it is again emphasized that their scope is limited to the re-

... since obtained from a contingent group of military persons,

... only. Also, re-emphasized, in the hope that future research

... will study a non-attachment group with the same materials

... utilized in the present research and demonstrate any re-

... extent personality differences when compared to the experi-

... ment at hand.

Personality and Delinquency in the Military

... A service man is subject to both civil law, as a citi-

... zen of the United States, and to military law. The present

... study, however, is concerned only with offenses against the

... latter, an entirely distinct code which governs the members

... of the various services and regulates their conduct as ill-

... struments. The Uniform Code of Military Justice requires the

... forms of behavior which are considered offenses against

military law. These offenses range in relative military importance from, for example, spying, to appearing in an unclean uniform. Punishments are scaled from death to forfeiture of pay. The most common major offense of interest in connection with the present study is AWOL, meaning absent from station and duty without leave from proper authority.

Exact numbers of delinquents are not readily available but it is known that disciplinary problems constitute a major interest of every command. Every commissioned officer of the armed forces is considered to be available to perform duties in connection with Courts Martial (27). Even if figures were available as to the numbers of military delinquents, they would not convey the magnitude of the general problem they present. The service man who is AWOL or in confinement is a total loss to the services. In addition, he represents a not insignificant overhead cost to the government. He represents a financial loss with respect to his recovery (in the case of AWOL), trial, confinement, and in some cases discharge. In terms of man hours spent in the administrative processing of the delinquent, the loss is again significant. When it is realized that every court martial, alone, requires the services of from

... military law. These officers were in various military  
departments (Army, Navy, Air Force, etc.) and were  
... in various military departments (Army, Navy, Air Force, etc.)  
... The most common major illness at present  
... in connection with the present study is ...  
... from station and they were from ...  
... only.

... These methods of diagnosis are not readily available  
... It is known that diagnosis of ...  
... major interest of every ...  
... out of the ...  
... (7).  
... 11 figures were ...  
... they would ...  
... of ...  
... In ...  
... not ...  
... financial ...  
... (the cost of ...)  
... In ...  
... of the ...  
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... the ...

one to several commissioned officers spending from a few minutes to days on each case, the loss of money and manpower becomes more evident. The money spent on personnel who will become court martial cases in connection with their induction, training, transportation, food, clothing, equipment, shelter, and medical care also may be considered largely a loss. Betts (2) in his study of incipient Army criminals stated that most of their stay in the Army represented a loss.

The absentee presents a special problem. Apart from the loss he causes in terms of money and manpower, he leaves his post vacant, thus adversely affecting his unit's efficiency at any time and in time of war, possibly endangering the lives of his comrades.

It is apparent that many persons, who will likely become delinquent, now escape detection at the point of induction. More accurate methods of personnel assessment are required. If such methods were available, it should be possible to reject inductees who would likely become offenders, or to identify them early and insure that they are handled properly in order to minimize the chance of their becoming offenders. (3)

With the above as validating evidence, it almost seems

... the above as exhibiting evidence, it should be noted  
... (3) ...  
... in order to minimize the chance of their becoming  
... on to identify their acts and to show that they are justified  
... this is to reject the notion that they are morally  
... it was essential to the trial, it should be noted  
... that the evidence of government witnesses was  
... and a complete denial of the facts of the  
... it is apparent that any witness who will likely be  
... the fact of his conduct, ...  
... at the time and in the face of very possibly ...  
... the fact he cannot be held to be responsible. He leaves  
... The witness presents a special problem. It is not  
... to be noted, however, that the witness is not  
... to be noted, however, that the witness is not  
... to be noted, however, that the witness is not  
... to be noted, however, that the witness is not

superfluous to add that it is imperative for every officer and every non-commissioned officer to know as much as possible about the kind of men who become court martial cases. If the symptoms of delinquency could be definitely isolated, the savings in terms of money and manpower would be astounding.

### History of the Problem

As was suggested previously in this paper, numerous investigations have been conducted with the objective of establishing personality differences between delinquent when compared with non-delinquent persons. Nearly all investigations have used a different technique in studying the problem. That is not to deny that repetitions of method have occurred but the point being made is that a variety of techniques have been used in studying the problem of personality differences. A survey of the literature reveals that one of the more frequently used scales in studying the personality of delinquents and non-delinquents is the Minnesota Multi-Phasic Personality Inventory. Monachesi (17) used this inventory and reported that differences between delinquent and non-delinquent males occur repeatedly on the D, Hy, and Pd scales. The repetition of such significant differences tends to suggest that male delinquents are more

...the fact that it is impossible for every officer  
and every non-commissioned officer to have as much as 200  
...about the kind of work and how much work is done,  
...of discipline could be effectively broken,  
...in some of many and important ways to enforce  
...the law.

Summary of the Report

...As was suggested previously in this report, numerous in-  
...vestigations have been conducted with the objective of as-  
...certaining governmentally administered detention facilities  
...operated with non-detainee personnel. Nearly all investiga-  
...tions have used a different technique in studying the pro-  
...blem. First it is to help that reputation of various types  
...occurring on the point being made. It is a variety of meth-  
...ods have been used in studying the problem of governmen-  
...tally administered. A survey of the literature reveals that  
...one of the most frequently used studies in studying the pro-  
...blem of discipline and non-detainee personnel is the interview  
...method. (17) This  
...the literature has reported that differences between disci-  
...plined and non-disciplined cases occur especially on the  
...part of the soldier. The reputation of such discipline dis-  
...tinction comes to suggest that such discipline are some

apt to be afflicted with depression, hysteria and psychopathy than are non-delinquent males. Fry (13), using the MMPI, found that male prison inmates exceeded male college students in the categories of Hypochondriasis, Depression, Psychopathic Deviate, Paranoia, Schizophrenia and Hypomania. He further reported that the male prisoners were exceeded by male college students in the category of Abnormal Sexual Interests. Again using the MMPI, Blair (3) made a comparative study of disciplinary offenders and non-offenders in the Canadian Army and established that individual offenders had a combination of high Psychopathic Deviate and high Hypomania scale scores. He further states that individual offenders had unusually high Schizophrenic scale scores and finally, that the MMPI distinguished between offenders and non-offenders to a significant degree on seven scales. In another study involving Army disciplinary offenders, Clark (5), using the MMPI, discovered that AWOL's obtained significantly different scores when compared with the original norm groups and a group of non-delinquent soldiers in the Army. Sixty-five of one-hundred studied would be classified as abnormal with neurotics and psychotics being about equal.

Other investigators using other procedures have also found significant personality differences between delinquent



The findings of this study are...  
 The results of the study...  
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 The findings of this study...  
 The study was conducted...  
 The results of the study...  
 The study was conducted...

and non-delinquent people. Endacott (8) administered the Rorschach Ink Blot Test to one hundred male juvenile delinquents and to a non-delinquent control group. His evidence pointed to the facts that the delinquent group gave less responses indicating a reduction of productivity, that the delinquents have an exaggerated regard for form, that delinquents lacked a creative fantasy and emotional response to a situation, that delinquents have marked inability to organize adequately their ideas and see relationships properly, and, finally, that delinquents had marks of a "stiff-gearred" personality that has been created to withstand strong pressure and frustration of the environment. Durea, in several studies of juvenile delinquents (6) (7), using the Pressey Interest-Attitude Tests, found that juvenile delinquents were emotionally retarded as compared to non-delinquents and concludes in one of the studies (7) that maturation of emotional behavior is likely as of much significance as intelligence and other variables in a more complete understanding of the personality of juvenile delinquents. In his other study (6), Durea states that a pronounced morbid strain seems to characterize delinquents as indicated by their positive emphasis on death, dying, and sins and he says, in conclusion, that it is inescapable

(S)

The first series of experiments was designed to determine the effect of the presence of a non-identical control group. This was done by comparing the results of the control group with those of the experimental group. The results showed that the control group performed significantly better than the experimental group. This suggests that the presence of a non-identical control group may have a positive effect on performance.

The second series of experiments was designed to determine the effect of the presence of a non-identical control group on the results of the experimental group. This was done by comparing the results of the control group with those of the experimental group. The results showed that the control group performed significantly better than the experimental group. This suggests that the presence of a non-identical control group may have a positive effect on performance.

The third series of experiments was designed to determine the effect of the presence of a non-identical control group on the results of the experimental group. This was done by comparing the results of the control group with those of the experimental group. The results showed that the control group performed significantly better than the experimental group. This suggests that the presence of a non-identical control group may have a positive effect on performance.

The fourth series of experiments was designed to determine the effect of the presence of a non-identical control group on the results of the experimental group. This was done by comparing the results of the control group with those of the experimental group. The results showed that the control group performed significantly better than the experimental group. This suggests that the presence of a non-identical control group may have a positive effect on performance.

that delinquents are constitutionally different from normally adjusted individuals. When the Rosenzweig Picture Frustration Study was used to compare the reactions of college students with those of inmates of a state prison, Fry (12) reported that the tendency of the reactions to frustration to be attributed to external things or persons in the environment was greater in college students than in prisoners and that the tendency was greater in prisoners than in college students to direct reactions to frustration inwardly in the form of self-criticism or self-blame. The Gluecks (14) report in their studies that hostility, ego-centricity, and lack of consideration for others are more prevalent traits in the personalities of delinquents than in non-delinquents.

Returning again to studies of military delinquents, Stouffer and Otness (24) compared one hundred naval enlisted men in a disciplinary status with one hundred unselected enlisted men on active duty. They found with regards to the delinquents that: divorce and separation were predominant, they tended to come from larger families with inadequate social and economic backgrounds, they showed lower educational achievement, and they showed a prevalence of psychopathic and psychoneurotic traits. In a study of fifty AWOL and

that delinquents are essentially different from non-  
delinquent individuals. When the Minnesota  
Project Study was used to compare the reactions of delin-  
quent students with those of inmates of a state prison, the  
results (10) reported that the tendency of the reactions to these  
reactions to be attributed to external things or persons in  
the environment was greater in college students than in pris-  
oners and that the tendency was greater in prisoners than in  
college students to direct reactions of reactions inwardly  
to the form of self-criticism or self-blame. The results  
(11) report in their studies that hostility, ego-defensiveness,  
and lack of consideration for others are more prevalent  
traits in the personalities of delinquents than in non-  
delinquents.  
Research again to studies of delinquent delinquents,  
Bender and Olson (12) compared the number of delinquent  
and non-delinquent students with one another who were  
listed on an active duty. They found that delinquents  
delinquents were more delinquent than non-delinquents,  
they tended to have more judges (delinquents who delinquents  
and non-delinquents delinquents, they showed lower education-  
al achievement, and they showed a prevalence of psychopath-  
ic and psychopathic traits. In a study of fifty years and

fifty non-AWOL trainees by means of a rating scale covering their Army and pre-Army experiences, behavior, and attitudes, Feldman and Maleski (10) reported that AWOL's differed from non-AWOL's in their adjustment to civilian and military situations, that AWOL's reflected maladjustment prior to their entry into service and that they tend to flee from unpleasant situations, show more aggression and hostility toward the environment, more ego-centric behavior, and they tended to have somatic complaints and functional disorders.

In summary, it has been shown from this brief survey of the literature that differences have been demonstrated to exist in the personalities of delinquent persons, whether they be civilian prison inmates, juvenile delinquents, or military offenders, and non-delinquent personnel. The technique of studying the problem, apparently, does not alter the findings. Samples of studies of personality seem to demonstrate one fact: no matter from what angle the problem is approached -- maturity of personality, trait analyses, reactive tendencies, emotions, or others, delinquents show personality characteristics that are reliably different from non-delinquent.

### Procedures

In presenting the present study of describing military delinquents on the basis of certain psychological variables,

... In summary, it has been shown from this pilot study  
of the literature that differences have been demonstrated  
in rates in the generalization of delinquent behavior, whether  
they be civilian or juvenile delinquents, or  
delinquent offenders, and non-delinquent persons. The prob-  
ability of studying the problem experimentally, does not differ  
the literature. Samples of studies of generalization have to do  
with rates on rates on rates from rates on rates on rates  
is expected -- amount of personality, traits, attitudes,  
relative tendencies, emotions, or other delinquents and  
personality characteristics that are related directly from  
non-delinquents.

Procedure

In processing the present study of delinquent military  
delinquents on the basis of several psychological variables,

the next chapter will outline the steps in obtaining the data. This will include a description of the subjects used, a brief survey of the different methods available in studying delinquent personalities, a description of the method chosen for this study, the manner in which the test was constructed, and the details of administration. In Chapter III, the collected data will be analyzed for apparent trends. Chapter IV will conclude the study by describing a court martial group in terms of the trends isolated in Chapter III. Conclusions as to the utility of the method employed in the present study will be drawn as well as implications of the findings for the military services. The final step will be to present recommendations and suggestions for further study in describing the personalities of delinquent and non-delinquent personnel.



The next chapter will outline the steps in carrying out  
this study. This will include a description of the subjects used,  
a brief survey of the different methods available in such  
an experiment, a description of the method  
used for this study, the nature of which has not been  
mentioned, and the details of administration. In Chapter  
III, the collected data will be analyzed for general trends,  
Chapter IV will describe the study by describing a control  
group in terms of the trends noted in Chapter  
III. Conclusions as to the utility of the method employed  
in the present study will be drawn as well as implications  
of the findings for the military service. The final word  
will be on future recommendations and suggestions for the  
study in assisting the psychologist of behavior and  
non-behavior research.

The following is a list of the references used in this study.  
The references are listed in alphabetical order of the author's name.  
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## CHAPTER II

### COLLECTION OF THE DATA

#### The Subjects

In Chapter I, the nature of the problem proposed in the present study has been stated, its importance has been indicated, and a brief survey of the literature has shown the historical development of the problem. The present chapter will describe the means by which the data for studying the problem were collected.

The subjects utilized to make the present study consisted of forty-five Air Force court martial convictees in confinement at Lockbourne Air Force Base located at Columbus, Ohio. It was originally planned to include as subjects any airman who had been convicted of a court martial offense regardless of whether or not he was, at the time of the study, in confinement. The problem of getting such non-confined personnel together in a group at the same time and in the same place to administer the test was too difficult to continue with this idea. It was then decided to use only those who were, at the time of the study, in confinement in the base guard house. This represented an improvement over the original plan since the men in confinement had just re-

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The subjects utilized to make the present study consisted of forty-five Air Force Army Medical students in the Department of Pathology at the University of California, Los Angeles. It was originally planned to include as subjects any student who had been completed of a four-year course in preparation of whether or not he was, at the time of the

study, in enrollment. The problem of getting such non-enrolled personnel together in a group at the same time and in the same place is, however, not an easy one to solve. In view of this fact, it was then decided to use only those who were, at the time of the study, in enrollment in the Army Medical School. This represented an improvement over the original plan since the new enrollment had just re-

cently been convicted of an offense with the result that the experience was a recent one. Also, the fact that the base rehabilitation program had not had an opportunity to be wholly effective with them at this stage of confinement may have helped in making them subjects who were more representative of the kind of person the study was interested in investigating.

The military ranks of the subjects were distributed as follows: forty-one privates, three privates first class, and one staff sergeant. Twenty-four different states were represented as to place of birth and twenty-one as to place of original enlistment. This diffusion tends to agree somewhat with the findings of Blair (3) who, in his study of Canadian soldiers, found that geographical origination of his subjects apparently had little influence on delinquency. The mean age of the group under study was twenty-two years and three months with a standard deviation of four years and eight months. The mean age of the group is somewhat misleading as to the actual youthfulness of the group since nearly one-half were age twenty or younger. The presence of a few men in their late thirties and early forties operated to raise the mean age figure. Total service in the armed forces of the subjects was thirty-five months with a

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experiment was a success. Also, the fact that the  
recognition program did not in opposition to be  
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of a few men in their late thirties and early forties con-  
tributed to raise the mean age higher. Total service in the  
armed forces of the subjects was thirty-five months with a

standard deviation of thirty-three months. Again the mean total service figure is somewhat misleading since thirty per cent of the group had been in service for less than one year. As to race of the subjects, there were thirty-four representatives of the white race and eleven of negro blood. Fourteen of the subjects were married and thirty-one were single. These figures tend to agree with the findings of Lemkau and Kent (16) in their study of disciplinary action in an Army Neurosis Center in which they reported that marital status apparently had no influence on delinquency. Table 1 shows in combined form the Air Force ratings of character and efficiency which were assigned to the subjects in their last rating before the present study was undertaken.

---

TABLE 1

Latest Air Force Ratings Awarded the Subjects Prior to the Present Study in the Categories of Character and Efficiency

<u>Character</u>			<u>Efficiency</u>	
Excellent	26	'	Superior	0
Very Good	8	'	Excellent	25
Good	1	'	Satisfactory	12
Fair	2	'	Unsatisfactory	2
Poor	0	'	Unknown	6
Unknown	8	'		

---

It must be realized that the present delinquency of the subjects had not, at the time of the study, been re-

This study was designed to investigate the effect of a specific intervention on the behavior of a group of subjects. The subjects were divided into two groups, and the intervention was applied to one of the groups. The results of the study are presented in Table 1. The data show that the intervention had a significant effect on the behavior of the subjects in the intervention group compared to the control group. This finding is consistent with the hypothesis of the study. The results suggest that the intervention is effective in promoting the desired behavior. Further research is needed to explore the long-term effects of the intervention and to identify the mechanisms underlying the observed effects.

TABLE 1

Table 1 shows the results of the study on the effect of the intervention on the behavior of the subjects. The data are presented in the following table:

Behavior	Intervention	Control
Very Good	12	5
Good	18	10
Fair	25	15
Poor	10	20
Unknown	5	10

It must be realized that the present findings of the study are based on a limited sample of subjects. Further research is needed to confirm the results and to explore the mechanisms underlying the observed effects.

flected in the ratings shown in Table 1.

The native intelligence of the subjects had been tested on various modifications of the Army General Classification Test, all of which were convertible to AGCT scores. It was felt that AGCT was more widely known and used by workers in the testing field so all scores were converted to the AGCT scale. The test was constructed originally so that the mean of an unselected population would fall at one hundred. The mean of the present group of subjects was ninety-one with a standard deviation of sixteen. The scores ranged from a low of sixty-five to a high of one hundred and thirty-three. However, fifty-eight per cent of the group had scores below the mean of an unselected population.

The mean of the number of years of civilian education of the group was that of a high school freshman with a standard deviation of one year. The lowest grade successfully completed in school was fourth, ranging up to and including high school graduates. None of the subjects had attended college.

Total number of courts martial on which the subjects had been convicted was seventy-two. This figure indicates that there are a great number of repeaters represented in the group. Ranging from the most severe type court martial to the least severe, the numbers of courts martial which



listed in the table above in Table I. The active ingredients of the subjects has been tested on various conditions at the Army General Classification Test. All of which were conducted in their control. It was this fact that was mainly known and used by students in the testing field as all papers were converted to the same basis. The fact was considered entirely on that the mean of an unclassified population would fall at the midpoint. The mean of the present group of subjects was always seen with a standard deviation of 15 points. The scores ranged from a low of 100 to a high of 115 in the testing and testing. However, this group had scores of 100 and 115 scores below the mean of an unclassified population.

The mean of the number of years of civilian education of the group was that of a high school graduate with a standard deviation of one year. The lowest grade necessarily completed in school was fourth, ranging up to the twelfth grade school graduation. None of the subjects had attended college.

Total number of course credits as which the subjects had been completed was seventy-two. This figure indicates that there are a great number of subjects represented in the group. Ranging from the low scores type would explain to the least scores, the number of course credits which

the subjects had were as follows: General-one, Special - twenty-six, and Summary - forty-five.

The nature of the delinquent act on which the subjects were convicted and the number of times this offense was committed is set forth alphabetically in Table 2.

TABLE 2

Nature of the Offense and Number of Times Committed  
by the Subjects

<u>Nature of Offense</u>	<u>Times Committed</u>
AWOL	40
Assault with a deadly weapon	1
Breaking Arrest	6
Careless Discharge of Firearms	1
Desertion	1
Destruction of Government Property	1
Disobedience of a Lawful Order	4
Disrespect to a NCO	2
Drunk and Disorderly	2
Failure to Repair (AOL)	9
Falsifying a Liberty Pass	1
Illegal Possession of a Concealed Weapon	2
Larceny	1
Sleeping on Post	1
Unauthorized Possession of a Concealed Weapon	1
Total	<u>73</u>

Table 2 indicates that the subjects committed a total of seventy-three offenses and the previous paragraph indicates that seventy-two courts martial were awarded for these offenses. The discrepancy between the figures is explained by the fact that one subject was tried for two separate offenses on a single court martial. Table 2 also indicates

The subjects had very low scores on the following items: ...  
 The scores of the subjects on the other items were ...  
 and the number of items which were ...  
 listed in the table below.

Table 2

Number of the items and number of times counted  
 by the subjects

Items Counted	Number of Items
Animal with a body longer than its head	1
Beating a drum	1
Counting the number of fingers	1
Counting	1
Counting of Government property	1
Counting of a Latin word	1
Counting to a 100	1
Counting and dividing	1
Counting to 100 (100)	1
Counting a library card	1
Counting the number of a counted object	1
Counting	1
Counting on 100	1
Counting the number of a counted object	1
Total	13

Table 2 indicates that the subjects counted a total  
 of twenty-three items and the previous paragraph indicates  
 that the subjects counted a total of twenty-two items which were  
 counted on these items. The discrepancy between the items is explained  
 by the fact that one subject counted two items on two separate  
 items on a single count trial. Table 2 also indicates

that sixty-seven per cent of the offenses involved unauthorized absence from station and duty.

Thirty of the subjects indicated that their family was broken during childhood due to death of a parent, divorce, or separation. This figure represents about sixty-six per cent of the subjects and tends to agree with the findings of Stouffer and Otness (24) and Lenkau and Kent (16) who reported that normal homes produce a smaller proportion of military delinquents than broken homes.

Appendix I contains a duplicate copy of the Personal Data Sheet which was utilized in gathering personal information about the subjects.

The subjects for the present study were chosen mainly because of their proximity to Columbus, Ohio. Air Force personnel were utilized due to the fact that there was no other service installation, with sufficient numbers of delinquent personnel to provide a satisfactory population, in the vicinity of the area where the study was being conducted. The subjects were tested during January and February 1952. Due to the fact that only a limited number of the subjects could be made available for testing at one time and because of the limited copies of the test, it was necessary to administer the test several times. The first group of twelve

that this group was one of the original invited groups  
and that the subjects were given the same

copy of the subject material and their family was  
before being obtained for the study of a parent, however,  
or otherwise. This study concerned about half the  
one of the subjects and could be done with the findings  
of the other (M) and (M) and (M) and (M) was  
reported that several cases yielded a similar proportion of  
initially delinquent cases from home.

Appendix I contains a detailed copy of the original  
data sheet which was utilized in gathering personal information  
from these subjects.

The subjects for the present study were drawn mainly  
from the West locality in Columbus, Ohio. Sixteen per  
cent were utilized due to the fact that there was no other  
service institution with suitable number of delinquents  
personnel to provide a satisfactory procedure in the vi-

ality of the case where the study was being conducted.  
The subjects were coded during January and February 1955.  
The fact that only a limited number of the subjects  
could be made available for coding at the time and because  
of the limited copies of the text, it was necessary to se-  
lect the first group of seven. The first group of seven

subjects was tested January 31, 1952; the second group, also containing twelve subjects, on February 2; the third group, containing eleven subjects, on February 14; and the fourth and final group of ten subjects was tested February 28.

#### Methods Available and Method Chosen for Studying Personality

There are many methods available for the descriptive study of personality. The scientific study of personality has its origin in the methods employed in psychometrics as developed in mental testing. It soon became evident, however, that there was one big difference between mental testing and personality testing. Whereas in mental tests a universally correct answer can be determined, in personality tests several answers could be right depending on the individual and the circumstances. Stagner (23) divides the methods of personality study into the areas of stimulus, response, and intervening variables. When studying personality in terms of social-stimulus value, the best method is the rating technique. If one wishes to study personality as response, in which the investigator's attention seems directed primarily to a tallying of responses, the best method is a description of actual behavior. The third method of personality study is a group of techniques directed at the determination of inner organizational patterns, the interven-

...the first group of the subjects was tested January 21, 1932; the second group, also  
maintaining these subjects, on February 21; the third group,  
conducted these subjects, on February 28; and the fourth  
and final group of the subjects was tested February 29.

Personality and Mental Change in the Study of Personality

There are many methods available for the diagnosis  
study of personality. The essential study of personality  
has its origin in the methods employed in psychology as  
developed in social testing. It soon became evident, how-  
ever, that there was one big difference between social test-  
ing and personality testing. Whereas in social testing a uni-  
versally agreed answer can be determined, in personality  
testing several answers could be given depending on the indi-  
vidual and the circumstances. Hence (2) divide the work  
of personality study into the study of attitudes, opinions,  
and intellectual reactions, and specific personality in-  
formation of social-scientific value, the first method in the  
present study. It was found in study personality as re-  
sults, in which the investigator's attention seems directed  
primarily to a listing of responses, the best method is a  
description of actual behavior. The third method of per-  
sonality study is a study of behavior directed at the de-  
termination of inner organizational patterns, the behavior

ing variables between stimulus and response. It is possible to distinguish between relatively shallow and deep penetrations of the personality. Among the methods used for shallow penetrations is the interview and the free association method first used by Jung (15). In this method used by Jung, the subject was asked to give the first word which came to his mind in response to each of one hundred stimulus words. It was presumed that an emotional problem had been encountered when any of the following symptoms appear: very long reaction time or complete failure to respond; irrelevant response word; peculiar response word; and repeated use of the same response. Another method for probing the more shallow recesses of the personality which has received very wide usage, especially in studies of delinquent personality, is the questionnaire, variously called data sheet, inventory, schedule, or test. The problem of what they are and what they mean is one of the great difficulties encountered in using the questionnaire. Referring again to Stagner (23), other reasons why the questionnaire was rejected for purposes of the present study may be found. He states that structured test situations tend to interfere with the free expression of personality trends, because each of us have learned to do things in the correct and proper way. Verbal material has



ing various between animals and responses. It is possible  
to distinguish between various animals and their responses.  
State of the organism. Among the various used for analysis  
pertaining to the behavior and the time relationship with  
the first word of the (10). In this method used by (10)  
the organism used to give the first word which may be  
his mind to respond to one of the various animals words.  
It was proposed that an emotional process had been discussed  
and that one of the following groups appears: very long  
reaction time to various stimuli to respond; two words to  
appear words; further various words; not repeated one of the  
same response. Another method for judging his own action  
response of the organism which has received very little in-  
formation especially in relation to his own behavior. In the  
classification, variously called the word, inventory, and  
the or test. The problem of what they are and what they  
mean is one of the most difficult elements in what  
the quantitative. Various words to answer (10). Also  
various are the quantitative and various for behavior of  
the various words to be used. It states that various  
test situations and to behavior with the two expressions  
of quantitative words, because that it is the answer to  
things in the world and words are. These examples are

a tendency to set off logical definitions or culturally approved stereotypes which do not truly represent the inner personality structure. When a person is asked a question on the personality questionnaire, he will, generally, answer truthfully unless there is reason to believe that this would not please the person who asks the question or would expose the answerer to censure.

Still another method in studying personality, a method which, avowedly, probes the innermost recesses of personality structure, is the projective technique. After Jung (15) had experimented with a free - response device known as "free association" method, other stimuli besides words were used to elicit free responses. Rorschach (21) experimented with the responses that people made to a series of symmetrical ink blots. Murray (19) tried out a large number of different stimuli for their free-association value. Of all the stimuli Murray experimented with, he found that a set of pictures which he presented one at a time to subjects, with the request that they tell a story based on the scene in each picture, elicited the greatest number and richest responses (18). Numerous other workers have experimented with a variety of stimuli - doll figures, odors, words, music, and the like -- and various methods of expression -

A number of the following experiments on electrical  
 conductivity were conducted in the laboratory of the  
 University of Toronto. The apparatus used in these  
 experiments was similar to that used by other  
 investigators. The results of these experiments  
 are given in the following tables. The first  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 materials. The second table shows the results  
 of the experiments on the conductivity of  
 a number of different liquids. The third  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 gases. The fourth table shows the results  
 of the experiments on the conductivity of  
 a number of different solids. The fifth  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 mixtures. The sixth table shows the results  
 of the experiments on the conductivity of  
 a number of different alloys. The seventh  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 compounds. The eighth table shows the results  
 of the experiments on the conductivity of  
 a number of different salts. The ninth  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 acids. The tenth table shows the results  
 of the experiments on the conductivity of  
 a number of different bases. The eleventh  
 table shows the results of the experiments on  
 the conductivity of a number of different  
 organic compounds. The twelfth table shows  
 the results of the experiments on the conductivity  
 of a number of different inorganic compounds.

pointing, play, and story telling - for producing free responses.

Frank (11) has called all these free-response methods "projective techniques." Since this is the method chosen to study the personality of the Air Force court martial cases in the present study, more of the theory behind projective methods should be explained.

As the stimuli becomes less structured, i.e., the responses which a subject may give to a stimulus situation is broadened, the kinds of responses also become more varied - may even range over the whole of human experience. Symonds (26) sums it up by saying that whereas in a mental test a subject tells us how well he can respond to questions pertaining to a single function, in the free-association method the subject lets us observe how he will respond when considerable latitude of choice is granted him. It may be seen that the latter method is of the greatest value in the diagnosis of personality.

Further clarification of the term "projective tests" is given by Stagner (23) who states that the term has come to be applied to all methods facing the person with an "unstructured" situation, in which his responses are not determined by the outer stimulus and hence must depend upon

... and every calling - for protection from the

...

... (1) has called all these (two-response) matters

"protective responses", since this is the correct term to

use in the presence of the Air Force and other military

in the present study, more of the correct term "protective

responses should be required.

As the stimuli become less significant, it is to be

expected that a subject will give to a stimulus situation in

response, the kind of response also become more varied.

... and more varied than the kind of simple responses. ...

(2) ... is to be expected that there is a general trend

subject will be less likely to respond to questions per-

... to a single stimulus, as the two-response method

the subject has an opportunity to respond when not

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

... is to be

inner conditions. The subject must organize the situation; the meaning must be projected from his own mind. Symonds (26) states that projection occurs when the subject is provided with the opportunity, due to the nature of the stimulus situation, of projecting his own experiences, desires, and conflicts into a character represented in a picture (the stimulus).

The Unstructured Picture Test on which the present study is based is a form of projective technique discussed above. This method was chosen over the other methods of personality study for several reasons. First, the subject cannot discern what he ought to say, i.e., good response rather than true response. Second, logic is not of any assistance in determining the response to a situation. Third, that which the subject produces must come from within himself, and not from the world of external reality. Fourth, as Murray (19) pointed out in regard to his Thematic Apperception Test (TAT), it is based on the well recognized fact that when a person interprets an ambiguous social situation, he is apt to expose his own personality as much as the phenomenon to which he is attending. Absorbed in his attempt to explain the objective occurrence, he may become naively unconscious of himself and of the scrutiny of others.

... conditions, the subject must organize the material,  
... and nothing may be included from his own stock. ...  
... (2) states that practice occurs from the subject's ...  
... with the experimental, but in the nature of the ...  
... of preparing his own experiments. ...  
... into a ... experiment in a ... (the ...)

The experimental ... test on which the ...  
... is based is a test of ...  
... over the ...  
... for ...  
... to ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...  
... in ...

and, therefore, defensively less vigilant. The subject is usually disclosing inner tendencies; wishes, fears, and traces of past experiences. Fifth, projective methods stimulate associations of ideas which are relatively free from culturally approved stereotyped influences. Sixth, and lastly, as Frank (11) points out, projective tests, like the X-ray photograph, enable us to see something of inner structure without damaging the organism.

The Thematic Picture Test on which the present study is based is an adaptation of a method of personality study devised by Morgan and Murray (18). The Morgan and Murray test was called a "Thematic Apperception Test" - "apperception" in that the stories, in response to pictures, were constructed from dynamic tendencies within the individual stirred up from his past experiences, and "thematic" because they could recognize in the stories "themes" - combinations of needs and the situations which aroused them. The TAT revealed the presence of motivational strivings which the individual has carried down to the present from earlier experiences. Murray later elaborated this test and included it among a number of other so-called projective techniques in his book Explorations in Personality (19). Most of the development of the TAT has been carried on at the Harvard



development of the TAT has been reported as of the University  
in the book Personality in Psychology (1950). Some of the  
it during a number of other so-called projective techniques  
performance. Murray later observed that cost and limited  
individuals has resulted from the general level of their ex-  
revealed the presence of motivational conflicts within the  
of needs and the individual which crossed them. The TAT  
they could recognize in the course of "games" - conditions  
derived up from the past experiences, and "fantasies" responses  
concerned from through responses which the individual  
about in that the stimulus, in response to presence, were  
that was called a "Thematic Apperception Test" - "TAT" -  
developed by Murray and Herzog (1946). The TAT and Murray  
is based on an assumption of a number of personality study  
The Thematic Apperception Test as which was presented study  
without changing the stimulus.

Psychological Clinic. The test has now gone through three editions. The Manual accompanying the third edition of the test (20), printed by the Harvard University Printing Office, may be considered the most authoritative statement in the use of this test available today.

There have been several variations of the TAT used by different investigators for different purposes. To name but a few, Schwartz (22) prepared a set of pictures for the purpose of studying delinquents, much in the same way that the TAT is used. Symonds (26) used a set of forty-two pictures in investigating adolescent fantasy. Thompson (28) constructed still another modification of the TAT.

With the above modifications of the TAT indicating that a special test could be constructed to study a given group of subjects in a special situation and with the statement by Stagner (23) that almost any kind of performance which allows sufficiently free play for the expression of inner trends might serve as a projective personality test, it was decided to construct a new Thematic Picture Test for purposes of the present study. The only manner in which this test differed from the TAT as devised by Murray was in the pictures presented to the subjects. The pictures represented military situations, in the main, since it was believed that the military situation is sufficiently different from

...the way of this last available today. ...  
...There have been several variations of the test used by ...  
...Different investigators for different purposes. In some ...  
...but a low, Roberts (19) prepared a set of pictures for the ...  
...purpose of studying judgments, such as the same way that ...  
...the test is used. Roberts (19) used a set of forty-two pic- ...  
...tures in investigating children's memory. Johnson (18) ...  
...employed all kinds of pictures and objects of the test. ...  
...With the above modifications of the test following that ...  
...a special test could be constructed to study a given group ...  
...of subjects in a special situation and with the adjustment ...  
...by Roberts (19). That almost any kind of experience which ...  
...allows sufficiently free play for expression of inner ...  
...psychic activity can be a profitable procedure. First, it may ...  
...be decided to construct a set of pictures which the sub- ...  
...jects are to observe and judge. The only reason for using this ...  
...test differs from the test as devised by Roberts and in the ...  
...pictures presented to the subjects. The pictures represent ...  
...of arbitrary situations. In the test, since it was believed ...  
...that the arbitrary situation is sufficiently different from

civilian situations to warrant a different set of stimulus pictures. This had the added advantage of being directly pointed at the primary problem of the study which is to collect personality information of delinquent military personnel on the basis of a set of psychological variables. It also had the added advantage of possibly providing scope for the refinement and standardization of the instrument utilized in the present study in future research.

#### Construction of the Thematic Picture Test

Symonds (25) indicates several criteria for the selection of pictures for the investigation of adolescent fantasies. He states that lack of detail is the one factor in the pictures which correlates most highly with general goodness in the stories. The selected pictures should be vague in theme and incomplete in content. Next in order of significance is the extent to which the pictures contain characters of the same age and culture as those who are to write the stories. He concludes by saying that the above criteria suggests that one should eliminate, so far as possible, details which will tend in any way to limit or circumscribe the free play of the imagination in the construction of the story and, secondly, that the pictures should contain or imply characters with which the persons telling the stories

The first of these is the fact that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The second is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The third is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The fourth is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The fifth is that the  
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 that the defendant was the author of  
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 that the defendant was the author of  
 the crime. The seventh is that the  
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 that the defendant was the author of  
 the crime. The eighth is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The ninth is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime. The tenth is that the  
 evidence is not sufficient to establish  
 that the defendant was the author of  
 the crime.

can identify themselves. Murray (20) reenforces the criteria set up by Symonds to some degree. He states that experience has shown that in the long run the stories obtained are more revealing and the validity of the interpretations is increased if most of the pictures include a person who is of the same sex as the subject.

With the above criteria firmly in mind, an informal board composed of Dr. John E. Horrocks, the writer's adviser for the present study, Miss Helen Wiltshire, a research assistant in psychology with particular interest in projective methods, and the writer, met to determine what pictures should be included in the Thematic Picture Test to be utilized in the present study. From more than one hundred pictures submitted, six were selected since the time element for both administration and scoring imposed a restriction upon the number which could be used in the test. A seventh stimulus situation was added -- a blank sheet of photographic paper.

Besides the criteria for selection outlined by Symonds and Murray, the board also attempted to keep in mind that the group to be tested was a delinquent group and pictures which would allow the subjects to react to authority were included when they met the other criteria as well.

The present study, which was conducted in the  
 laboratory, was designed to determine the  
 effect of the intensity of the stimulus  
 upon the reaction time. The results  
 showed that the reaction time decreased  
 as the intensity of the stimulus  
 increased. This is in accordance with  
 the law of the inverse square, which  
 states that the reaction time is  
 inversely proportional to the square  
 of the intensity of the stimulus.

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 of the inverse square, which states  
 that the reaction time is  
 inversely proportional to the square  
 of the intensity of the stimulus.

The present study was designed to  
 determine the effect of the  
 intensity of the stimulus upon  
 the reaction time. The results  
 showed that the reaction time  
 decreased as the intensity of  
 the stimulus increased. This is  
 in accordance with the law of  
 the inverse square, which states  
 that the reaction time is  
 inversely proportional to the  
 square of the intensity of the  
 stimulus.

Besides the criteria for selection  
 of the stimulus, the reaction  
 time was also measured. The  
 results showed that the reaction  
 time decreased as the intensity  
 of the stimulus increased. This  
 is in accordance with the law  
 of the inverse square, which  
 states that the reaction time  
 is inversely proportional to the  
 square of the intensity of the  
 stimulus.

When the six pictures were finally selected, since they were pictures drawn from various sources, it was necessary to re-photograph and reprint them on uniform size paper. The pictures were then inserted into folders, one picture per folder. The order in which they were to be presented was randomly selected, but once selected held uniform for all subjects. Sufficient pictures were reproduced for thirteen complete sets. This meant that a maximum of thirteen subjects could be tested at any one time, but this was held to be feasible since to construct more sets would have been economically unsound. Appendix II contains a complete set of the pictures in the order in which they were presented to the subjects. The instructions for performing the test are also included in this Appendix.

#### Details of Administration

Elsewhere in the present chapter the dates on which the Thematic Picture Test was administered are set forth. The subjects consisted of forty-five Air Force delinquent personnel who were at the time of the study, serving a court martial sentence in confinement in the Lockbourne Air Force Base Guard House. Upon permission of the base authorities to utilize these subjects, definite dates for test administration were arranged with the Prison Officer who



When the six pictures were finally selected, three that  
were placed under the various covers, it was necessary  
to re-photograph and correct them on another six pages.  
The pictures were then inserted into folders, and placed in  
folders. The order in which they were to be reviewed was  
randomly selected, but was retained with others for all  
reviews. Artificial pictures were prepared for subjects  
to review. This meant first a selection of pictures and  
then to be tested at one time, but this was said to  
be possible since no comment was made when they were  
eventually reviewed. However, it contains a complete set  
of the pictures in the order in which they were presented  
to the subjects. The instructions for reviewing the test  
are also included in this appendix.

Details of Experiment

Experiment is the present chapter the data on which  
the results shown here are obtained are not listed.  
The subjects consisted of forty-five air force personnel  
personnel who were at the time of the study, serving a  
course which covered in curriculum in the laboratory air  
force base camp. Upon completion of the first course  
period of three weeks subject, during which the test  
administration was arranged with the field officer who

was immediately responsible for the delinquents. Each subject was privately interviewed by the writer, the primary idea being one of obtaining cooperation of the subjects. It was made clear to them that their participation in the study was entirely voluntary and that if they did consent to being a subject, strict anonymity would prevail where individual cases were scrutinized. It was planned to observe anonymity by assigning the subjects numbers during the interview. Thereafter, the subject referred to himself by number instead of name. The idea of a psychological type study was minimized to as great a degree as possible, the subjects being impressed, alternately, with the idea that the test was a survey of service personnel to obtain their ideas, attitudes, opinions, and feelings about certain pictured situations. The essence of the content of the interview is outlined in Appendix III of the present study. After the individual interviews were completed, the Unstructured Thematic Picture Test was administered as a group test in an area of the Guard House set apart from the other prisoners.

Murray (20) suggests the importance of a sympathetic environment. He continues by saying that not only should the physical environment be inviting but also the examiner should show receptivity, good will, and appreciation of the

was immediately responsible for the delinquency. Each was  
then privately interviewed by the writer, the primary  
idea being one of obtaining cooperation of the subjects. It  
was made clear to them that their participation in the study  
was entirely voluntary and that if they did consent to being  
a subject, several carefully worded records would be made.  
Cases were described. It was pointed out that the records  
by analyzing the subjects' names during the interview.  
Therefore, the subject referred to himself by number instead  
of name. The idea of a psychological type study was then  
explained to an extent as possible, the subjects being  
informed, respectively, with the idea that the test was a  
survey of various persons to obtain their ideas, attitudes,  
opinions, and feelings about certain general situations.  
The essence of the content of the interview is outlined in  
Appendix III of the present study. After the individual in-  
terviews were completed, the Unstructured Thematic Test  
Test was administered as a group test in an hour of the  
same hour and apart from the other interviews.  
The results (see) suggest the importance of a systematic  
analysis. It continues by saying that not only should  
the physical environment be investigated but also the manner  
should now be possible, good will, and appreciation of the

efforts made by his subjects. Due to the necessary nature of the physical environment in the present study, it may be held that a deficiency existed. This deficiency was partially compensated for by the examiner doubling his efforts to be appreciative of the work done by his subjects.

The procedure is merely that of presenting a series of pictures to a subject and encouraging him to tell stories about them, invented on the spur of the moment. The fact that stories collected in this way often reveal significant components of personality is dependent on the prevalence of two psychological tendencies; the tendency of people to interpret an ambiguous human situation in conformity with their past experiences and present wants, and the tendency of those who write stories to do likewise; draw on the fund of their experiences and express their sentiments, and needs, whether conscious or unconscious (20).

The directions for administering the test are somewhat standardized. Murray (20) suggests keeping the stories within a time limit and in the interests of economy of time this suggestion was followed in the present study. The first group tested was allowed seven minutes per picture but for succeeding groups this time was increased to ten minutes since it was apparent that the lesser time was not sufficient for the subjects to write a complete story. Opposite picture

...the physical environment in the present study. It will be  
...with a different attitude. This difference was pointed  
...by the author himself in his words as  
...of the work done by his subjects.  
...The procedure in every part of presented a series of  
...to a subject and encouraging him to tell stories  
...on the spot, invented on the spot of the moment. The fact  
...that started collected in this way other novel situations  
...of generally is dependent on the presence of  
...on psychological conditions, the tendency of people to in-  
...as subjects faced situations in connection with their  
...and present wants, and the tendency of these  
...to an individual that on the part of fault  
...and express their sentiments, and needs, which  
...of unconscious (20).  
...The discussion for determining the test and answers  
...method, every (20) answers keeping the stories with  
...in a free limit and in the interest of economy of time this  
...suggestion was followed in the present study. The limit  
...was allowed even minor for picture for the  
...grouping group like the interest in the stories.

number one in folder number one, the directions for the subjects for taking the test were included. Special directions were necessary for situation number seven and these were included in folder number seven. Each folder contained a blank sheet of paper upon which the subjects were to compose their stories about the picture. This paper contained the same number as was written below the picture in the folder and on the outside cover of the folder. Complete instructions to the subjects for taking the test are included as a part of Appendix II of the present study.

With the exception of a very few cases, rapport was established immediately. In talking with the few who did not seem able to write, it was discovered that their main trouble was in expressing in written language the feelings they experienced when studying the pictures. This defect could obviously have been alleviated if there had been sufficient time available for the examiner to record individually their verbalized reactions to the pictures. The only interruptions to the testing procedure was to inform the subjects that time had expired for one picture and that they were to begin writing on the next picture.

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The first part of the paper describes the experimental procedure. The subjects were divided into two groups: one that received a 10-day course of the drug and one that received a 10-day course of a placebo. The subjects were then tested on their ability to learn a new task. The results showed that the subjects who received the drug performed significantly better than the placebo group. This suggests that the drug has a beneficial effect on learning. The second part of the paper discusses the implications of these findings and suggests further research.

## CHAPTER III

### ANALYSIS OF THE DATA

In Chapter II the subjects used in the present study were described, some of the methods available for studying personality were presented along with the particular method chosen for the study at hand. A description of how the Unstructured Thematic Picture Test was constructed, was presented and finally, the details of administration were outlined. It now becomes appropriate to analyze the data that were obtained from the test. This the present chapter will attempt to accomplish.

Murray proposed the general outlines for content analysis in his first descriptions of the test (18). In his book, Exploration in Personality (19), he elaborated the proposed procedure. In his revised manual (20), he suggests as a first step in interpretation a determination of the hero or principal character in the story, the character with whom the subject has identified himself: (1) the character in whom the story teller was apparently most interested, whose point of view was adopted, whose feelings and motives have been most intimately portrayed. He (or she) is usually (2) the one who most resembles the subject, an individ-



CHAPTER III

ANALYSIS OF THE DATA

In Chapter II the subjects used in the present study have been described, some of the methods available for analyzing the data were presented along with the particular method chosen for the study at hand. A description of the data presented in this chapter is given in the following sections and finally, the details of the statistical analysis are outlined. It now remains to describe the data that were obtained from the study. This data is presented in the following sections.

Barry proposed the general outline for the present study in his last description of the data (18). In his book, Expanding in Intensity (19), he discussed the proposed procedure. In his recent journal (20), he reports as a first step in the investigation a determination of the data on physical character in the story, the character was from the subject has identified himself (2) the answer to the story which was especially well indicated, whose point of view was adopted, whose feelings and attitudes have been most intensely portrayed. In (2) it is noted that the one who most resembles the subject, an individual

ual of the same sex, of about the same age, status or role, who shares some of the subject's sentiments and aims. This character, called hero (whether it be male or female) is usually (3) the person (or one of the persons) depicted in the picture, and (4) the person who plays the leading role in the drama (literary hero), who appears at the beginning and is most vitally involved in the outcome.

Murray (20) feels that it should not be assumed that every story has one and only one hero. There may be various heroes in succession, or two or more heroes may depict opposite sides of the subject's character, or there may be a primary and secondary hero. Finally Wekstein (29) reports that the hero may be a group or collective hero, or the hero may even be some animal or an abstract belief or quality. He has suggested that the hero may represent different aspects of the subject who tells the story. For instance, the hero may do things that the subject has done or things that he has wanted to do. Or the hero may depict more elementary, unconscious forces within the subject. In some cases the hero exhibits feelings or desires that the subject is experiencing at the moment, but which may not be a very real or important aspect of personality. Finally, the hero in the story may be an anticipation of the subject's future behavior.

and of the new set, of about the same size, which are taken  
 the other end of the subject's attention and also. This  
 stimulus, called noise (which it is said to be) is  
 usually (3) the reason (on one of the persons) required in  
 the picture, and (4) the reason also place the feeling tone  
 in the dream (liberty here), and objects at the various  
 and is most vitally involved in the evidence.  
 (5) It is said that it should not be assumed that  
 every story has one and only one fact. There may be vir-  
 tually an infinity of variations, or two or more facts may exist  
 opposite sides of the subject's observation, or facts may be  
 a primary and secondary fact. Usually however (6) we  
 begin with the fact and in a group or collected fact, we  
 the fact may even be some subject as an abstract belief or  
 quality. It has suggested that the fact may represent the  
 feeling aspects of the subject who tells the story. For  
 instance, one may say to things that the subject has seen  
 or things that he has wanted to do. In the first case the  
 fact of memory, somewhat more than with the subject. In  
 some cases the fact exhibits feelings or desires that the  
 subject is experiencing at the moment, but which are not  
 in a very real or important aspect of personality. Usually,  
 the fact in the story may be an indication of the subject's  
 future behavior.

As determined by the above criteria, Table 3 lists the heroes by picture and the number of times the subjects identified themselves with any particular hero.

TABLE 3

Heroes by Picture, the Number of Times Subjects Identified with that Hero by Picture, and Total Number of Times that Hero Identified for the Seven Pictures

Heroes	Picture Number							Total
	1	2	3	4	5	6	7	
The group	39	38	0	1	0	0	0	78
One of the group	6	0	0	0	0	0	0	6
Man wearing helmet	0	6	0	0	0	0	0	6
Depicted man	0	0	41	40	42	0	0	123
The girls	0	0	0	3	0	0	0	3
The doctors	0	0	0	0	0	14	0	14
Unseen Patient	0	0	0	0	0	22	0	22
The doctors and unseen patient	0	0	0	0	0	7	0	7
The subject	0	0	0	0	0	0	22	22
A little boy	0	0	0	0	0	0	3	3
A young girl	0	0	0	0	0	0	4	4
A family circle	0	0	0	0	0	0	1	1
Football player	0	0	0	0	0	0	1	1
American G.I.'s	0	0	0	0	0	0	1	1
Person writing girl friend	0	0	0	0	0	0	1	1
Two children	0	0	0	0	0	0	1	1
Sailors on a ship	0	0	0	0	0	0	1	1
Sinful man	0	0	0	0	0	0	1	1
Airplane pilot	0	0	0	0	0	0	1	1
Baseball player	0	0	0	0	0	0	1	1

The next step in analysing the content of the stories produced by the subjects is to separate aspects of the protocol into their needs. Needs are defined by Murray (20) as the desires, wishes, impulses, and tendencies of a given individual. He further states that in describing or formulating

An analysis of the above results, Table 2 shows the scores of the subjects on the various tests. The subjects identified themselves with the various tests.

TABLE 2

Group of Subjects, the Number of Tests Administered, the Number of Tests Identified with Each of the Tests, and Total Number of Tests that they Identified for the Various Tests.

Tests	Number of Tests Identified					Total
	1	2	3	4	5	
General Group	10	10	10	10	10	50
Eye of the Group	0	0	0	0	0	0
How many subjects	0	0	0	0	0	0
Identified with	0	12	12	12	12	48
The child	0	0	0	0	0	0
The subject	0	0	0	0	0	0
When tested	0	0	0	0	0	0
The subject and subject	0	0	0	0	0	0
Subject	0	0	0	0	0	0
The subject	0	0	0	0	0	0
A little boy	0	0	0	0	0	0
A young child	0	0	0	0	0	0
A family child	0	0	0	0	0	0
Various subjects	0	0	0	0	0	0
Various S.I.S.'s	0	0	0	0	0	0
Various subjects and various	0	0	0	0	0	0
The children	0	0	0	0	0	0
Various in a group	0	0	0	0	0	0
Various men	0	0	0	0	0	0
Various tests	0	0	0	0	0	0
Various groups	0	0	0	0	0	0

The next step in analyzing the content of the results produced by the subjects is to separate them into the various tests. Each test is identified by number (1) to the letter, group, subject, and various of a given test. The results are then identified by number (1) to the letter, group, subject, and various of a given test. The results are then identified by number (1) to the letter, group, subject, and various of a given test.

the reactions of the heroes the interpreter is free to use any set of variables he chooses. It all depends on what he wants to know about his subjects. Murray has presented several lists of needs (19) (20) which may be used as a classificatory scheme for tabulating needs. Each list that Murray presents differs from the preceding, indicating that there is not and never can be any one complete and fully acceptable list of needs. For the purposes of the present study, twenty-seven needs (or drives) were compiled from Murray's main works with the TAT (19) (20) (18).

The basis for selecting the needs variables was that those most readily understandable and easily identifiable in the stories were selected. A need may express itself subjectively as an impulse, a wish or an intention or objectively as a trend of overt behavior. Needs may be fused so that one action satisfies two or more at once; or one need may function merely as an instrumental force, subsidiary to the satisfaction of another dominating need.

The variables upon which manifest needs were graded, the number of times a particular need appeared in each picture as well as the total times the need appeared in all seven pictures are set forth in Table 4, below. For the operational definition of each variable see Appendix IV.



TABLE 4

Manifest Needs Variables, Number of Times  
Each Variable Appeared in Each Picture,  
and Total Number of Times Variable Appeared  
In All Seven Pictures

<u>Needs Variable</u>	<u>Picture Number</u>							<u>Total</u>
	1	2	3	4	5	6	7	
Abasement	4	2	0	0	0	0	2	8
Achievement	31	40	26	5	24	22	17	165
Affiliation	34	36	7	36	7	15	19	154
Aggression (E & V)	2	2	2	3	1	0	1	11
Aggression (D)	0	0	3	0	0	0	1	4
Aggression (P,A)	2	0	4	1	2	1	0	10
Aggression (P,S)	28	35	11	2	17	0	1	94
Autonomy	5	6	6	7	5	1	13	43
Blamavoidance	5	2	1	6	5	1	3	23
Counteraction	1	2	1	1	5	0	4	14
Defendence	1	2	4	2	3	0	1	13
Deference	0	1	0	1	1	4	1	8
Dominance	2	2	11	9	8	15	6	53
Exhibition	0	0	2	1	8	3	6	20
Harmavoidance	0	0	10	0	2	2	0	14
Infavoidance	0	1	2	3	4	3	3	16
Intraggression	4	0	3	8	5	1	7	28
Intranurturance	2	2	3	1	4	1	6	19
Nurturance	1	0	0	9	1	19	8	38
Order	2	5	10	2	0	13	2	34
Passivity	0	0	0	4	4	0	6	14
Play	0	0	1	17	9	1	8	36
Rejection	0	0	0	1	0	0	0	1
Sentience	0	0	0	32	2	1	8	43
Sex	17	7	2	42	7	5	14	94
Succorance	30	26	13	19	20	12	19	139
Understanding	1	0	1	0	0	1	0	3

For purposes of later content interpretation, it is well to note the high, as well as the low occurrence of needs variables which appeared in the stories. By inspection it will



Table 4

Number of Cases, Percentages, and Total Number of Cases  
 in Each Category, by Sex, Age, and  
 in All Cases Combined

Category	Males				Females				Total
	1	2	3	4	1	2	3	4	
Understanding	1	0	1	0	0	0	1	0	2
Agreement	20	20	13	17	20	19	12	19	119
Yes	17	7	0	7	7	0	0	17	68
No	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Not known	0	0	0	0	0	0	0	0	0
Unsure	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0
No	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Unsure	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0
No	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Unsure	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0
No	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Unsure	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0
No	0	0	0	0	0	0	0	0	0
Refusal	0	0	0	0	0	0	0	0	0
Unsure	0	0	0	0	0	0	0	0	0

The purpose of this study is to determine the relationship between the variables listed in the table above. It is hoped that the results of this study will provide some insight into the factors that influence the behavior of the subjects. It is expected that the findings of this study will be useful in the development of appropriate interventions.

be noted that those needs which appeared most frequently in numerical order from highest to lowest were: achievement, affiliation, succorance, aggression (physical, social), and sex. At the other end of the scale, i.e., those needs which appeared most infrequently, we find: rejection, understanding, aggression (dominance), abasement, and deference.

Besides the needs outlined above, the list of variables belonging to the hero includes nine inner states and emotions. Presented in Table 5 are the emotional states, number of times any particular emotion appeared in each picture as well as the total times it appeared for the seven pictures. See Appendix IV for the operational definition of each variable.

TABLE 5

Emotional States, Number of Times Per Picture, and Total Times Each Appeared

<u>Emotions Variable</u>	<u>Picture Number</u>							<u>Total</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	
Anxiety	31	31	20	20	23	25	12	162
Conflict	39	35	25	39	30	29	14	211
Change	7	7	4	9	5	5	14	51
Dejection	31	32	17	14	29	15	13	151
Distrust	0	0	1	3	0	0	0	4
Ego Ideal	2	3	18	4	7	12	10	57
Exaltation	0	3	4	8	3	1	15	34
Jealousy	0	0	1	3	0	0	0	4
Superego Conflict	10	5	13	23	12	9	12	84

be noted that these needs often appeared both frequently in  
 research areas from highest to lowest order (intellectual,  
 attention, movement, organization, cognitive, social), and  
 etc. At the other end of the scale, i.e., those needs which  
 appeared most infrequently, we find: religious, esthetic,  
 etc. (Attention (Attention), pleasure, and relaxation).  
 Besides the needs outlined above, the list of activities  
 belonging to the four factors also includes other needs and  
 items. Presented in Table 2 are the emotional states, and  
 for at least any particular emotion reported in each of  
 four as well as six total times it appeared for the seven  
 factors. See Appendix IV for the operational definition of  
 each variable.

TABLE 2

Emotional States. Number of Times per Factor, and  
 Total Times Each Appeared

Emotional State	Factor							Total
	1	2	3	4	5	6	7	
Amalgam	31	31	31	31	31	31	31	217
Confusion	30	30	30	30	30	30	30	210
Disgust	7	7	7	7	7	7	7	49
Excitement	31	31	31	31	31	31	31	217
Fear	0	0	0	0	0	0	0	0
Loneliness	3	3	3	3	3	3	3	21
Relaxation	0	0	0	0	0	0	0	0
Sadness	0	0	0	0	0	0	0	0
Seriousness	10	10	10	10	10	10	10	70

Again by inspection of the inner states or emotions, it is seen that conflict, anxiety, and dejection appeared most frequently and that distrust and jealousy were the most infrequent emotional variables which the subjects projected into their heroes.

The next step in analysis of the protocols is to observe the general nature of the situations, especially the human situations, which confront the heroes. These situations which are forces of the heroes environment have been called press by Murray (19). He has presented several lists of press (19) (20), but like his list of needs, each differs from the preceding one. In the present study, the press (kinds of environmental forces or situations) variables are those which Murray outlines in his TAT Manual (20). This list classifies press according to the effect that they have (or promise or threaten to have) upon the hero. In this list of press, more than half directed toward the hero are trends of activity originating in other characters; that is to say, they are needs of persons with whom the hero deals. This being understood, it is not hard to see that the concept of press can be extended to include the absence of required beneficial press (lack, deprivation, loss, dispossession) and also to include bodily disturbances to

... again by inspection of the linear values of ...  
... it is not very certain, exactly, but ...  
... most frequently ...  
... most important ...  
...  
... The next step in analysis of the ...  
... some the general ...  
... some ...  
... also ...  
... called ...  
... of ...  
... from the ...  
... [ ...]  
... also ...  
... and ...  
... the ...  
... by ...  
... in ...  
... this ...  
... the ...

which the personality must adjust (physical pain, injury, disfigurement).

The variables upon which press was graded, the number of times each variable appeared in each picture, and total times which the variable appeared in all seven pictures is presented in Table 6. For the operational definition of each variable, see Appendix IV.

TABLE 6

Press Variables, Number of Times Per Picture,  
and Total Times Each Appeared

<u>Press Variable</u>	<u>Picture Number</u>							<u>Total</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	
Affiliation (A)	31	33	7	5	3	18	11	108
Affiliation (E)	11	7	2	38	7	5	13	83
Aggression (E & V)	3	6	9	2	16	0	4	40
Aggression (D of P)	0	0	0	0	0	2	2	4
Aggression (P,A)	0	0	1	1	0	0	0	2
Aggression (P,S)	5	1	4	1	3	1	2	17
Dominance (C)	16	28	12	3	16	1	2	78
Dominance (I,S)	1	0	0	11	0	1	5	18
Dominance (R)	27	14	11	5	4	10	6	77
Lack	6	10	2	2	5	1	6	32
Loss	2	4	2	4	8	1	8	29
Nurturance	2	2	1	7	3	18	10	43
Physical Danger (A)	16	22	14	0	11	11	2	76
Physical Danger (I)	0	0	2	0	1	3	4	10
Physical Injury	2	5	5	1	27	19	4	63
Rejection	1	0	2	1	0	0	3	7

with the possibility of a change in the  
 (disturbances). The variables that are  
 of these variables appear in each group, and  
 time when the variables appear in all  
 presented in Table 6. For the sequential analysis of  
 use variables, see Appendix IV.

TABLE 6

Time Variables, Means of Time for  
 and Total Time Each Appears

Time Variables		Linear Factors						
		1	2	3	4	5	6	7
1	Retention	0	0	0	0	0	0	0
2	Physical Delay	0	0	0	0	0	0	0
3	Physical Delay (A)	0	0	0	0	0	0	0
4	Physical Delay (B)	0	0	0	0	0	0	0
5	Retention	0	0	0	0	0	0	0
6	Loss	0	0	0	0	0	0	0
7	Loss	0	0	0	0	0	0	0
8	Loss	0	0	0	0	0	0	0
9	Loss	0	0	0	0	0	0	0
10	Retention	0	0	0	0	0	0	0
11	Retention (A)	0	0	0	0	0	0	0
12	Retention (B)	0	0	0	0	0	0	0
13	Retention (C)	0	0	0	0	0	0	0
14	Retention (D)	0	0	0	0	0	0	0
15	Retention (E)	0	0	0	0	0	0	0
16	Retention (F)	0	0	0	0	0	0	0
17	Retention (G)	0	0	0	0	0	0	0
18	Retention (H)	0	0	0	0	0	0	0
19	Retention (I)	0	0	0	0	0	0	0
20	Retention (J)	0	0	0	0	0	0	0
21	Retention (K)	0	0	0	0	0	0	0
22	Retention (L)	0	0	0	0	0	0	0
23	Retention (M)	0	0	0	0	0	0	0
24	Retention (N)	0	0	0	0	0	0	0
25	Retention (O)	0	0	0	0	0	0	0
26	Retention (P)	0	0	0	0	0	0	0
27	Retention (Q)	0	0	0	0	0	0	0
28	Retention (R)	0	0	0	0	0	0	0
29	Retention (S)	0	0	0	0	0	0	0
30	Retention (T)	0	0	0	0	0	0	0
31	Retention (U)	0	0	0	0	0	0	0
32	Retention (V)	0	0	0	0	0	0	0
33	Retention (W)	0	0	0	0	0	0	0
34	Retention (X)	0	0	0	0	0	0	0
35	Retention (Y)	0	0	0	0	0	0	0
36	Retention (Z)	0	0	0	0	0	0	0

Once more, for purposes of later interpretation, it will be noted that the highest occurrences of press were on the variables of affiliation (associative), affiliation (emotional), dominance (coercion), dominance (restraint), and physical danger (active). The lowest occurrences of press variables were aggression (physical, a social), aggression (destruction of property), and rejection.

The next important matter to consider is the comparative strength of the forces emanating from the hero and from the environment. This idea may be referred to simply as the outcome of the story told by the subjects on each picture. Symonds (26) says that the attempt to describe the outcome of a story should lead to a general description of the mood or atmosphere of the story. The outcomes of the stories, the frequency which they occurred in each picture, and the total times that outcome was present for all the pictures are listed in Table 7.

By inspection, it is noted that success and hero killed are the most prevalent outcomes.

In the following chapter, it is planned to interpret the scores on the several variables comprising needs, emotions, press, and outcomes as tabulated in Tables 4 through 7 above, and to describe a court martial group in terms of



... good work. For purposes of labor investigation, it will  
be noted that the highest occurrence of these was in the  
category of electrical installation, electrical (see-  
ing), electrical (see-ing), electrical (see-ing), and  
physical danger (see-ing). The lowest occurrence of these  
ventures were electrical (see-ing), electrical (see-ing)  
(see-ing), and electrical (see-ing).

The next important matter to mention is the number  
of the elements at the lowest electrical level the work was  
from the environment. This item may be referred to simply  
as the number of the study list of the electrical level  
plans. (See Table 1) This item was the lowest to be listed  
the number of a study item in a general description  
of the work as indicated in the study. The outcome of  
the study, the frequency with which they occurred in each of  
them, and the total time that number was present for all  
the elements are listed in Table 7.

By comparison, it is noted that workers and their skills  
are the most prevalent elements.

In the following studies, it is planned to determine  
the factors of the several electrical categories listed, and  
factors, given, and outcomes as indicated in Tables 4 through  
7 above, and to describe a central electrical group in terms of

TABLE 7

Outcomes of the Stories According to Each Picture  
and Total Times That Outcome Was Present

Outcome	Picture Number							Total
	1	2	3	4	5	6	7	
None evident	32	29	24	25	25	23	25	183
Hero killed	1	1	4	1	6	2	3	18
Some killed, some live	5	0	0	0	0	0	0	5
Happiness	3	0	0	0	0	0	5	8
Success	3	6	11	0	4	15	4	43
Imprisonment	1	0	0	0	0	0	1	2
Safe return home	0	3	0	0	0	0	3	6
Loss of a physical member	0	1	0	0	0	1	0	2
Heroes continue their routine	0	3	1	0	0	0	0	4
Heroes kill their leader	0	1	0	0	0	0	0	1
Hero's efforts thwarted	0	0	1	0	0	0	0	1
Hero chooses wife	0	0	0	3	0	0	0	3
Hero forsakes wife	0	0	0	2	0	0	0	2
Hero chooses between girls	0	0	0	6	0	0	0	6
Hero forgiven by wife	0	0	0	2	0	0	0	2
Wife of hero commits suicide	0	0	0	1	0	0	0	1
Hero worries about misdeeds	0	0	0	1	0	0	0	1
Hero refuses marriage	0	0	0	1	0	0	0	1
Hero marries both girls	0	0	0	1	0	0	0	1
Hero photographs magazine cover	0	0	0	1	0	0	0	1
Hero's wife kills girl friend	0	0	0	1	0	0	0	1
Failure	0	0	0	0	6	3	1	10
Hero escapes	0	0	0	0	1	0	0	1
Hero tortured	0	0	0	0	1	0	0	1
Hero belittles himself	0	0	0	0	1	0	0	1
Uncertainty	0	0	0	0	0	1	0	1
Hero granted divorce	0	0	0	0	0	0	1	1
Hero picks up street walker	0	0	0	0	0	0	1	1
Hero buys new car	0	0	0	0	0	0	1	1

Columns of the table showing the total time that certain was present

Time	1	2	3	4	5	6	7	8	9	10	11	12
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0	0
31	0	0	0	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0	0	0	0	0
36	0	0	0	0	0	0	0	0	0	0	0	0
37	0	0	0	0	0	0	0	0	0	0	0	0
38	0	0	0	0	0	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0	0	0	0	0	0
42	0	0	0	0	0	0	0	0	0	0	0	0
43	0	0	0	0	0	0	0	0	0	0	0	0
44	0	0	0	0	0	0	0	0	0	0	0	0
45	0	0	0	0	0	0	0	0	0	0	0	0
46	0	0	0	0	0	0	0	0	0	0	0	0
47	0	0	0	0	0	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0	0	0	0	0	0

the findings. Before closing the present chapter, however, it seems appropriate to analyze the Thematic Picture Test in terms of number of words elicited per picture since the secondary purpose of the present study is to draw conclusions as to the utility of a Thematic Picture Test in describing a court martial group. In analyzing the best pictures in terms of the purpose expressed for the present study, an analysis of themes will also be listed. Symonds (26) states that the pictures which are most valuable are those which yield the greatest range and depth of fantasy and bring out many facets of the personality.

In Table 8, the mean number of words per story written about a particular picture is presented. The standard deviation from the mean as well as the range of words elicited by each picture is also tabulated. Presented, too, are the means when excluding those subjects who were able to write nothing about a picture.

TABLE 8

Means, Means (Excluding the Zeros), Standard Deviations, and Range for Words Elicited Per Picture, Per Story

Picture Number	Mean	Mean (Excluding zeros)	Sigma	Range
1	92	92	46	6 - 204
2	85	87	40	0 - 179
3	72	79	38	0 - 190
4	86	86	44	10 - 210
5	72	77	43	0 - 179
6	75	82	46	0 - 176
7	79	91	48	0 - 199

the findings. Before making the present report, however, it seems appropriate to analyze the results of the study in terms of number of words elicited and to discuss the necessity of the present study in the light of the results as an aid to the utility of a similar study. It is hoped that this study will be of some value to the research community. The following are the results of the study:

(a) The number of words elicited was 100. The results of the study are as follows:

(b) The number of words elicited was 100. The results of the study are as follows:

(c) The number of words elicited was 100. The results of the study are as follows:

(d) The number of words elicited was 100. The results of the study are as follows:

(e) The number of words elicited was 100. The results of the study are as follows:

(f) The number of words elicited was 100. The results of the study are as follows:

(g) The number of words elicited was 100. The results of the study are as follows:

(h) The number of words elicited was 100. The results of the study are as follows:

(i) The number of words elicited was 100. The results of the study are as follows:

(j) The number of words elicited was 100. The results of the study are as follows:

8 JULY

Dr. J. R. Hayes (Principal Investigator),  
 Department of Psychology, University of Illinois,  
 607 S. E. 10th St., Urbana, Ill.

Subject	Words Elicited	Words Elicited	Words Elicited
1	100	100	100
2	100	100	100
3	100	100	100
4	100	100	100
5	100	100	100
6	100	100	100
7	100	100	100
8	100	100	100
9	100	100	100
10	100	100	100

Murray (20) suggested keeping the stories within a time limit. As previously stated elsewhere in the present paper, this condition was met, allowing seven minutes for the first group of twelve subjects but increasing this to ten minutes for subsequent groups when it was discovered that seven minutes was, apparently, not time enough to produce stories of sufficient length. In either instance, the time limit was longer than Murray's suggested six minutes per picture. Murray (20) says that the average adult may be expected to produce three hundred words per picture. As evidenced by the above table, the subjects in the present study fell considerably below this number even with an increased time limit. Symonds (26) states that the procedure takes longer when the subject is asked to write his own story in group administration as compared to short hand recording for individual administration. Nevertheless, Murray further states that regardless of the length of the story, there is usually some psychologically significant material presented.

Again referring to Murray (20), he states that the interaction of a hero's need (or fusion of needs) and an environmental press (or fusion of press) together with the outcome constitutes a simple theme. When used precisely the term designates the abstract dynamical structure of an



episode, when used loosely it means plot, motif, theme, principal dramatic feature of the story. For the present study, the latter view has been accepted, adopting the word theme instead of thema.

Table 9 lists the variety of themes elicited from the several pictures. For a more detailed descriptive analysis of themes related by the subjects for each picture, refer to Appendix V.

---

TABLE 9  
Variety of Themes Elicited by Each Picture

	<u>Picture Number</u>							<u>Total</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	
Themes	11	18	22	14	17	18	30	130

---

The worksheets used by the scorer for each subject are appended to the present study, marked Appendix VI. Included on these worksheets for each subject is a detailed analysis of each picture in the analytical categories of hero, needs, emotions, press, outcome, and theme. Listed also are the number of words elicited per picture.



The first part of the report is devoted to a general survey of the work done during the year. It is followed by a detailed account of the various projects undertaken, and a summary of the results obtained. The report concludes with a list of references and a list of names of the persons who have assisted in the work.

TABLE I

Summary of Results

Year	1911	1912	1913	1914	1915	1916	1917	1918	1919
Number of experiments	10	12	15	18	20	22	25	28	30
Number of papers published	5	6	8	10	12	14	16	18	20
Number of students	10	12	15	18	20	22	25	28	30
Number of apparatus	10	12	15	18	20	22	25	28	30

The second part of the report is devoted to a detailed account of the various projects undertaken during the year. It is followed by a summary of the results obtained. The report concludes with a list of references and a list of names of the persons who have assisted in the work.

The third part of the report is devoted to a detailed account of the various projects undertaken during the year. It is followed by a summary of the results obtained. The report concludes with a list of references and a list of names of the persons who have assisted in the work.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### Description of a Court Martial Group

As was stated in Chapter I of the present study, the primary purpose in conducting the present experiment is to describe, on the basis of certain psychological variables, a group of Air Force Court Martial cases. In order to accomplish the stated objective, it becomes necessary to interpret the scores on the several variables as presented in Chapter III.

Murray (20) outlines in his TAT Manual the procedure for interpreting the scores. He states that a set of stories should be analyzed and scored at first regardless of the probable personal significance of their content. The result is a list of unusually high and unusually low variables (needs, emotions, and press), and a list of prevalent themes and outcomes. Then two tentative assumptions are made. The first is that the attributes of the heroes (needs and emotional states) represent tendencies in the subject's personality. These tendencies belong to his past or to his anticipated future, and hence stand presumably

CONCEPTS AND DEFINITIONS

Definition of a Group

As was stated in Chapter I of the previous work, the primary purpose in conducting the present experiment is to determine on the basis of certain psychological variables, a group of Air Force Ground Technical School. In order to accomplish the stated objective, it becomes necessary to interpret the terms on the several variables as presented in

Chapter III.

Merely (20) outlined in the General the procedure for interpreting the scores. It states that a set of scores should be analyzed and noted as first, second, and third group's personal experiences of their scores. The results are a list of normally high and normally low scores (high, medium, and low), and a list of normally high and low scores. Then the statistical analysis are made. The first is that the frequency of the scores (mode and median) represent statistics in the subject's personality. These statistics being so important to his individual future, and once again personally

for potential forces which are temporarily dormant; or they are active in the present. (Of these past, present, or anticipated tendencies, the subject may be more or less unconscious.) They represent (not literally in most cases but symbolically) (1) things the subject has done, or (2) things he has wanted to do or been tempted to do, or (3) elementary forces in his personality of which he has never been entirely conscious although they may have given rise to fantasies and dreams in childhood or later; and/or they represent (4) feelings and desires he is experiencing at the moment; and/or (5) anticipations of his future behavior, something he would like to do, or will perhaps be forced to do, or something he does not want to do but feels he might do because of some half-recognized weakness in himself.

Murray (20) goes on to state that the second assumption is that the press variables represent forces in the subject's apperceived environment, past, present, or future. They refer literally or symbolically, to (1) situations he has actually encountered, or (2) situations which in reveries or dreams he has imagined encountering, out of hope or fear; or (3) the momentary situation (press of the examiner and the task) as he apperceives it; and/or (4) situations he expects to encounter, would like to encounter, or dreads



encountering. Roughly the press may be interpreted as the subject's view of his world, the impressions he is likely to project into his interpretations of an existing situation and into his anticipations of future situations.

Some knowledge of the subject's past history and present circumstance plus a little intuition is required to decide whether a given element belongs to the subject's past, present, or anticipated future. However, Murray (20) says, and this point is to be emphasized, that the discrimination of the temporal reference is not a matter of critical importance.

Throughout the scoring of a protocol the Personal Data Sheet of the Subject (see Appendix I) was kept before the scorer. The circumstance of each subject at the time of the study, was obviously that of confinement with the attendant maladjustments such a situation produces. With these facts as a basis, the remainder of the discrimination of temporal reference had to be based on the intuition of which Murray speaks.

Referring to Table 4 of Chapter III, it may be recalled that the group scored highest on the needs variables of achievement, affiliation, succorance, aggression (physical, social), and sex. (Refer again to Appendix IV for a

experiments. During the first few months of the study  
subjective view of his work, the hypothesis was to study  
to present into the laboratory of an existing study  
and into his understanding of these subjects.

The purpose of the subject's first study was to  
develop a series of studies which it required to make  
and to understand better to the subject's part. The  
first study was to be completed, and the hypothesis was  
to be tested. The second study was to be completed, and  
the hypothesis was to be tested. The third study was to be  
completed, and the hypothesis was to be tested.

The purpose of the study of a hypothesis was to test the  
effect of the subject's [study] on the subject's part.  
The hypothesis of each study was to be tested. The  
study was to be completed, and the hypothesis was to be  
tested. The study was to be completed, and the hypothesis  
was to be tested. The study was to be completed, and the  
hypothesis was to be tested. The study was to be completed,  
and the hypothesis was to be tested.

Following in Table 1 of Chapter III, it will be  
shown that the study was to be completed, and the  
hypothesis was to be tested. The study was to be completed,  
and the hypothesis was to be tested. The study was to be  
completed, and the hypothesis was to be tested.

description of the variables.) They scored lowest on the variables of rejection, understanding, aggression (dominance), abasement, and deference. A study of Table 5, previously presented, reveals that the subjects scored highest on the emotional variables of conflict, anxiety, and dejection and lowest on the variables of distrust and jealousy.

Translating these findings on the basis of Murray's (20) first assumption that the attributes of the hero represent tendencies in the subject's personality, it appears feasible to conclude that the court martial group under study needs, most of all, to achieve something important, to work at something with energy and persistence, to strive to accomplish something creditable.

The high score on the variable of affiliation would seem to reflect the present environment of the subjects. A similar interpretation might be ascribed to the variable of aggression (physical, social). Perhaps this variable is high, not so much as a cause of the present environment, but due more to the basic mission of an armed force. Then, too, this variable of aggression (physical, social) may be unduly high because of the stimulus provided by the pictures. Eron (9) has emphasized the importance of taking into consideration the stimulus provided by the pictures in



... (1) ... (2) ... (3) ... (4) ... (5) ... (6) ... (7) ... (8) ... (9) ... (10) ... (11) ... (12) ... (13) ... (14) ... (15) ... (16) ... (17) ... (18) ... (19) ... (20) ... (21) ... (22) ... (23) ... (24) ... (25) ... (26) ... (27) ... (28) ... (29) ... (30) ... (31) ... (32) ... (33) ... (34) ... (35) ... (36) ... (37) ... (38) ... (39) ... (40) ... (41) ... (42) ... (43) ... (44) ... (45) ... (46) ... (47) ... (48) ... (49) ... (50) ... (51) ... (52) ... (53) ... (54) ... (55) ... (56) ... (57) ... (58) ... (59) ... (60) ... (61) ... (62) ... (63) ... (64) ... (65) ... (66) ... (67) ... (68) ... (69) ... (70) ... (71) ... (72) ... (73) ... (74) ... (75) ... (76) ... (77) ... (78) ... (79) ... (80) ... (81) ... (82) ... (83) ... (84) ... (85) ... (86) ... (87) ... (88) ... (89) ... (90) ... (91) ... (92) ... (93) ... (94) ... (95) ... (96) ... (97) ... (98) ... (99) ... (100) ...

making a valid interpretation of any given protocol.

The need of sex is probably very real in the present, and, may be an anticipation of the subject's future behavior. Succorance is probably also a very real need of the present since it is not too difficult to visualize the subjects seeking aid or consolation in their present circumstance.

Interpreting the infrequent end of the needs variables, we would expect the group not to reject or remain indifferent to an inferior. They would not possess much understanding as it has been defined in the present study -- have little, if any, inclination to analyze events and generalize. The group is probably not aggressively destructive -- not apt to break, smash, destroy, or burn a physical object. Likewise, they will probably not submit to abasement easily nor would they be expected to show deference -- admiration and support of a superior other.

In accordance with the high findings on the variables of emotion, the court martial group evidences a state of emotional conflict -- a state of uncertainty, indecision, or perplexity. A definite state of anxiety exists among them, anxiety being divided mainly between worry and fear since our definition included both of these emotional states. The group appears to be dejected, experiencing a

... a series of experiments...  
The first of these is probably very well known to you...  
... the results of the experiments...  
... the results of the experiments...  
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feeling of disappointment, disillusionment, depression, sorrow, grief, or despair.

The emotional states of distrust and jealousy appeared most infrequently, so that we would expect these states not to be prevalent within the group to any excessive degree.

Referring to Table 6, it is noted that the highest press variables were affiliation (associative) and (Emotional), dominance (coercion) and (restraint), and physical danger (active). The most infrequent press variables were aggression (physical, asocial) and (destruction of property) and rejection.

Proceeding on Murray's (20) second assumption that press variables represent forces in the subject's apperceived environment, past, present, or future, it is possible to further describe the court martial group on the basis of the high and low findings on the press variables. Press may be defined simply as meaning the subject's view of their world. This group sees the world with associative and emotional affiliation -- they have friends or sociable companions and a person (parent, relative, lover) is affectionately devoted to them. The world is filled with dominance for these people: coercive dominance where someone tries to force them to do something and restraintive

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dominance where they are prevented from doing something. According to their view, the world contains a great amount of physical danger such as train collision, lightning, storm at sea, and bombardment.

The infrequency of physical, a social aggression as a press variable indicates that they perceive the world as containing little criminal or gang violence. They are not particularly concerned with having their personal property destroyed as indicated by the low variable of aggression (destruction of property). Rejection by other persons seems not to be an overly active threat to the group.

A study of Table 7, reveals that the most frequent outcomes of the stories written by the subjects were success and hero killed. The need for success and achievement seems to appear once again as being characteristic of the group. The high frequency of death outcome may indicate that the "pronounced morbid strain" of which Durea (6) spoke in his study of juvenile delinquents is being evidenced by these military delinquents.

The question of norms may be properly raised for such a study as was conducted in this paper. In answer, Symonds (26) emphasizes that not enough work has as yet been done on the TAT to provide satisfactory norms which would enable



us to formulate any general expectations and also with regards to subjects from special groups. The Unstructured Thematic Picture Test which was employed in the present experiment, likewise, has utilized no norms. As was stated in Chapter I, it is one of the ultimate objectives to refine and standardize the instrument in future research.

Before leaving the description of a court martial group it is well to emphasize as Murray (20) has done, that the conclusions reached through an analysis of Thematic Picture stories must be regarded as good "leads" or working hypotheses to be verified by other methods, rather than as proved facts.

#### Conclusions Regarding the Unstructured Thematic Picture Test

In accordance with the secondary objective announced in Chapter I, it is now appropriate to draw some conclusions regarding the utility of the Unstructured Thematic Picture Test for gathering information to describe a court martial group.

It is felt that the test was quite efficient in producing descriptive materials as evidenced by the conclusions which it was possible to draw from the scoring of needs, emotions, and press variables. It was also possible to infer limited conclusions from the scoring category of





outcomes. The stated ultimate objective of testing a non-delinquent military group to compare with the findings of this study, is necessary before any statistically significant differences between delinquent and non-delinquent military groups can be established. However, for the purpose of gathering material of a psychological nature, the present test appears adequate. Its discriminatory power remains to be tested.

As shown in Table 8, pictures number one, two, four, six and seven were superior to numbers three and five in their power to elicit the greater quantity of words. The other criteria of a good picture for purposes of thematic testing, variety of themes, shows that numbers two, three, five, six and seven were superior to numbers one and four. These figures are shown in Table 9. It is felt, however, that a larger population should be tested than was used in the present study before any definite conclusions can be drawn as to the inclusion or exclusion of certain pictures in future research with similar purposes.

#### Implications of the Findings for the Military Services

The greatest implication from the findings outlined above seems to be in the area of leadership techniques employed in working with personnel who have been court martial-

government, the whole system of public health  
 services will be improved. It is  
 necessary to have a good supply of  
 trained personnel to run the system.  
 The government should provide the  
 necessary funds to run the system.  
 The government should also provide  
 the necessary equipment and materials.  
 The government should also provide  
 the necessary training for the  
 personnel.

The government should also provide  
 the necessary funds to run the system.  
 The government should also provide  
 the necessary equipment and materials.  
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 the necessary training for the  
 personnel.

Implications of the findings for the future

The greatest implication from the findings  
 is that the government should provide  
 the necessary funds to run the system.  
 The government should also provide  
 the necessary equipment and materials.  
 The government should also provide  
 the necessary training for the  
 personnel.

ed. As was stated elsewhere in the present paper, the leaders of court martialed personnel should be cognizant of the characteristics of such personnel in order to obtain the maximum effectiveness from their efforts. The findings of the present study may add, somewhat, to this area of knowledge.

It is indicated from the findings, as outlined above, that the leaders of court martialed personnel should allow such personnel maximum opportunity for achievement in their own right. They need encouragement and support in their efforts as well as recognition for the work which they do accomplish.

Court martialed personnel should have the opportunity to seek and enjoy the company of the opposite sex to a degree consistent with the objectives of the organization.

It is indicated that such a group is, apparently, very willing to fight for their country or, at least, for a good cause.

It is possible to infer that a court martial group is, probably, very loyal since the findings seem to indicate that they are not prone to reject or remain indifferent to an inferior.

As a group, they seem to lack understanding. This

... he was stated elsewhere in the present paper, the fact  
... of every material personal should be consistent at the  
... consideration of such personal in order to obtain the  
... maximum effectiveness from their efforts. The findings of  
... the present study are, however, of such a nature of im-  
... portance, that it is believed that the findings, as outlined above,  
... may be of interest to other material personal should allow  
... them personal and/or opportunity for involvement in their  
... own field. They need encouragement and advice in their at-  
... tention as well as recognition for the work which they do ac-  
... complish.

... Some material personal should have the opportunity  
... to work and enjoy the benefits of the research as in a de-  
... crease consistent with the objectives of the organization.

... It is believed that such a group is, therefore, very  
... helpful in their work and country as well as in their  
... own.

... It is believed to show that a group should have the  
... opportunity to work with the findings from the findings  
... that they are not given to work on similar activities as  
... in their own.

... As a group, they may be very productive, that

would indicate that, where they are the object of instruction, it should proceed on a lower level.

The findings seem also to imply that such a group is not likely to be aggressively destructive. A single occurrence of such behavior should not be the basis, then, for broad generalization to the group.

Such a group is not apt to submit to coercion or restraint in order to avoid blame or punishment. This would seem to indicate that they will stand up for that which they consider right or for those things which they wish to do.

As evidenced by the findings, there is a great deal of emotional conflict prevalent in a court martial group, as well as dejection and anxiety. In their relations with them, leaders should remember this and do that which is consistent with reducing these areas of emotional instability. There was little evidence of distrust and jealousy among this group, so that these stronger emotional areas may be a starting point to strengthen the weaker areas.

A court martial group views their world with coercion and restraint and they feel dominated. In the services, it is difficult to escape such necessary dominance. Nevertheless, leaders should keep in mind that unnecessary

with industrial class, there being the object of industrial  
class, it should be based on a heavy basis.  
The thinking goes into the fact that there is a heavy  
and likely to be economically successful. A heavy  
structure of work remains fixed and in the same place.  
The most fundamental of the group.  
This is a group that is not to be taken as a matter of  
regard in order to work ideas on government. This work  
can be done in order to work ideas on the fact that  
they continue with in the same thing when they are  
done.  
As a result of the thinking, there is a heavy  
of technical writing, worked in a very small way,  
in well as a matter of fact. In this respect, with  
your, there are some things that are not to be  
examined with respect to the work of industrial  
work. There are little details of history and history  
and this group, as well as other things, which  
may be a starting point in developing the main work.  
A very small group, there are some things that  
and various and very few details. In the  
area, it is difficult to work with respect to  
investigation, there are some things that are

dominant behavior in relations with such a group, will probably lead to more discord than harmony.

The group also appears to possess a fear of physical danger existing in the outer world. The normal fear of combat action, common to most people, seems to be exaggerated with this group. Perhaps an improved training program is one solution to aid in reducing this fear, a program in which they become more confident of their abilities to accomplish the tasks necessary in combat.

The present study has taken the first step toward the ultimate objective of being able to identify at the point of induction into the services those personnel who would be most likely to become offenders if they were permitted to enter the services. The intermediate step between the present study and ultimate objective is that of testing a non-delinquent military group and establishing the resultant significant differences. If present selection methods are to be improved, it is obvious that a technique is required which would make it possible to identify those persons who are likely to become offenders before they commit offenses. The procedure herein outlined may provide one such technique.





### Suggestions for Further Study

With the conclusion of the present study, it appears justifiable to state that on the basis of the Thematic Picture Test, a fairly good description of a court martial group has been obtained. However, there are three suggestions for further study which should be stated. First, as has been repeated throughout the present paper, a non-delinquent group should be studied on the basis of the same materials utilized in the study at hand with a view to establishing reliable differences between a delinquent and non-delinquent military group. The second suggestion for further study is to test the discriminatory and predictive qualities of the Thematic Picture Test in separating pre-delinquent from non-delinquent applicants for recruitment. The third area of suggested further study is to compare the findings of the present study with the findings of the multitude of previous studies made in connection with adult criminals and juvenile delinquents.

With the completion of the present study, it appears  
justified to state that the work of the Institute for  
the Study of Personality is a study of a group which  
has been described as "borderline". However, there are many  
questions for further study which should be noted. First,  
as the term "borderline" is used in the present study, it  
refers to a group which is thought to be in the state of  
transition between the normal and the abnormal. It is  
not clear whether this group is to be considered as  
borderline or as a group of its own. The second question  
arises from the fact that the "borderline" and "normal"  
groups of the Institute differ from the groups of  
borderline and normal groups in certain respects.  
The first of these is the fact that the "borderline"  
group of the Institute is not a group of its own,  
but is a group which is in transition from the  
normal to the abnormal. This is a group which is  
in transition from the normal to the abnormal. This  
group is in transition from the normal to the abnormal.  
This group is in transition from the normal to the abnormal.  
This group is in transition from the normal to the abnormal.  
This group is in transition from the normal to the abnormal.

APPENDIX I

Duplicate copy of the sheet which was used in gathering information about the subjects.

PERSONAL DATA SHEET

NAME \_\_\_\_\_ SERIAL NUMBER \_\_\_\_\_  
RANK/RATE \_\_\_\_\_ PRESENT UNIT \_\_\_\_\_  
PLACE OF BIRTH \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_  
PLACE OF ORIGINAL ENLISTMENT \_\_\_\_\_ TOTAL SERVICE \_\_\_\_\_  
RACE \_\_\_\_\_ RELIGION \_\_\_\_\_ MARITAL STATUS \_\_\_\_\_  
HOBBIES \_\_\_\_\_  
CHARACTER RATING \_\_\_\_\_  
EFFICIENCY RATING \_\_\_\_\_  
MOST RECENT MOS \_\_\_\_\_  
AGCT \_\_\_\_\_  
CIVILIAN OCCUPATION \_\_\_\_\_  
CIVILIAN EDUCATION 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16  
SERVICE SCHOOLS \_\_\_\_\_  
TYPE OF COURT: SUMMARY SPECIAL GENERAL  
NATURE OF OFFENSE \_\_\_\_\_  
CHILDREN: No. \_\_\_\_\_ Ages \_\_\_\_\_ Sex M \_\_\_\_\_ F \_\_\_\_\_  
PARENTS: Age \_\_\_\_\_ M \_\_\_\_\_ F Religion \_\_\_\_\_ M \_\_\_\_\_ F Separated Y \_\_\_\_\_  
N \_\_\_\_\_  
If yes, date of separation \_\_\_\_\_ Living: M \_\_\_\_\_ F \_\_\_\_\_  
If dead, child's age at time of death \_\_\_\_\_  
Place of Childhood \_\_\_\_\_

ANNEX 1

Reproduction of the above report is made in accordance with the provisions of the Act of 1952.

Approved for Release by NSA on 05-08-2014 pursuant to E.O. 13526

NAME \_\_\_\_\_  
 GRADE \_\_\_\_\_  
 DEPARTMENT \_\_\_\_\_  
 OFFICE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY \_\_\_\_\_  
 STATE \_\_\_\_\_  
 ZIP \_\_\_\_\_  
 PHONE \_\_\_\_\_  
 FAX \_\_\_\_\_  
 E-MAIL \_\_\_\_\_  
 SIGNATURE \_\_\_\_\_  
 DATE \_\_\_\_\_

## APPENDIX II

General instructions preparatory to the administration of the Unstructured Thematic Picture Test and the set of pictures included in the test in the order in which they were presented to the subjects.

After distribution of the test, locate folder number one. Open the folder. You will find a blank sheet of paper with the word number and a blank space following it, thusly: No. \_\_\_\_\_. In this space write the number which you were assigned during our interview. Likewise, upon opening the remainder of the folders of the test, write your number immediately. In the folder opposite the picture you will find the instructions for performing the test. Follow with me as I read these instructions to you.

"This is a test of imagination, one form of intelligence. Use the numbers on the outside of the folders to determine the order in which to do the test. The same number also appears below each picture in the folder and on the blank sheet of paper upon which you are to do your work. Make certain these three numbers are the same before commencing to write. Take these pictures, one at a time, and make up as dramatic a story as you can for each. In telling this story, use the following steps for each picture:

1. Tell what has lead up to the event shown in the picture.
2. Describe what is happening at the moment, what the characters are thinking and feeling.
3. Give the outcome of the pictured situation.

Write your thoughts as they come to your mind. You will have ten (10) minutes to write your story about each picture so write as complete a story as you can in that period of time. You will be warned when eight (8) minutes have passed and, at the end of ten (10) minutes, you will be instructed to go on to the next picture whether finished with the present picture or not. Are there any questions?"

Please do not make audible remarks about the pictures as you study them. If you do this, your neighbor may pick up your suggestion for his story and I want each person's own idea about each picture -- not a group consensus. If you have any questions be sure to raise your hand and I will answer them. You may begin the examination.

## II. GENERAL

General instructions regarding the examination of the documents are given in the instructions on the back of this form. It is to be noted that the instructions on the back of this form are to be read in the order in which they are presented in the volume.

After examination of the text, the following notes are to be made. You will find a blank space at the end of the text for your notes and a blank space following it for the date of your notes. In this space write the number of the page examined and the number of the volume of the text, with your name in the margin. In the margin opposite the number you will find the instructions for examining the text. Write this in the margin opposite the number you find.

It is a part of the examination, and you will find the instructions on the back of this form. The instructions on the back of this form are to be read in the order in which they are presented in the volume. It is to be noted that the instructions on the back of this form are to be read in the order in which they are presented in the volume. It is to be noted that the instructions on the back of this form are to be read in the order in which they are presented in the volume.

1. Tell what has led up to the event shown in the picture.  
2. Describe what is happening in the picture, what the characters are doing and feeling.  
3. Give the outcome of the pictured situation.  
Write your thoughts on any scene in your story. You will have ten (10) minutes to write your story about each picture so write as completely as you can. You will have ten (10) minutes to write about each picture. You will be scored about each picture. You will be scored and, at the end of ten (10) minutes, you will be instructed as to the next picture. You will be instructed as to the next picture or not. Are there any questions?

Please do not talk or write about the picture as you study them. If you do talk, your picture may be set up for comparison for the story and I will compare your story about each picture. — All a group examination. If you have any questions be sure to write them down and I will answer them. You may begin the examination.



No. 1







No. 2





No. 3





No. 4





110. 5





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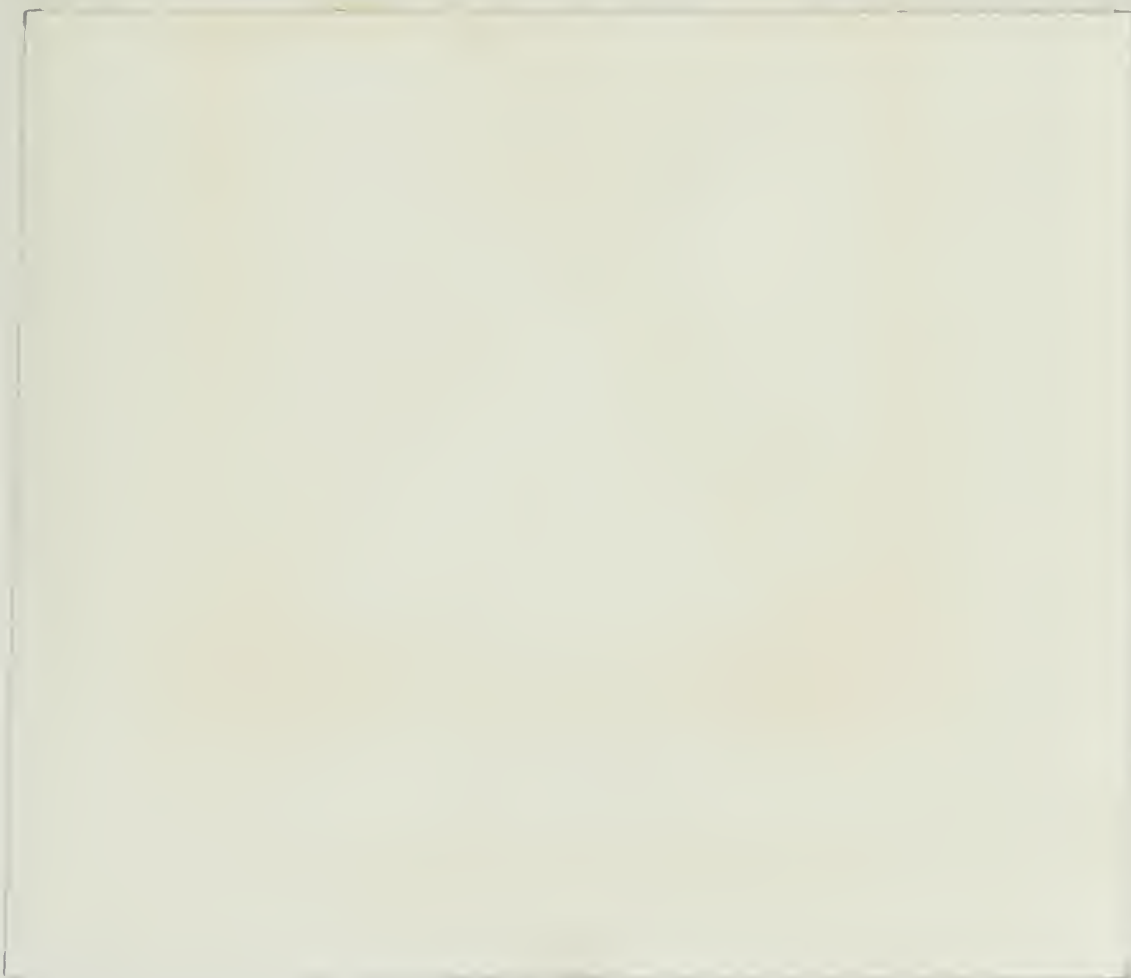


No. 6



Upon completion of picture number six, since picture number seven was slightly different, the following directions were read to the subjects:

"Previously you have been telling stories from pictures shown in the folders. Now you are to imagine a picture on the blank picture shown and tell a story about it. Just describe what the picture would be and then tell a story about it using the same three (3) steps as you used in the first six (6) pictures."



No. 7



### APPENDIX III

Essence of the content of the interview conducted with each subject prior to the administration of the Unstructured Thematic Picture Test.

Come in and have a seat. Make yourself comfortable and smoke a cigarette if you care to. I'm Lieutenant Snyder of the Marine Corps. At present I'm stationed at Ohio State taking a special course in Personnel Administration. Part of this work requires a study of some sort. The problem I am working on concerns the improvement of personnel selection policies of the services.

I presume that you are wondering why I am interested in talking with you. In order to conduct the problem of which I spoke above, it is necessary for me to conduct a survey of persons already in the services to find out their feelings, attitudes, opinions, and ideas about certain subjects -- whether certain actions are considered wrong by the majority or whether the same actions are considered correct or whether there is a neutral feeling about them. That is, then, the part which you will have and consequently the reason why I am interested in speaking with you. Since Lockbourne is near to Columbus, I have started my survey here. I already have permission of the base commander to conduct the study. I presume that the reason I was sent to the guard house to work with you men is because you are available whenever I need you and also because it doesn't cut into the training or work program of the other base personnel.

In order to find out these feelings, attitudes, and ideas from service personnel, it is necessary to give you a test. This test is not a test in the sense of the word which is most common. For instance, there are no wrong answers or no right answers to the situations about which you will write -- the answer all depends on your own personal feelings. You may write one answer and I may write another but that doesn't necessarily mean that I am right and you are wrong. Thus, you see that it is your own individual idea that I am after. Furthermore, you don't need to have any special schooling or knowledge about a field of work in order to be able to complete the test. The only real requirement is that you be able to read and write.

The test itself will take about one hour and ten minutes to complete. I will give you complete instructions on how to do the test and then if you have any other questions,

... to the ... of the ...

... I ... the ...

I ... that you ... the ...

... to be ... the ...

... the ... I ...

I will be glad to answer them.

The results of the test will be held strictly confidential. I'm going to assign each one of you a number before the test begins and any time your name is asked for, write or give the number which has been assigned to you. There will be only one key between name and number and this I will have in my possession. No one else will have access to the key, I can assure you. So far as the results affecting you in your unit, they will neither help nor hinder you. Anything which is discovered, will not be revealed to your officer's and NCO's. Any reports which will be made of the study will be in the form of group reports -- i.e., on any specific situation it will be reported as "the group as a whole felt thus and so about this particular situation." If it is necessary to refer to individuals for any reason, and I don't think it will be, the report will be in the nature of referring to case number \_\_\_ presented a particular idea. Your name will never be mentioned as such in regard to any of the findings. You will be excused from any work details during the course of the test.

With the information which I have outlined above, I would now like to know if you will consent to going along with me in taking the test. I want to reemphasize the point that the results of the test will not jeopardize you in being separated from the service; neither will they be able to get you out of the service if that is your desire. If you do not desire to take the test, I can assure you that the opinion of your superiors will not be effected one way or another. I want your participation to be entirely voluntary and I'll tell you why. If you were forced to take these tests, you would not be happy about it and chances are you would give me all kinds of foolish answers to the situations. I don't want these kinds of answers for they will do me no good nor will they be of any value to you nor to the people in the future who stand to benefit from this survey. For this test to give me good results, the persons taking it must be as completely truthful as possible. Therefore, if you feel any sort of animosity toward the test, please tell me now and I will allow you to go. Again, if you do not desire to participate, it will not be held against you.

All right, since you have indicated that you desire to take the test I would like to get some personal information about you. This information I could get from your service record books but it will be easier and quicker if I get it from you directly.



I will be glad to answer them.  
 The records of the trial will be placed in  
 the hands of the public as soon as possible.  
 I am sure that the public will be interested  
 in the details of the trial and will be glad  
 to know the truth about the case.  
 I will be glad to answer them.  
 The records of the trial will be placed in  
 the hands of the public as soon as possible.  
 I am sure that the public will be interested  
 in the details of the trial and will be glad  
 to know the truth about the case.  
 I will be glad to answer them.  
 The records of the trial will be placed in  
 the hands of the public as soon as possible.  
 I am sure that the public will be interested  
 in the details of the trial and will be glad  
 to know the truth about the case.

I have the honor to acknowledge the receipt  
 of your letter of the 10th inst. and in reply  
 to inform you that the same has been forwarded  
 to the proper authorities for their consideration.  
 I am sure that they will be able to give  
 you the information you require.  
 I am, Sir, very respectfully,  
 Yours truly,  
 J. M. Smith

I am, Sir, very respectfully,  
 Yours truly,  
 J. M. Smith

Before you leave now are there any questions which you would like to ask before coming in to take the test on                     . Your prison officials will let you know exactly when and where to report for the test. If you have a pencil or can get one, bring it along when you come to the test. Once again, the reason for the test is to determine how service people feel about certain pictured situations with the ultimate idea being to improve the personnel practices of the services.

You may go now and send the next man in, please.

Before you leave the room, please  
be sure to lock the door and  
turn off the lights. If you  
have any questions, please  
contact the front desk.  
Thank you for your stay.

The hotel is located in the  
heart of the city, just a  
short walk from the main  
square. The rooms are  
comfortable and clean, with  
modern amenities. The  
staff is friendly and helpful,  
making your stay a pleasant  
experience. We look forward  
to serving you again.

Our breakfast is served  
daily from 7 AM to 10 AM  
in the dining room. The  
menu includes a variety of  
options to suit all tastes.  
We also offer a complimentary  
evening snack service. For  
more information, please  
contact the front desk.

The hotel is pet-friendly,  
so you can bring your furry  
friend along. We have a  
designated area for pets and  
provide water bowls and  
leashes. Please contact the  
front desk for more details.  
We are happy to accommodate  
your needs.

For more information, please  
visit our website or call  
us at (123) 456-7890. We  
are committed to providing  
the best service possible.

## APPENDIX IV

Operational definitions of the needs, emotions, and press variables applicable to the present study. All listings are alphabetically arranged.

### Needs

Abasement: To submit to coercion or restraint in order to avoid blame, punishment, pain, or death. To suffer a disagreeable press (insult, injury, defeat) without opposition. To confess, apologize, promise to do better, atone, reform. To resign himself passively to scarcely bearable conditions. Masochism.

Achievement: To work at something important with energy and persistence. To strive to accomplish something creditable. To get ahead in business, to persuade or lead a group, to create something. Ambition manifested in action.

Affiliation: To draw near and enjoyably cooperate or reciprocate with others. Another who resembles the subject or who likes the subject. To please and win affection of another. To adhere and remain loyal to a friend.

Aggression: a. Emotional and Verbal. To hate (whether or not the feeling is expressed in words). To get angry. To engage in a verbal quarrel; to curse, criticize, belittle, reprove, blame, ridicule. To excite aggression against another person by public criticism.

b. Destruction. To attack or kill an animal. To break, smash, burn, or destroy a physical object.

c. Physical, Asocial. To hold up, attack, injure, or kill a human being unlawfully. To initiate a fight against legally constituted authorities. To fight against his own country. Sadism.

d. Physical, Social. To fight or kill in self-defense or in defense of a loved object. To avenge an unprovoked insult. To fight for his country or for a good cause. To punish an offense. To pursue, catch, or imprison a criminal or enemy.

Autonomy: To get free, shake off restraint, break out of confinement. To resist coercion and restriction. To avoid or quit activities prescribed by domineering authorities. To be independent and free to act according to impulse. To be unattached, unconditioned, irresponsible. To defy convention.



Blamavoidance: To avoid blame or rejection (loss of affection). To inhibit asocial impulses and to perform acts in order not to be rebuked by others. To be inoffensive.

Counteraction: To master or make up for failure by restricting. To obliterate a humiliation by resumed action.

Defendence: To defend the self against assault, criticism and blame. To conceal or justify a misdeed, failure or humiliation. To vindicate the Ego.

Deference: To admire and support a superior other. To praise, honor, or eulogize. To yield eagerly to the influence of an allied other. To emulate an exemplar. To conform to custom.

Dominance: To try to influence the behavior, sentiments, or ideas of others. To work for an executive position. To lead, manage, govern. To coerce, restrain, imprison.

Exhibition: To make an impression. To be seen and heard. To excite, amaze, fascinate, entertain, shock, intrigue, amuse, or entice others.

Harmavoidance: To avoid pain, physical injury, illness, and death. To escape from a dangerous situation. To take precautionary measures.

Infavoidance: To avoid humiliation. To quit embarrassing situations or to avoid conditions which may lead to belittlement; the scorn, derision, or indifference of others. To refrain from action because of the fear of failure.

Intrgression: To blame, criticize, reprove, or belittle himself for wrongdoing, stupidity, or failure. To suffer feelings of inferiority, guilt, remorse. To punish himself physically. To commit suicide.

Intranurturance: To comfort himself, self-pity. To get some enjoyment out of his own grief. To seek consolation in liquor or drugs.

Nurturance: To express sympathy in action. To be kind and considerate of the feelings of others, to encourage, pity, and console. To aid, protect, defend, or rescue an object.

Order: To put things in order. To achieve cleanliness, arrangement, organization, balance, neatness, tidiness, and precision.

Investigation to avoid blame or rejection (loss of self-  
esteem) to include social rejection and to prevent self  
esteem not to be reduced by others, to be ineffective.

Investigation to avoid blame or rejection (loss of self-  
esteem) to include social rejection and to prevent self  
esteem not to be reduced by others, to be ineffective.

Investigation to avoid blame or rejection (loss of self-  
esteem) to include social rejection and to prevent self  
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esteem not to be reduced by others, to be ineffective.

Investigation to avoid blame or rejection (loss of self-  
esteem) to include social rejection and to prevent self  
esteem not to be reduced by others, to be ineffective.

Passivity: To enjoy quietude, relaxation, sleep. To feel tired or lazy after very little effort. To enjoy passive contemplation or the reception of sensuous impressions. To yield to others out of apathy and inertia.

Play: The tendency to act for "fun", without further purpose.

Rejection: To exclude, abandon, expel, or remain indifferent to an inferior.

Sentience: To seek and enjoy sensuous impressions.

Sex: To seek and enjoy the company of the opposite sex. To have sexual relations. To fall in love, to get married.

Succorance: To seek aid or consolation. To ask or depend on someone else for encouragement, forgiveness, support, protection, care. To enjoy receiving sympathy, nourishment, or useful gifts. To feel lonely in solitude, homesick in a strange place, helpless in a crisis.

Understanding: To ask or answer general questions; interest in theory. The inclination to analyze events and generalize; discussion and argument; emphasis on logic and reason; self-correction and criticism; the habit of stating opinion precisely; deep interest in abstract formulations.

### Emotions

Anxiety: Startledness, apprehension, timidity, worry, fear.

Conflict: A state of uncertainty, indecision, or perplexity. A momentary or enduring opposition between impulses, needs, desires, aims. Moral conflict. Paralyzing inhibitions.

Change: To experience a marked change of feeling toward someone. To be fitful, inconsistent, or unstable in his affections. To exhibit fluctuations of mood or temper; the occurrence of exaltation and depression in one story. To be intolerant of sameness and constancy. To seek new people, new interests, a new vocation.



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Dejection: The experiencing of a feeling of disappointment, disillusionment, depression, sorrow, unhappiness, melancholy, despair.

Distrust: To regard with doubt or suspicion; the lack of trust.

Ego Ideal: The operation of images portraying the subject achieving noteworthy successes. High levels of aspiration.

Exaltation: The elation of mind or feeling; rapture.

Jealousy: To enviously resent a successful rival or the possessor of any coveted advantage; to demonstrate a mental uneasiness from suspicion or fear of rivalry.

Superego Conflict: Pangs of conscience, guilt feelings, remorse, obsessions of doom and disaster, depressions.

### Press

Affiliation: a. Associative. The hero has one or more friends or sociable companions. He is a member of a congenial group.

b. Emotional. A person (parent, relative, lover) is affectionately devoted to the hero. The hero has a love affair (mutual) or gets married.

Aggression: a. Emotional and Verbal. Someone hates the hero or gets angry with him. He is criticized, reprimanded, belittled, ridiculed, cursed, threatened. A person slanders him behind his back. Verbal quarrel.

b. Destruction of Property. A person damages or destroys the hero's possessions.

c. Physical, Asocial. A criminal or gang assaults, injures, or kills the hero. A person starts a fight and the hero defends himself.

d. Physical, Social. The hero is in the wrong (he is an aggressor or criminal) and someone attacks back, pursues, imprisons, or kills the hero. Some legitimate authority (parent, police) punishes the hero.

The organization of a series of meetings  
will be held, involving, among other things,  
the following:

1. To review the work of the past year  
and to discuss the work for the coming year.

2. To discuss the work of the past year  
and to discuss the work for the coming year.

3. To discuss the work of the past year  
and to discuss the work for the coming year.

4. To discuss the work of the past year  
and to discuss the work for the coming year.

5. To discuss the work of the past year  
and to discuss the work for the coming year.

IV

1. The first meeting will be held on  
the first day of the month.

2. The second meeting will be held on  
the second day of the month.

3. The third meeting will be held on  
the third day of the month.

4. The fourth meeting will be held on  
the fourth day of the month.

5. The fifth meeting will be held on  
the fifth day of the month.

6. The sixth meeting will be held on  
the sixth day of the month.

Dominance: a. Coercion. Someone tries to force the hero to do something. He is exposed to commands, orders, or forceful arguments.

b. Inducement, Seduction. A person tries to influence the hero (to do something or not to do something) by gentle persuasion, encouragement, clever strategy or seduction.

c. Restraint. A person tries to prevent the hero from doing something. He is restrained or imprisoned.

Lack, Loss: a. Lack. The hero lacks what he needs to live, to succeed, or to be happy. He is poor, family is destitute; he lacks status, influence, friends. There are no opportunities for pleasure or advancement.

b. Loss. Same as Lack except here the hero loses something or someone (death of loved object) in the course of the story.

Nurturance: A person nourishes, protects, aids, encourages, consoles, or forgives the hero.

Physical Danger: a. Active. The hero is exposed to active physical dangers from non-human forces: savage animal, collision of train, lightning, storm at sea, (including bombardment).

b. Insupport. The hero is exposed to the danger of falling or drowning. His car overturns; his ship is wrecked; his airplane is injured; he is on the edge of a precipice.

Physical Injury: The hero is hurt by a person (aggression) or by an animal or accident (physical danger). His body is mutilated or disfigured.

Rejection: A person rejects, scorns, repudiates, refuses to help, leaves, or is indifferent to the hero. A loved object is unfaithful. The hero is unpopular or not accepted for a position. He is fired from his job.

1. Introduction The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is organized as follows: Chapter 2 describes the system architecture, Chapter 3 describes the system implementation, Chapter 4 describes the system evaluation, and Chapter 5 describes the conclusions.

2. System Architecture The system architecture is shown in Figure 1. The system consists of a client and a server. The client is responsible for the user interface and the server is responsible for the data processing. The system is implemented using the following technologies: Java for the client and C++ for the server.

3. System Implementation The system is implemented using the following technologies: Java for the client and C++ for the server. The system is implemented using the following technologies: Java for the client and C++ for the server.

4. System Evaluation The system is evaluated using the following methods: user surveys, performance measurements, and cost-benefit analysis. The results of the evaluation are presented in Chapter 4.

5. Conclusions The system is shown to be effective in improving the performance of the system. The system is also shown to be cost-effective. The system is recommended for use in similar environments.

References The following references are cited in this study: [1] Smith, J. (1998). System Architecture. [2] Jones, K. (2000). System Implementation. [3] Brown, L. (2002). System Evaluation.

Appendix A The following information is provided for reference: [1] System Architecture Diagram. [2] System Implementation Details. [3] System Evaluation Results.

Appendix B The following information is provided for reference: [1] System Architecture Diagram. [2] System Implementation Details. [3] System Evaluation Results.

Appendix C The following information is provided for reference: [1] System Architecture Diagram. [2] System Implementation Details. [3] System Evaluation Results.

Appendix D The following information is provided for reference: [1] System Architecture Diagram. [2] System Implementation Details. [3] System Evaluation Results.

## APPENDIX V

Variety of themes elicited from each picture included in the Unstructured Thematic Picture Test.

### Picture No. 1

On ship heading overseas.  
On ship heading for combat.  
On way back from overseas.  
On a submarine.  
In prison.  
Prisoners of war.  
Subject bemoans life in the service.  
In combat.  
Thinking of home.  
Contemplating their past.

### Picture No. 2

Lull in frontline combat.  
Lull in training activities.  
Leaving combat action.  
Prisoners of war.  
Leaving for overseas on a ship.  
Receiving last minute instructions before combat action.  
Awaiting enemy attack from a fox-hole.  
Receiving criticism from a leader.  
War overseas.  
Thoughts of the group without locating them.  
Expresses displeasure with the test.  
Awaiting reinforcements.  
Being transferred from one combat action to another.  
Carrying dead buddies into a ship.  
Boarding aircraft for a combat jump mission.  
In a small boat headed for an assault landing.  
At burial of their leader.  
In combat contemplating future.

### Picture No. 3

Hiding from an unknown enemy.  
Studying terrain map.  
A geologist studying terrain map.  
In foxhole surrounded by the enemy.

SECTION 1

Summary of items related to the above captioned  
in the Departmental File No. 10000.

Section 1.1

On the 27th day of May, 1955,  
the above captioned letter was  
received from the above captioned  
party and the same was forwarded  
to the above captioned party  
for their information and  
action thereon.

Section 1.2

The above captioned letter was  
forwarded to the above captioned  
party for their information and  
action thereon.

Section 1.3

Being from an unnumbered copy,  
nothing certain was  
ascertained regarding the copy.  
in which mentioned by the copy.

### Picture No. 3 (continued)

Trying to locate an enemy position on a terrain map.  
A cornered criminal.  
First days of basic training.  
In a duck blind.  
Has gotten Bad Conduct Discharge and description of resultant hard times.  
An astronomer who has made a terrain model of the moon.  
Murdered.  
In combat action.  
Looking at a mountain expecting a volcano to erupt.  
A murderer but law catches and kills him.  
Climbing a mountain and is pushed off by wife's suitor.  
Taking pictures behind a mountain.  
Demonstrating the wrong way to look at the enemy.  
Writing critique of a field problem.  
Watching model trains through a store window.  
An architect building many housing projects.  
Looking at a high mountain.  
A zoologist after a snake.

### Picture No. 4

The eternal triangle (man-wife-girl friend).  
Trying to decide between the girls.  
Thinking of the girl he left behind when the services called.  
Engages in lurid sex scenes with the depicted women.  
Girls thinking about same man.  
Trying to decide between AOL or go back to camp.  
Worrying about illicit activities with pictured women.  
Tries to save one of the girls who is in distress.  
Man is lonely; one girl is sad; other girl is restive.  
Thinking of seriously ill wife.  
Has no door to his office.  
With one of girls and the other tries to lure him away.  
One girl is pregnant and he is forced to marry her even though he loves the other.  
Developing a cover photo for a magazine.

### Picture No. 5

Prisoner of war being tortured.  
A boxer.  
A swimmer.  
A drug addict.



Trying to locate an enemy position in a certain way.  
 A covered retreat.  
 First day of battle training.  
 In a tank blind.  
 The soldier had become disoriented and disoriented at night--  
 and lost time.  
 An enemy soldier who had made a certain medal of the war.  
 The soldier.  
 In combat action.  
 Looking at a mountain expecting a volcano to erupt.  
 A mountain but the soldier was killed.  
 Disabling a mountain and is pushed out by the soldier.  
 Working against a mountain.  
 Remembering the wrong way to look at the enemy.  
 Working against a field position.  
 Working against a field position through a stone window.  
 An excellent looking many looking projects.  
 Looking at a high mountain.  
 A soldier's view of a mountain.

Picture No. 4

The soldier's (see-will-gui friend).  
 Trying to locate between the girls.  
 Thinking of the girl he felt better when the soldier called.  
 Images he found was scenes with the depicted woman.  
 Girl's thinking about her man.  
 Trying to locate between her or to look for help.  
 Working about little activities with placed woman.  
 Trying to save one of the girls who is in distress.  
 How is tonight; one girl is seen over the in relative.  
 Thinking of perhaps his wife.  
 Has no love to his other.  
 With one of girls and the other takes to love his way.  
 One girl is looking; and he is forced to marry her even  
 though he loves the other.  
 Developing a cover plan for a surprise.

Picture No. 5

Intention of war being captured.  
 A doctor.  
 A soldier.  
 A drug soldier.

Picture No. 5 (continued)

A pole-vaulter.  
Enduring hardships of basic training.  
Superman's brother learning to fly.  
A track runner.  
A sun bather.  
Beaten by unknown assailant.  
In prison and being beaten.  
In pain or praying.  
Track high jumper.  
A peasant being tortured for violation of the King's  
ordnance.  
A prisoner of war praying for protection.  
A posed subject for a photograph.  
Found dead in this position after combat action.

Picture No. 6

Doctors ready to begin serious operation.  
Patient receiving serious operation.  
Doctors beginning operation for:  
    Plastic surgery.  
    Delivering a baby.  
Patient receiving operation for:  
    Auto accident injury.  
    Appendicitis.  
    Polio.  
    Cancer.  
    Football accident.  
    Ammunition dump explosion accident.  
    Heart attack.  
    Injury received in crash of rocket trip to  
    the moon.  
    Gunshot wound.  
Description of doctors and his helpers.  
Description of importance of doctor's skill to welfare of  
man.  
Doctor performing first operation.  
Doctors demonstrating operation to interne.

Picture No. 7

Contemplating future after confinement is ended.  
Lurid sex scene.  
Thinking of how marriage has gone afoul.



Picture No. 7 (continued)

Given a second puppy to replace original which got killed.  
Receiving discharge from service.  
Hit and killed by automobile.  
Family gathered around a television set.  
Goes blind and description of feelings.  
In football stadium for first game of the season.  
Description of a combat action.  
Writing girl friend to tell her to drop him for he is no good.  
Thinking of the mess he has made of his life.  
A hunter after game.  
Lying under a tree watching birds build their nest.  
Sketch of home and return from service to it.  
Walking home with the girl of his dreams.  
Marries high school sweetheart and now in old age.  
At sea on a ship when a big storm blows up.  
Writing letter and borrowing cigarettes from his buddies.  
Description of the contribution which parents had made to life.  
Being consoled by chaplain for having gotten into trouble.  
Apprehended by FBI and imprisoned.  
Aircraft pilot makes successful emergency landing.  
A photographer taking an unusual picture.  
Goes home and marries high school sweetheart.  
Running away from home to get married.  
Preparing for debut on television.  
On liberty trying to pick up girls.  
Desires new automobile.  
A baseball player.

Given a school party & various original words and killed.  
 leaving discharge from service.  
 He was killed by an accident.  
 Finally captured around a celebration and.  
 Some kind and description of festival.  
 In festival studies for these days of the season.  
 Description of a certain nation.  
 Writing girl failed to help her to drop him for he is no  
 good.  
 Thinking of the past he had made of his life.  
 A letter about him.  
 Lying under a tree watching birds build their nest.  
 Grieved of home and return from service to it.  
 Waiting once with the girl of his dream.  
 Murders high school sweetheart and now in old age.  
 At sea on a ship when a big storm blew up.  
 Writing letter and receiving answer from his mother.  
 Description of the constitution which certain had made for  
 life.  
 Being conspired by enemies for having gotten into trouble.  
 Appointed by King and Parliament.  
 Almost died when successful company failed.  
 A good person taking an unusual job.  
 Good home and various high school sweetheart.  
 Running away from home to get married.  
 Preparing for date on celebration.  
 Go thirty trying to pick up girls.  
 Dealing now automobile.  
 A beautiful picture.

## APPENDIX VI

Completed worksheets used in the analysis of the stories elicited by the Unstructured Thematic Picture Test for each subject. First number in parenthesis represents picture number; second number represents the number of words elicited for that picture.

### Subject No. 1

- (1) (116) Hero: The group. Needs: Achievement, Aggression (F,S), Sex, Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Affiliation (E), Affiliation (A), Dominance (C). Outcome: None evident. Theme: Thoughts of the group as they are on a ship headed overseas.
- (2) (149) Hero: Cigarette smoker. Needs: Achievement, Aggression (F,S), Affiliation. Emotions: Conflict, Superego (C). Press: Affiliation (A), Dominance (C). Outcome: None evident. Theme: Hero is being given a lecture but he pays no attention.
- (3) (120) Hero: The man. Needs: Achievement, Aggression (P,S), Dominance. Emotions: Ego Ideal. Press: Aggression (E and V). Outcome: Hidden enemy gun removed. Theme: Hero is studying terrain map to locate enemy gun position.
- (4) (119) Hero: The man. Needs: Sex, Succorance, Affiliation, Sentence, Blamavoidance, Order. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (E), Dominance (I, S). Outcome: Hero stays with his wife. Theme: The eternal triangle.
- (5) (104) Hero: The man. Needs: Achievement, Aggression (P,S), Succorance. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Aggression (E and V), Dominance (C), Loss, Physical Danger (A), Physical Injury. Outcome: None evident. Theme: Hero is a prisoner of war being tortured.
- (6) (88) Hero: The doctors. Needs: Achievement, Dominance, Nurturance, Affiliation, Blamavoidance, Infavoidance. Emotions: Conflict, Ego Ideal. Press: Affiliation (A). Outcome: None evident. Theme: Heroes ready to begin serious operation.
- (7) (134) Hero: A family circle. Needs: Passivity, Succorance, Affiliation, Infavoidance, Play. Emotions: Affiliation (E). Outcome: All enjoying a television program. Theme: Heroes gathered around a television set.

APPENDIX II

Completed specimens used in the analysis of the study are listed by the investigator in the following table for each subject. This column in parentheses represents the time subject spent in the laboratory. The number of words dictated for that subject.

Subject No. 1

- (1) (110) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Sex: Masculine, Affiliation: Moderate, Anxiety: Moderate, Intelligence: High, Physical Injury: (0), Verbal: Affiliation (1), Achievement (1), Dominance (0), Control: None evident. Time: 10:00 AM to 11:00 AM. Words dictated: 100.
- (2) (120) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 11:00 AM to 12:00 PM. Words dictated: 100.
- (3) (130) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 12:00 PM to 1:00 PM. Words dictated: 100.
- (4) (140) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 1:00 PM to 2:00 PM. Words dictated: 100.
- (5) (150) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 2:00 PM to 3:00 PM. Words dictated: 100.
- (6) (160) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 3:00 PM to 4:00 PM. Words dictated: 100.
- (7) (170) Date: 7/10/54. Group: Normal Achievement, Aggression (V, 2), Dominance: High, Control: High, Verbal: Aggression (1), Achievement (1), Dominance (1), Control: High. Time: 4:00 PM to 5:00 PM. Words dictated: 100.

Subject No. 2

(1) (90) Hero: The group. Needs: Achievement, Aggression (P,S), Sex, Succorance, Affiliation. Emotions: Conflict, Emotional Change, Dejection, Anxiety. Press: Affiliation (E), Dominance (R), Lack, Physical Danger (A). Outcome: None evident. Theme: Heroes on ship heading for enemy shores.

(2) (101) Hero: The Group. Needs: Achievement, Aggression (P,S), Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (A), Dominance (R), Lack, Physical Danger (A). Outcome: None evident. Theme: Heroes in a lull of front line fighting.

(3) (97) Hero: The man. Needs: Achievement, Dominance, Aggression (P,S), Affiliation, Order. Emotions: Dejection, Anxiety, Ego Ideal. Press: Affiliation (A), Dominance (R), Physical Danger (A). Outcome: Hero goes on about his work. Theme: Hero is a map maker for a front line unit.

(4) (76) Hero: The man. Needs: Intragression, Sex, Succorance, Affiliation, Autonomy, Sentience. Emotions: Conflict, Emotional Change, Dejection, Anxiety, Superego (C), Press: Affiliation (E), Dominance (R). Outcome: None evident. Theme: Hero trying to decide whether to go AOL or stay at home with his wife.

(5) (74) Hero: The man. Needs: Aggression (P,S), Succorance, Autonomy. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Aggression (E and V), Dominance (C), Physical Injury. Outcome: Hero killed or injured for life. Theme: Hero captured by enemy and being tortured.

(6) (120) Hero: Unseen Patient. Needs: Succorance, Harm-avoidance. Emotions: Conflict, Dejection, Anxiety. Press: Dominance (R), Nurture, Physical Danger (A), Physical Injury. Outcome: None evident. Theme: Hero receiving a major operation.

(7) (100) Hero: Subject. Needs: Succorance. Emotions: Conflict, Dejection, Anxiety, Superego conflict. Press: Dominance (R), Loss, Physical Injury. Outcome: None evident. Theme: Hero goes blind and describes his feelings.





Subject No. 3

- (1) (121) Hero: The group. Needs: Achievement, Aggression (P,S), Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (A), Dominance (C), Physical Danger (A). Outcome: None evident. Theme: Heroes in battle.
- (2) (95) Hero: The group. Needs: Achievement, Aggression (P,S), Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (A), Dominance (C), Nurturance, Physical Danger (A), Physical Injury. Outcome: Heroes get through battle successfully. Theme: Heroes are in a lull in fighting.
- (3) (30) Hero: The man. Needs: Achievement, Order. Emotions: Ego Ideal. Press: None. Outcome: None evident. Theme: Map worker for field use.
- (4) (86) Hero: The man. Needs: Intraggression, Sex, Intra-nurturance, Sentience, Play. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Affiliation (E), Aggression (P,S). Outcome: Hero goes crazy over worrying about his deeds. Theme: Hero is worrying about his deeds with the pictured women.
- (5) (83) Hero: The man. Needs: Aggression (P,S), Succorance. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Aggression (E and V), Dominance (C), Loss, Physical Danger (A), Physical Injury. Outcome: Hero is killed. Theme: Hero is being tortured by the enemy.
- (6) (104) Hero: Unseen patient. Needs: Achievement. Emotions: Conflict, Change, Dejection, Anxiety. Press: Nurturance, Physical Danger (A), Physical Injury. Outcome: Patient recovers. Theme: Hero is being operated on for something serious.
- (7) (112) Hero: A football player. Needs: Achievement, Dominance, Affiliation, Exhibition, Play. Emotions: Exaltation. Press: Affiliation (A), Dejection. Outcome: None evident. Theme: A football stadium for the first game of season.

Subject No. 1

(1) [1911] There is a general feeling of dissatisfaction among the people of the United States with the present administration. This feeling is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(2) [1912] The feeling of dissatisfaction is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(3) [1913] There is a general feeling of dissatisfaction among the people of the United States with the present administration. This feeling is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(4) [1914] The feeling of dissatisfaction is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(5) [1915] There is a general feeling of dissatisfaction among the people of the United States with the present administration. This feeling is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(6) [1916] The feeling of dissatisfaction is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

(7) [1917] There is a general feeling of dissatisfaction among the people of the United States with the present administration. This feeling is based upon many causes, among which are the following: (a) The administration has failed to carry out its promises; (b) it has not been able to solve the country's economic problems; (c) it has not been able to maintain peace and harmony among the different nations of the world.

Subject No. 4

(1) (11) Hero: The group. Needs: Achievement, Aggression (P,S) Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (A), Dominance (R), Physical Danger (A). Outcome: None evident. Theme: War overseas.

(2) (27) Hero: The group. Needs: Achievement, Aggression (P,S), Affiliation, Succorance. Emotions: Conflict, Dejection, Anxiety. Press: Affiliation (A), Dominance (R), Physical Danger (A). Outcome: None evident. Theme: War overseas.

(3) (0) Unscorable.

(4) (25) Hero: The man. Needs: Sex, Affiliation, Sentience, Play. Emotions: Conflict. Press: Affiliation (E), Outcome: None evident. Theme: Hero trying to figure which girl to marry.

(5) (0) Unscorable.

(6) (0) Unscorable.

(7) (0) Unscorable.

### Subject No. 8

(1) [Illegible text]

(2) [Illegible text]

(3) [Illegible text]

(4) [Illegible text]

(5) [Illegible text]

(6) [Illegible text]

(7) [Illegible text]

Subject No. 5

(1) (86) Hero: The group. Needs: Achievement, Aggression (P,S), Succorance, Intranurturance, Affiliation. Press: Affiliation (A), Dominance (C), Loss, Physical Danger. Emotions: Conflict, Dejection, Anxiety. Outcome: None evident. Theme: Heroes on ship going overseas.

(2) (139) Hero: The group. Needs: Achievement, Aggression (P,S), Succorance, Affiliation, Order. Emotion: Conflict, Dejection, Anxiety. Press: Affiliation (E), Dominance (C), Nurturance. Outcome: None evident. Theme: Thoughts of the group without actually locating them.

(3) (43) Hero: The man. Needs: Achievement. Emotions: Ego Ideal. Press: none. Outcome: None evident. Theme: Officer trying to locate position of enemy on small scale map.

(4) (153) Hero: The man. Needs: Aggression (P,S), Sex, Affiliation, Sentience. Emotions: Conflict, Superego (C). Press: Affiliation (A), Aggression (P,A), Physical Injury. Outcome: Hero is killed. Theme: Hero tries to save a damsel in distress.

(5) (0) Unscorable.

(6) (74) Hero: The doctors. Needs: Achievement, Nurturance, Affiliation, Order. Emotions: Ego Ideal. Press: Affiliation (A). Outcome: None evident. Theme: Description of hero and his helpers.

(7) (75) Hero: American G.I.'s. Needs: Achievement, Aggression (P,S), Succorance, Affiliation. Emotions: Dejection, Superego (C). Press: Affiliation (A), Aggression (E and V), Dominance (C), Physical Danger (A), Physical Injury. Outcome: Many G.I.'s killed. Theme: Story of Heartbreak Ridge in Korea.

Section 2

(1) (a) The first three sections, 101, 102, and 103, of the Act are intended to provide for the general administration of the courts and the appointment of judges and other officers.

(2) (b) The second three sections, 104, 105, and 106, relate to the organization and jurisdiction of the courts and the appointment of judges and other officers.

(3) (c) The third three sections, 107, 108, and 109, deal with the powers and duties of the judges and other officers of the courts.

(4) (d) The fourth three sections, 110, 111, and 112, provide for the appointment and removal of judges and other officers of the courts.

(5) (e) The fifth three sections, 113, 114, and 115, relate to the salaries and allowances of judges and other officers of the courts.

(6) (f) The sixth three sections, 116, 117, and 118, deal with the powers and duties of the judges and other officers of the courts.

(7) (g) The seventh three sections, 119, 120, and 121, provide for the appointment and removal of judges and other officers of the courts.

Subject No. 6

(1) (90) Hero: The subject. Needs: Achievement, Intraggression, Sex, Succorance, Blamavoidance. Emotions: Conflict, Dejection. Press: Affiliation (E), Dominance (C). Outcome: None evident. Theme: Hero bemoaning his life in service.

(2) (68) Hero: The group. Needs: Achievement, Intranurturance. Emotions: Conflict, Change, Dejection, Exaltation. Press: Dominance (C). Outcome: None evident. Theme: Heroes during a break in a training hike.

(3) (68) Hero: The man. Needs: Achievement, Sex, Succorance. Emotions: Conflict, Dejection Anxiety. Press: Dominance (C), Loss. Outcome: None evident. Theme: Hero during his first days in basic.

(4) (85) Hero: The man. Needs: Achievement, Nurturance, Sex, Sentience, Succorance, Affiliation. Emotions: Conflict, Dejection. Anxiety. Press: Affiliation (E), Dominance (C), Loss. Outcome: None evident. Theme: Hero leaves his girl behind to fight for his country. He thinks of her now.

(5) (83) Hero: The man. Needs: Achievement, Intraggression, Sex, Succorance, blamavoidance. Emotions: Conflict, Change, Dejection. Press: Affiliation (E), Dominance (C), Loss. Outcome: None evident. Theme: Hero in basic.

(6) (71) Hero: Unseen patient. Needs: None. Emotions: Anxiety. Press: Nurturance, Physical Danger (A), Physical Injury. Outcome: Operation successful. Theme: Hero is on operating table.

(7) (122) Hero: A guy writing to his girl. Needs: Intraggression, Nurturance, Sex, Succorance, Intranurturance. Emotions: Conflict, Dejection, Superego (C). Press: Loss. Outcome: None evident. Theme: Hero is writing to his girl friend to tell her to drop him since he is a foul ball.



- (1) (a) [mirrored text]
- (2) (b) [mirrored text]
- (3) (c) [mirrored text]
- (4) (d) [mirrored text]
- (5) (e) [mirrored text]
- (6) (f) [mirrored text]
- (7) (g) [mirrored text]

Subject No. 7

- (1) (123) Hero: One of the group. Needs: Aggression (F,A), Emotions: Conflict, Superego (C). Press: Aggression (F,S), Dominance (R), Physical Injury. Outcome: Hero dies in electric chair. Theme: Hero is a murderer and is in prison.
- (2) (110) Hero: The group. Needs: Achievement, Aggression (F,S), Succorance, Affiliation, Counteraction, Order. Emotions: Conflict, Change, Dejection, Anxiety, Exaltation, Ego Ideal. Press: Affiliation (A), Dominance (C), Physical Danger (A). Outcome: Heroes counterattack and win battle and war. Theme: Heroes waiting for reinforcements.
- (3) (91) Hero: The man. Needs: Achievement, Destruction, Play. Emotions: Exaltation. Press: Ego Ideal. Outcome: Hero gets his ducks. Theme: Hero is a duck hunter waiting for them to come in.
- (4) (83) Hero: The group. Needs: Passivity, Sex, Succorance. Emotions: Conflict, Change, Dejection. Press: Loss. Outcome: None evident. Theme: Man is lonely, one girl is sad and other girl is resting.
- (5) (110) Hero: The man. Needs: Achievement, Dominance, Sex, Succorance, Affiliation, Counteraction. Emotions: Conflict, Dejection, Change, Exaltation, Ego Ideal. Press: Affiliation (E), Physical Danger (A), Physical Injury. Outcome: Hero comes back and wins fight. Theme: Hero is a boxer on the ropes.
- (6) (95) Hero: The doctors. Needs: Achievement, Dominance, Nurturance, Succorance, Affiliation, Order. Emotions: Conflict, Anxiety, Ego Ideal. Press: Affiliation (A). Outcome: None evident. Theme: Heroes are performing a serious operation.
- (7) (72) Hero: Subject. Needs: Achievement, Abasement, Ingression, Affiliation, Autonomy, Counteraction. Emotions: Conflict, Emotional change, Dejection, Superego (C), Ego Ideal. Press: None. Outcome: Hero reforms and makes a better life for himself. Theme: Hero immersed in thoughts of the mess he has made of his life.



Subject No. 8

(1) (71) Hero: The group. Needs: Achievement, Aggression (P,S), Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Affiliation (A), Dominance (R), Lack, Physical Danger (A). Outcome: None evident. Theme: Heroes on ship leaving for overseas.

(2) (84) Hero: The group. Needs: Achievement, Aggression (P,S), Sex, Succorance, Affiliation. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Affiliation (A), Dominance (R). Outcome: None evident. Theme: Heroes on a ship leaving for overseas.

(3) (73) Hero: The man. Needs: Aggression (P,S), Achievement, Succorance, Autonomy. Emotions: Conflict, Dejection, Anxiety, Superego (C). Press: Aggression (E and V), Dominance (R), Physical Danger (A), Physical Injury. Outcome: None evident. Theme: Hero hiding from some unseen enemy.

(4) (68) Hero: The man. Needs: Intraggression, Nurturance, Sex, Succorance, affiliation. Emotions: conflict, dejection, anxiety, superego (C). Press: Affiliation (E), Loss. Outcome: None evident. Theme: Heroes wife has been stricken ill and he thinks of her.

(5) (98) Hero: The man. Needs: Achievement, aggression (P,S), intraggression, succorance, blameavoidance, counteraction. Emotions: Conflict, dejection, anxiety, superego (C). Press: Dominance (R), Physical danger (A), Physical injury. Outcome: None evident. Theme: Hero is a boxer who is knocked out.

(6) (87) Hero: The doctors. Needs: Achievement, dominance, nurturance, affiliation, order. Emotions: Conflict, anxiety, superego (C). Press: Affiliation (A). Outcome: None evident. Theme: Heroes performing a serious operation.

(7) (151) Hero: A young woman. Needs: Nurturance, affiliation, sex. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Affiliation (A), Loss, physical danger (I), physical injury. Outcome: Hero is killed. Theme: Hero returning from visit to sick brother and is hit and killed by another car.



Subject No. 9

- (1) (65) Hero: The group. Needs: Achievement, aggression (P,3), Sex, succorance, affiliation, autonomy, order. Emotions: Conflict, dejection. Press: Affiliation (A), Dominance (R), Nurturance. Outcome: Heroes stationed near their homes. Theme: Heroes on way back from overseas on a ship.
- (2) (52) Hero: The group. Needs: Achievement, succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes being transferred from place to place on a boat between combat actions.
- (3) (0) Unscorable.
- (4) (37) Hero: The man. Needs: Intraggression, Sex, Sentience, play. Emotions: Conflict, exaltation, superego (C). Press: Affiliation (A). Outcome: None evident. Theme: Hero is at a place with many women.
- (5) (12) Hero: The man. Needs: Achievement, play. Emotions: None. Press: None. Outcome: None evident. Theme: Hero is a swimmer.
- (6)(27) Hero: Unseen patient. Needs: Inavoidance. Emotions: Conflict, dejection, superego (C). Press: Dominance (R), nurturance, physical danger (I), physical injury. Outcome: None evident. Theme: Hero in car accident and now on operating table.
- (7) (0) Unscorable.

CHAPTER 10

(1) (a) The Board of Directors of the Corporation shall have the right to elect and remove any officer or director, and to fill any vacancy which may occur. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board. Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment.

(2) (b) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

(3) (c) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment.

(4) (d) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

(5) (e) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

(6) (f) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

(7) (g) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment.

(8) (h) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

(9) (i) Any officer or director elected or appointed by the Board shall be eligible for re-election or re-appointment. Any officer or director elected or appointed by the Board shall hold office for the term specified in the resolution electing or appointing him, and until his successor is elected or appointed by the Board.

Subject No. 10

(1) (78) Hero: The group. Needs: Achievement, Aggression (P,S), Sex, Succorance, Affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E), dominance (R), physical danger (A). Outcome: None evident. Theme: Heroes on a ship for overseas.

(2) (71) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R), physical danger (A). Outcome: None evident. Theme: Heroes carrying their dead buddies into a ship.

(3) (45) Hero: The man. Needs: Achievement, Aggression (P,S), succorance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Aggression (E and V), dominance (R), physical danger (A). Outcome: None evident. Theme: Hero looking over a mountain watching something big.

(4) (56) Hero: The man. Needs: Dominance, Sex, succorance, affiliation, blameavoidance, sentience, play. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: The triangle affair.

(5) (42) Hero: The man. Needs: Succorance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Aggression (E and V), dominance (C), physical danger (A), physical injury. Outcome: None evident. Theme: Hero being tortured.

(6) (78) Hero: The doctors. Needs: Achievement, dominance, nurturance, affiliation, order. Emotions: Conflict, anxiety, ego ideal. Press: Affiliation (A). Outcome: None evident. Theme: Heroes performing delicate operation.

(7) (65) Hero: Subject. Needs: Achievement, intraggression, succorance, intranurturance, autonomy. Emotions: Conflict, emotional change, anxiety. Press: dominance (R), lack. Outcome: None evident. Theme: Hero is thinking of his future life after he gets out of confinement.



(1) (70) Later the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(2) (71) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(3) (72) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(4) (73) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(5) (74) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(6) (75) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

(7) (76) Then the group, under supervision, approached  
(1,2), and, however, initially, medical facilities  
available, under, under attention (1), attention (1),  
physical danger (1), attention: how evident, then, how  
in a state of confusion.

Subject No. 11

- (1) (178) Hero: The group. Needs: Achievement, aggression (P,A), sex, affiliation, autonomy, counteraction. Emotions: Conflict, emotional change, ego ideal. Press: Affiliation (E), aggression (P,S), dominance (R). Outcome: Hero is paroled and lives happily. Theme: Group contemplating a prison break.
- (2) (139) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety, ego ideal. Press: Affiliation (A), dominance (C), physical danger (A), physical injury. Outcome: Heroes killed. Theme: Heroes waiting in line to go overseas on a jump mission.
- (3) (166) Hero: The man. Needs: Achievement, aggression (P,A), intraggression, succorance, intranurturance, autonomy, counteraction. Emotions: conflict, emotional change, dejection, anxiety, superego (C). Press: Aggression (P,S), dominance (R), loss. Outcome: Hero finally gets a job but a poor one. Theme: Hero goes AWOL, gives up, discharged with BGD - hard times.
- (4)(153) Hero: The man. Needs: Sex, affiliation, sentience, exhibition, play. Emotions: Conflict, emotional change, anxiety, ego ideal. Press: Affiliation (E). Outcome: Hero marries one of girls. Theme: Hero has two girls and must decide.
- (5) (125) Hero: The man. Needs: Achievement, dominance, succorance, affiliation, deference. Emotions: Conflict, dejection, ego ideal. Press: Affiliation (E), nurturance, physical injury. Outcome: Hero and family killed. Theme: Hero is superman's brother, learning to fly.
- (6) (159) Hero: Doctors and patient. Needs: Nurturance, sex, autonomy, exhibition, understanding. Emotions: Conflict, emotional change, dejection, ego ideal. Press: affiliation (e), nurturance. Outcome: Baby is born abnormal but develops normally. Theme: Doctors delivering a baby.
- (7) (120) Hero: Two children. Needs: Achievement, destruction, affiliation, autonomy, exhibition. Emotions: Conflict, ego ideal. Press: Affiliation (A), Lack. Outcome: Heroes shoot a rabbit for their meal. Theme: Heroes are hunters after game.

(1) [120] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(2) [130] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(3) [140] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(4) [150] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(5) [160] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(6) [170] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

(7) [180] There are two main types of attention: selective and divided. Selective attention involves focusing on a single source of information while ignoring other sources. Divided attention involves splitting attention between two or more sources of information. This is often done by multitasking, such as driving while talking on a cell phone. Selective attention is more common in situations where safety is a concern, such as driving. Divided attention is more common in situations where multitasking is necessary, such as working in a busy office.

Subject No. 12

(1) (204) Hero: The subject. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, emotional change, dejection, anxiety. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Hero on ship ready to leave for places unknown.

(2) (179) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, Emotional Change, dejection, anxiety. Press: Affiliation (A), dominance (C), loss, physical danger (A). Outcome: Heroes get through action okay. Theme: Heroes are on truck headed away from front lines.

(3) (108) Hero: The man. Needs: Achievement, dominance, autonomy, exhibition, order. Emotions: Emotional change, dejection, ego ideal. Press: Dominance (C). Outcome: Astronomer does not get to go to moon. Theme: Astronomer has made a miniture of the moon from what he has seen in telescope.

(4) (110) Hero: The man. Needs: Dominance, nurturance, sex, succorance, affiliation, sentience, play. Emotions: Conflict, emotional change, dejection, anxiety, exaltation, superego (C). Press: Affiliation (E), nurturance. Outcome: Hero goes back to wife. Theme: Triangle affair.

(5) (179) Hero: The man. Needs: Achievement, dominance, play. Emotions: Dejection, exaltation, change, ego ideal. Press: Loss. Outcome: Hero sets new state track record. Theme: Hero is a pole vaulter in high school.

(6) (163) Hero: The man. Needs: Achievement, dominance, play. Emotions: Conflict, dejection, change, ego ideal. Press: Aggression (D,P), dominance (C), nurturance, physical injury. Outcome: Hero gets better. Theme: Hero was football player and got leg broken and ended up on operating table.

(7) (109) Hero: A little boy. Needs: Achievement, nurturance, autonomy, passivity. Emotions: Dejection, exaltation, change. Press: none. Outcome: none evident. Theme: Small boy lying under tree watching birds build a nest.

Subject No. 11

(1) [104] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(2) [105] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(3) [106] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(4) [107] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(5) [108] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(6) [109] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

(7) [110] Have the group, under the leadership of the experimenter, discuss the following: (a) The importance of the experimenter's role in the learning process. (b) The importance of the experimenter's role in the learning process. (c) The importance of the experimenter's role in the learning process.

Subject No. 13

(1) (60) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R), physical danger (R). Outcome: None evident. Theme: Heroes on ship heading overseas.

(2) (55) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R), physical danger (A). Outcome: None evident. Theme: Heroes in a small boat heading for a hostile beach.

(3) (61) Hero: the man. Needs: Achievement, aggression, succorance. Emotions: Conflict, dejection, anxiety, super-ego (C). Press: Aggression (E and V), dominance (R), physical danger (A). Outcome: None evident. Theme: Hero in a foxhole surrounded by death and enemy closing in.

(4) (77) Hero: The man. Needs: Sex, succorance, affiliation, sentience, play. Emotions: Ego ideal, exaltation. Press: Affiliation (E), nurturance. Outcome: None evident. Theme: Hero engages in lurid sex acts with one of the girls.

(5) (8) Hero: The man. Needs: none. Emotions: Conflict, dejection. Press: Aggression (E and V), dominance (C), physical danger (A), physical injury. Outcome: none evident. Theme: Hero being tortured.

(6) (0) Unscorable.

(7) (4) Hero: Subject. Needs: Succorance, autonomy. Emotions: Exaltation. Press: Affiliation (E), dominance (R), nurturance, lack. Outcome: Hero goes home. Theme: Picture showing hero going home.

Section 11

(1) (a) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

(1) (b) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

(1) (c) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

(1) (d) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

(1) (e) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

(1) (f) The Government shall have the right to acquire any land or interest in land for the purposes of the Act.

Subject No. 14

- (1) (31) Hero: The group. Needs: Achievements, aggression (P, S), succorance, affiliation. Emotions: Conflict, dejection. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Heroes on ship for overseas.
- (2) (38) Hero: The subject. Needs: Aggression (E and V), intranurturance, infavoidance. Emotions: Conflict, dejection. Press: Dominance (C). Outcome: None evident. Theme: Hero is chiding because he thinks the test time is too short.
- (3) (8) Hero: The man. Needs: Intranurturance. Emotions: Conflict, dejection, superego (C). Press: Dominance (C), physical injury. Outcome: Hero murdered. Theme: Hero murdered.
- (4) (45) Hero: The man. Needs: Sex, affiliation, sentience, play. Emotions: Exaltation. Press: Affiliation (E), nurturance. Outcome: None evident. Theme: Lurid sex scene.
- (5) (33) Hero: The man. Needs: Sex, intranurturance, affiliation, sentience, play. Emotions: Exaltation. Press: Affiliation (E). Outcome: None evident. Theme: Hero is dope addict who visualizes naked women.
- (6) (0) Unscorable.
- (7) (82) Hero: Subject. Needs: Sex, intranurturance, affiliation, sentience, exhibition, play. Emotions: Emotional change, exaltation, ego ideal. Outcome: None evident. Theme: Lurid sex scenes with figments of hero's imagination.



Section 11.1

- (1) The first part of this section, (1)(a) through (1)(c), is intended to be read together and shall be construed as a single unit.
- (2) The second part of this section, (2)(a) through (2)(c), is intended to be read together and shall be construed as a single unit.
- (3) The third part of this section, (3)(a) through (3)(c), is intended to be read together and shall be construed as a single unit.
- (4) The fourth part of this section, (4)(a) through (4)(c), is intended to be read together and shall be construed as a single unit.
- (5) The fifth part of this section, (5)(a) through (5)(c), is intended to be read together and shall be construed as a single unit.
- (6) The sixth part of this section, (6)(a) through (6)(c), is intended to be read together and shall be construed as a single unit.
- (7) The seventh part of this section, (7)(a) through (7)(c), is intended to be read together and shall be construed as a single unit.

Subject No. 15

(1) (138) Hero: The group. Needs: Achievement, aggression (P,S), affiliation, autonomy, succorance, order. Emotions: Conflict, change, ego ideal. Press: Affiliation (A) (E), dominance (C), physical danger (A). Outcome: Heroes won the war. Theme: Heroes on ship during World War II.

(2) (115) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation, autonomy, order. Emotions: Conflict, change, dejection, anxiety, ego ideal. Press: Affiliation (A), dominance (R), loss, physical danger (A). Outcome: World is liberated. Theme: Heroes are prisoners of war.

(3) (112) Hero: The man. Needs: Achievement, dominance, affiliation. Emotions: Ego ideal. Press: Affiliation (A). Outcome: Hero strikes oil. Theme: Hero is a geologist studying terrain model.

(4) (150) Hero: The man. Needs: Aggression (P,A), sex, affiliation, autonomy, sentience. Emotions: Conflict, superego (C). Press: Affiliation (E), dominance (R). Outcome: Hero is divorced from wife. Theme: The triangle affair.

(5) (123) Hero: The man. Needs: Achievement, dominance, exhibition, play. Emotions: Conflict, dejection, anxiety. Press: Loss. Outcome: Hero loses race. Theme: Hero is a track runner.

(6) (104) Hero: The doctors. Needs: Achievement, dominance, nurturance, affiliation, order. Emotions: Conflict, anxiety, ego ideal. Press: Affiliation (A). Outcome: Operation a success. Theme: Heroes performing a plastic surgery operation.

(7) (120) Hero: A small boy. Needs: Nurturance, sex, affiliation, sentience, play. Emotions: Change, anxiety. Press: Affiliation (E), loss. Outcome: Hero does not marry girl. Theme: Hero is walking home with the girl of his dreams.



Subject No. 16

(1) (104) Hero: The group. Needs: Abasement, intraggression, sex, succorance. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E), aggression (P,S), dominance (r), lack. Outcome: None evident. Theme: Thoughts of heroes in prison.

(2) (40) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C), lack, physical danger (A). Outcome: None evident. Theme: Heroes are receiving last minute instructions from leader.

(3) (20) Hero: The man. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes landing in Korea.

(4) (29) Hero: The man. Needs: Achievement, infavoidance. Emotions: none. Press: none. Outcome: None evident. Theme: Hero lacks office door.

(5) (17) Hero: The man. Needs: Passivity, infavoidance, play. Emotions: none. Press: none. Outcome: None evident. Theme: Hero in swimming.

(6) (71) Hero: The doctors. Needs: Achievement, dominance, nurturance, affiliation, order. Emotions: Ego ideal, Press: affiliation (A). Outcome: None evident. Theme: Hero's importance to human life.

(7) (5) Unscorable.

Table 1

- (1) When the first... (2) When the second... (3) When the third... (4) When the fourth... (5) When the fifth... (6) When the sixth... (7) When the seventh... (8) When the eighth... (9) When the ninth... (10) When the tenth...

Subject No. 17

(1) (130) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, dejection, superego (C). Press: Affiliation (A), dominance (C), physical danger (A). Outcome: Some of group killed. Theme: Heroes on ship headed for Korea.

(2) (118) Hero: One of group. Needs: Achievement, affiliation. Emotions: Conflict, dejection, superego (C). Press: Affiliation (A), aggression (E and V), dominance (C), loss, physical danger (A), physical injury. Outcome: Hero loses hands and eyesight. Theme: Hero is a prisoner of war.

(3) (83) Hero: The man. Needs: Achievement, dominance, order. Emotions: Exaltation, ego ideal. Press: none. Outcome: Hero is success at map making. Theme: Hero is a map reproduction expert.

(4) (125) Hero: The man. Needs: sex, affiliation, blameavoidance, sentience, play. Emotions: Conflict, distrust. Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: Hero is having conflict over which girl he wants.

(5) (135) Hero: The man. Needs: Achievement, aggression (RS), succorance, affiliation. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (A), aggression (E and V), dominance (C), physical danger (A). Outcome: None evident. Theme: Hero is prisoner of war visualizing his death sentence.

(6) (162) Hero: Unseen patient. Needs: Succorance, affiliation. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (A), dominance (R), nurturance, physical danger (I), physical injury. Outcome: None evident. Theme: Hero in auto accident, is hurt seriously and on operating table.

(7) (51) Hero: Subject. Needs: Achievement, sex, affiliation, order. Emotions: Exaltation, ego ideal. Press: Affiliation (E), nurturance. Outcome: Hero has grown happily old. Theme: Hero marries high school sweetheart and is now in old age.



Subject No. 18

(1) (75) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance, affiliation. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (A) (E), dominance(R), physical danger (A). Outcome: Some are killed. Theme: Heroes on ship headed overseas.

(2) (61) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation,(A), dominance (C). Outcome: None evident. Theme: Heroes on ship headed overseas.

(3) (44) Hero: The man. Needs: Succorance, harmavoidance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Aggression (E and V), dominance (C), physical danger (A). Outcome: None evident. Theme: Hero hiding from someone.

(4) (120) Hero: The man. Needs: Intraggression, sex, succorance, affiliation, autonomy, sentience. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (E), dominance (I,S), rejection. Outcome: None evident. Theme: The triangle affair.

(5) (92) Hero: The man. Needs: Succorance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Aggression (E and V), dominance (C), physical danger (A), physical injury. Outcome: None evident. Theme: Hero is in concentration camp being tortured.

(6) (66) Hero: Unseen patient. Needs: Succorance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (E), dominance (R), nurturance, physical danger (A), physical injury. Outcome: None evident. Theme: Hero is on operating table.

(7) (0) Unscorable.



Section 10

(1) The Board shall have the power to make regulations for the purpose of giving effect to the provisions of this Act, and to vary or revoke any regulations made by it.

(2) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

(3) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

(4) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

(5) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

(6) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

(7) The Board may, in exercising its powers, cause to be made any such regulations as may appear to it to be necessary or expedient for the purposes of this Act.

Subject No. 19

(1) (6) Unscorable

(2) (0) Unscorable

(3) (0) Unscorable

(4) (25) Hero: The man. Needs: Sex, affiliation, infavoidance, play. Emotions: none. Press: Affiliation (E). Outcome: None evident. Theme: Hero and girl.

(5) (24) Hero: The man. Needs: Passivity, affiliation, infavoidance, play. Emotions: none. Press: Affiliation (A). Outcome: None evident. Theme: Hero going swimming.

(6) (0) Unscorable.

(7) (54) Hero: Sailors on a ship. Needs: Achievement, suc-  
corance, affiliation, infavoidance. Emotions: Conflict,  
dejection, anxiety. superego (C). Press: Affiliation (A),  
aggression (D,P), loss, physical danger (I). Outcome: None  
evident. Theme: Heroes at sea when a big storm comes up.

(S) (U) [Faint mirrored text]

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Subject No. 20

(1) (86) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E) (A), dominance (C). Outcome: None evident. Theme: Thoughts of heroes on a ship headed overseas.

(2) (99) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes thoughts during a lull in battle.

(3) (96) Hero: The man. Needs: Aggression (P,A), succorance, autonomy. Emotions: Conflict, dejection, anxiety, superego (C). Press: Aggression (P,S), Dominance (R), Physical danger (I). Outcome: None evident. Theme: Hero is being hunted and has come to the edge of a cliff.

(4) (84) Hero: The man. Needs: Sex, affiliation, sentience, play. Emotions: Conflict, anxiety. Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: Hero trying to decide which girl to marry.

(5) (93) Hero: The man. Needs: Achievement, Aggression (P, S), dominance, succorance, exhibition. Emotions: Conflict, change, dejection, anxiety. Press: Dominance (R), physical danger (A), physical injury. Outcome: None evident. Theme: Hero is boxer who has been knocked down.

(6) (66) Hero: The doctor. Needs: Achievement, dominance, nurturance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A). Outcome: None evident. Theme: Heroes preparing for a serious operation.

(7) (83) Hero: Person at a writing table. Needs: none. Emotions: Superego (C). Press: Aggression (E and V), nurturance. Outcome: None evident. Theme: Hero is writing and bumming smokes off other men.

Section 10

(1) (a) Every person who, in the course of his business, has possession or control of any document or information which is confidential or otherwise subject to a duty of confidence, shall be deemed to be in breach of that duty if he discloses the document or information to any other person, unless he can show that the disclosure was necessary in the interests of justice or for the purposes of any legal proceedings.

(1) (b) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

(1) (c) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

(1) (d) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

(1) (e) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

(1) (f) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

(1) (g) A person who is in breach of a duty of confidence shall be liable to such damages as may be awarded by a court of law, and to such costs as may be awarded by a court of law.

Subject No. 21

- (1) (86) Hero: The group. Needs: Achievement, sex, succorance, affiliation, autonomy. Emotions: Conflict, dejection. Press: Affiliation (A) (E), dominance (R), loss. Outcome: None evident. Theme: Heroes are service men thinking of home.
- (2) (79) Hero: The group. Needs: Achievement, succorance, affiliation, autonomy. Emotions: Conflict, dejection. Press: Affiliation (E), dominance (R), loss. Outcome: back to work. Theme: Heroes are taking a break in basic training.
- (3) (0) Unscorable.
- (4) (69) Hero: The man. Needs: Sex, succorance, affiliation, sentence, play. Emotions: Conflict. Press: Affiliation (A), dominance (I,S). Outcome: None evident. Theme: Hero trying to decide which girl is best for him.
- (5) (76) Hero: The man. Needs: Achievement, dominance, aggression (F,S), harmavoidance, exhibition. Emotions: Conflict. Press: Dominance (R), loss, physical danger (A), physical injury. Outcome: Hero is knocked out. Theme: Hero is a boxer.
- (6) (97) Hero: Unseen patient. Needs: Succorance. Emotions: Conflict, dejection, superego (C). Press: Affiliation (E), nurturance, physical danger (A). Outcome: None evident. Theme: Hero is mother of two and is being operated on for cancer.
- (7) (97) Hero: Subject. Needs: Achievement, nurturance, succorance, affiliation. Emotions: Emotional change, dejection. Press: Affiliation (E), nurturance. Outcome: None evident. Theme: Hero is pondering the past and the great contribution which his parents made to him.

Appendix A

(1) [The first two groups, Social Adjustment, and...]  
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[The first two groups, Social Adjustment, and...]  
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(3) [The first two groups, Social Adjustment, and...]

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(5) [The first two groups, Social Adjustment, and...]  
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(7) [The first two groups, Social Adjustment, and...]  
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[The first two groups, Social Adjustment, and...]  
[The first two groups, Social Adjustment, and...]  
[The first two groups, Social Adjustment, and...]

Subject No. 22

(1) (20) Hero: The group. Needs: Abasement, intraggression. Emotions: Superego (C). Press: Dominance (R). Outcome: None evident. Theme: Heroes in prison.

(2) (15) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, dejection. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes coming out of battle.

(3) (23) Hero: The man. Needs: Inavoidance. Emotions: Conflict, anxiety, superego (C). Press: Physical danger (A). Outcome: None evident. Theme: Hero looking over a mountain expecting a volcano to erupt.

(4) (34) Hero: The man. Needs: Sex, affiliation, sentience, play. Emotions: Conflict, superego (C). Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: Hero trying to decide which girl he loves.

(5) (23) Hero: The man. Needs: Achievement, dominance, exhibition, play. Emotions: none. Press: none. Outcome: None evident. Theme: Hero is a pole vaulter or swimmer.

(6) (28) Hero: Unseen patient. Needs: none. Emotions: Conflict. Press: Dominance (R), physical danger (A), physical injury. Outcome: None evident. Theme: Hero being operated on for polio.

(7) (54) Hero: Subject. Needs: Abasement, intraggression, succorance, autonomy. Emotions: Exaltation. Press: Dominance (R). Outcome: None evident. Theme: Hero dreaming of the time when he will be out of prison.



Section 101

(1) (a) Upon the death of a testator, the property of the testator is to be distributed to the persons named in the will, and to the persons who are entitled to the property under the laws of descent and distribution.

(2) (b) If a will is admitted to probate, the executor named in the will shall execute the will in accordance with its terms, and shall see that the property is distributed to the persons entitled to it.

(3) (c) If a will is admitted to probate, the executor named in the will shall see that the property is distributed to the persons entitled to it, and shall see that the property is distributed to the persons entitled to it.

(4) (d) If a will is admitted to probate, the executor named in the will shall see that the property is distributed to the persons entitled to it, and shall see that the property is distributed to the persons entitled to it.

(5) (e) If a will is admitted to probate, the executor named in the will shall see that the property is distributed to the persons entitled to it, and shall see that the property is distributed to the persons entitled to it.

(6) (f) If a will is admitted to probate, the executor named in the will shall see that the property is distributed to the persons entitled to it, and shall see that the property is distributed to the persons entitled to it.

(7) (g) If a will is admitted to probate, the executor named in the will shall see that the property is distributed to the persons entitled to it, and shall see that the property is distributed to the persons entitled to it.

Subject No. 23

- (1) (95) Hero: The group. Needs: Sex, affiliation. Emotions: none. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Heroes on way to non-combatant overseas post.
- (2) (83) Hero: The group. Needs: Aggression (E and V), affiliation. Emotions: Exaltation, superego (C). Press: Affiliation (A), dominance (C). Outcome: Group kills a Major Roscoe. Theme: Group at burial of Major Roscoe.
- (3) (117) Hero: The man. Needs: Aggression (P,A). Emotions: Conflict, superego (C). Press: Aggression (P,S), dominance (C), physical danger (A), physical injury. Outcome: Hero killed. Theme: Hero was a killer before law caught him and killed him.
- (4) (150) Hero: The man. Needs: Dominance, sex, succorance, affiliation, sentience, play. Emotions: Conflict, superego (C). Press: Affiliation (E), dominance (I,S). Outcome: Hero refuses to marry girl he has in trouble. Theme: Hero with one girl when another girl tries to get him.
- (5) (79) Hero: The man. Needs: Sex, succorance, affiliation, sentience, play. Emotions: Conflict, dejection. Press: Affiliation (E). Outcome: None evident. Theme: Hero is drug addict making plea for his lover to accept him.
- (6) (117) Hero: Unseen patient. Needs: Sex, succorance, sentience. Emotions: Conflict, superego (C). Press: Aggression (D,P), dominance (R), loss, physical danger (A), physical injury. Outcome: Hero loses his life. Theme: Hero hurt when ammo dump explodes and now on operating table.
- (7) (104) Hero: Subject. Needs: Sex, affiliation, sentience, exhibition. Emotions: Exaltation, ego ideal. Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: Hero describes lurid sex scene before departing for overseas.

(6) [197] How many...  
[197] How many...  
[197] How many...  
[197] How many...

(7) [198] How many...  
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[202] How many...

(12) [203] How many...  
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Subject No. 24

(1) (62) Hero: The group. Needs: Intraggression, intranurturance, autonomy. Emotions: Conflict, anxiety, super-ego (C). Press: Aggression (P,S), dominance (R), lack. Outcome: None evident. Theme: Heroes in prison contemplating future.

(2) (85) Hero: The group. Needs: Achievement, aggression (F,S), sex, succorance, affiliation, autonomy, order. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E) (A), dominance (R), physical danger. Outcome: None evident. Theme: Heroes are combat soldiers contemplating future.

(3) (102) Hero: The man. Needs: Aggression (P,S), intraggression, succorance, harmavoidance, defence. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Aggression (E and V), dominance (R), physical danger (A). Outcome: None evident. Theme: Hero is a criminal who is cornered.

(4) (110) Hero: The man. Needs: Intraggression, sex, succorance, affiliation, sentience, play. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (E), dominance (I,S), nurturance. Outcome: Hero is forgiven by wife. Theme: The triangle affair.

(5) (87) Hero: The man. Needs: Achievement, aggression (F, S), intraggression, sex, succorance, intranurturance, affiliation. Emotions: Conflict, dejection, anxiety, super-ego (C). Press: Affiliation (E), dominance (R), physical danger (A). Outcome: None evident. Theme: Hero is a boxer thinking of his impending doom.

(6) (96) Hero: Unseen patient. Needs: Succorance, order. Emotions: Conflict, change, dejection, anxiety, superego (C). Press: Dominance (R), nurturance, physical danger (A), physical injury. Outcome: Operation successful. Theme: Hero being operated on.

(7) (58) Hero: Subject. Needs: Intraggression, sex, succorance, autonomy. Emotions: Conflict, dejection, super-ego (C). Press: Aggression (E and V), rejection, loss. Outcome: None evident. Theme: Hero thinking about how his marriage has gone afoul.

Section 10

(1) (a) Every person who... (b) Every person who... (c) Every person who...

(2) (a) Every person who... (b) Every person who... (c) Every person who...

(3) (a) Every person who... (b) Every person who... (c) Every person who...

(4) (a) Every person who... (b) Every person who... (c) Every person who...

(5) (a) Every person who... (b) Every person who... (c) Every person who...

(6) (a) Every person who... (b) Every person who... (c) Every person who...

(7) (a) Every person who... (b) Every person who... (c) Every person who...

Subject No. 25

(1) (99) Hero: The group. Needs: Aggression (E and V), affiliation. Emotions: Dejection, Press: Aggression (P,S), dominance (R), rejection, lack. Outcome: Hero imprisoned. Theme: Heroes are in a prison all bemoaning their fate.

(2) (85) Hero: One of the group. Needs: Achievement, aggression (P,S), succorance, affiliation, autonomy. Emotions: Conflict, anxiety. Press: Aggression (E and V), dominance (C). Outcome: Hero lives through ordeal. Theme: group waiting for enemy attack.

(3) (76) Hero: The man. Needs: Achievement, aggression (P,A), sex. Emotions: conflict, ego ideal, jealousy. Press: Aggression (P,A), dominance (C), rejection, physical injury. Outcome: Hero killed by wife's suitor. Theme: Hero climbing a mountain and is pushed off by his brother.

(4) (86) Hero: The man. Needs: Dominance, passivity, succorance, affiliation, sex, sentience. Emotions: Conflict, dejection, distrust. Press: Affiliation (E), dominance (I, S), nurturance. Outcome: None evident. Theme: Hero alone on a island with school lover but keeps remembering his original love.

(5) (0) Unscorable.

(6) (107) Hero: Unseen patient. Needs: Aggression (P,A), intraggression, intranurturance. Emotions: Dejection, superego conflict. Press: Aggression (P,S), physical injury. Outcome: Hero dies on operating table. Theme: Hero kills cop and cop shoots him; this is last thing he remembers before he dies.

(7) (0) Unscorable.

Subject No. 10

(1) (a) The first part of the report, dealing with the general situation, is contained in the first two pages of the report. The second part, dealing with the specific details, is contained in the remaining pages of the report.

(2) (b) The second part of the report, dealing with the specific details, is contained in the remaining pages of the report. The third part, dealing with the conclusions, is contained in the last page of the report.

(3) (c) The third part of the report, dealing with the conclusions, is contained in the last page of the report. The fourth part, dealing with the recommendations, is contained in the last page of the report.

(4) (d) The fourth part of the report, dealing with the recommendations, is contained in the last page of the report. The fifth part, dealing with the summary, is contained in the last page of the report.

(5) (e) The fifth part of the report, dealing with the summary, is contained in the last page of the report.

(6) (f) The sixth part of the report, dealing with the summary, is contained in the last page of the report. The seventh part, dealing with the conclusions, is contained in the last page of the report.

(7) (g) The seventh part of the report, dealing with the conclusions, is contained in the last page of the report.

Subject No. 26

(1) (141) Hero: The group. Needs: Achievement, aggression (P,S), affiliation, blameavoidance. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes on ship where they are being briefed on mission.

(2) (52) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict. Press: Affiliation (A), dominance (C). Outcome: None evident. Theme: Group of men receiving instructions.

(3) (44) Hero: The man. Needs: Achievement, order. Emotions: Conflict. Press: none. Outcome: None evident. Theme: Hero looking over a miniature land model.

(4) (10) Unscorable.

(5) (19) Hero: The man. Needs: Infavoidance, succorance. Emotions: Conflict, anxiety, superego (C). Press: Aggression (E and V), physical injury. Outcome: None evident. Theme: Hero in pain or praying.

(6) (32) Hero: The group. Needs: Achievement, dominance, nurturance, affiliation, order. Emotions: Conflict, anxiety. Press: Affiliation (A). Outcome: None evident. Theme: Heroes are performing an emergency operation.

(7) (113) Hero: The subject. Needs: Intraggression, succorance, intranurturance, defendence. Emotions: Conflict, defection, superego (conflict). Press: Affiliation (E), aggression (P,S), dominance (I,S), nurturance. Outcome: None evident. Theme: Hero is being consoled by chaplain for having gotten into trouble.



Section 10

- (1) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (1) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (2) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (2) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (3) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (3) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (4) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (4) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (5) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (5) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (6) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (6) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (7) (a) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.
- (7) (b) Every person who, in the course of his business, is engaged in the sale of goods, or in the supply of services, shall be deemed to be a trader.

Subject No. 27

(1) (164) Hero: The Group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E), aggression (E and V), dominance (C). Outcome: None evident. Theme: Heroes contemplating their past.

(2) (149) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance, affiliation, order. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), aggression (E and V), dominance (C), lack. Outcome: None evident. Theme: Heroes at a break in the fighting.

(3) (81) Hero: The man. Needs: Achievement, aggression (P, S), succorance, harmavoidance. Emotions: Conflict, dejection, anxiety. Press: Aggression (E and V), dominance (C), lack. Outcome: None Evident. Theme: Hero is in a foxhole scanning for the enemy.

(4) (143) Hero: The man. Needs: Dominance, sex, affiliation, sentience. Emotions: Conflict, emotional change, distrust, superego conflict. Press: Affiliation (E), dominance (I,S). Outcome: None evident. Theme: The triangle affair.

(5) (162) Hero: The man. Needs: Aggression (P,A), intraggression, intranurturance. Emotions: Conflict, anxiety, superego conflict. Press: Aggression (P,S), dominance (C), lack, physical injury. Outcome: Hero will never again raise his head in pride. Theme: Hero is in prison and being flogged for wrongdoing.

(6) (154) Hero: Unseen patient. Needs: Nurturance, sex, Emotions: Conflict, dejection, anxiety. Press: Affiliation (E), nurturance, physical injury, physical danger (I). Outcome: None evident. Theme: Hero is on operating table after being hit by a truck.

(7) (199) Hero: A sinful man. Needs: Intraggression, succorance, intranurturance, sentience, play. Emotions: Conflict, emotional change, dejection, superego conflict. Press: Affiliation (E), nurturance, loss, physical danger (I), physical injury. Outcome: Hero is killed in a car accident. Theme: Hero leaves home to seek sensuous experiences and mother is waiting for his return.



Subject No. 28

- (1) (77) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (A), aggression (E and V), dominance (C). Outcome: None evident. Theme: Heroes on ship for overseas.
- (2) (83) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance affiliation. Emotions: Conflict, emotional change, dejection, anxiety. Press: Affiliation (A), dominance (R), lack, physical danger (A). Outcome: They return home. Theme: A lull in the battle.
- (3) (33) Hero: The man. Needs: Succorance, harmavoidance, Emotions: Conflict, dejection, anxiety. Press: dominance (R), physical danger (A). Outcome: None evident. Theme: Hero hiding behind a mountain from something.
- (4) (56) Hero: The girls. Needs: Sex, succorance, affiliation, deference. Emotions: Conflict, anxiety, jealousy, superego conflict. Press: Affiliation (E). Outcome: None evident. Theme: Heroes are both thinking about some boy.
- (5) (98) Hero: The man. Needs: Achievement, harmavoidance, exhibition. Emotions: Conflict, emotional change, anxiety. Press: Physical danger (A). Outcome: Hero not hurt when he hits the ground. Theme: An athletic high jumper clearing the far end on the way earthward.
- (6) (56) Hero: The doctor. Needs: Achievement, nurturance, exhibition, order. Emotions: Conflict, anxiety. Press: none. Outcome: Operation successful. Theme: Hero is performing an operation.
- (7) (101) Hero: The subject. Needs: Nurturance, succorance, affiliation. Emotions: Emotional Change, dejection, anxiety, exaltation. Press: Affiliation (A), aggression (D,P), nurturance, loss. Outcome: Hero given another puppy to replace the first. Theme: Hero given a puppy which died but is given another one after death of the first.



Subject No. 29

- (1) (162) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, emotional change, anxiety. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Heroes on a ship headed for Korea.
- (2) (148) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (C), lack. Outcome: None evident. Theme: Heroes on a ship heading for Korea.
- (3) (130) Hero: The man. Needs: Achievement, aggression (E and V), dominance, blamavoidance. Emotions: Conflict, emotional change, dejection, ego ideal. Press: Dominance (C). Outcome: Best topographer in the unit. Theme: An engineer who is a topography expert in the Air Force.
- (4) (113) Hero: The man. Needs: Dominance, nurturance, sex, succorance, affiliation, blamavoidance. Emotions: Conflict, exaltation. Press: Affiliation (E), nurturance. Outcome: Hero marries both girl friends. Theme: Hero torn between two types of girl friends. He loves them both for different purposes.
- (5) (110) Hero: The man. Needs: Achievement, aggression (E and V), aggression (P,A), autonomy. Emotions: Conflict, dejection, ego ideal. Press: Aggression (P,S), dominance (C), physical injury. Outcome: None evident. Theme: A peasant is "on the rock" for violation of an ordinance.
- (6) (99) Hero: The doctors. Needs: Achievement, dominance, nurturance, affiliation, deference. Emotions: Dejection, ego ideal. Press: Affiliation (A). Outcome: heroes ease a patient. Theme: Doctors operating on a patient.
- (7) (35) Unscorable.



Subject No. 30

(1) (48) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (C). Outcome: None evident. Theme: Heroes on ship going overseas.

(2) (14) Hero: The group. Needs: Affiliation. Emotions: none. Press: Affiliation (A), aggression (E and V), dominance (C). Outcome: None evident. Theme: Heroes are prisoners of war.

(3) (44) Hero: The man. Needs: Intraggression, intranurturance, blamavoidance, infavoidance. Emotions: Conflict, distrust, superego (C). Press: Rejection. Outcome: None evident. Theme: Hero studying terrain model.

(4) (22) Hero: The man. Needs: Sex, affiliation. Emotions: Conflict, superego (C). Press: Affiliation (E). Outcome: Makes his selection from two girl friends. Theme: Hero undecided which of two girls to marry.

(5) (43) Hero: The man. Needs: Aggression (P,S), sex, succorance. Emotions: Conflict, dejection, anxiety, superego (C). Press: Affiliation (E), aggression (E and V), dominance (R), physical injury. Outcome: Not much chance to live. Theme: Prisoner of war praying for protection.

(6) (9) Hero: The group. Needs: Achievement, nurturance, dominance. Emotions: Anxiety. Press: Affiliation (A). Outcome: None evident. Theme: Doctors and nurses performing operation.

(7) (43) Hero: Subject. Needs: none. Emotions: Anxiety, superego conflict. Press: Aggression (P,S), dominance (R). Outcome: Hero is tried and imprisoned. Theme: Hero is apprehended by FBI and imprisoned.



Section 10

- (1) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (2) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (3) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (4) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (5) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (6) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.
- (7) (a) In the case of a company, the directors shall have the same powers as if they were shareholders of the company.

Subject No. 31

- (1) (119) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, emotional change, dejection, anxiety. Press: affiliation (A), aggression (E and V), dominance (R), physical danger (A). Outcome: Landing is successful, all get through okay. Theme: Heroes on ship approaching hostile enemy shores.
- (2) (115) Hero: The group. Needs: Achievement, aggression (P,S), dominance, succorance, affiliation. Emotions: Conflict, dejection, superego (C), Press: Affiliation (A), dominance (C), lack. Outcome: None evident. Theme: Heroes in training area taking a break.
- (3) (101) Hero: The man. Needs: Harmavoidance, succorance. Emotions: Anxiety. Press: Affiliation (E). Outcome: None evident. Theme: Hero is behind a model hill taking pictures.
- (4) (149) Hero: The man. Needs: Passivity, sex, succorance, affiliation, sentience, play. Emotions: Conflict, anxiety, Press: Affiliation (E). Outcome: Hero's friend takes one of these girls off his hands. Theme: Hero on liberty in France.
- (5) (114) Hero: A photographer. Needs: Achievement, succorance, blameavoidance, exhibition, infavoidance. Emotions: Conflict, dejection. Press: Affiliation (A). Outcome: None evident. Theme: Hero photographs a staged picture of the most harmful looking person.
- (6) (92) Hero: Unseen patient. Needs: Achievement, nurturance, affiliation. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (R), nurturance, physical injury. Outcome: Hero recovers. Theme: Hero being operated on for appendicitis.
- (7) (102) Hero: A young girl. Needs: Passivity, sex, succorance, affiliation, sentience, play. Emotions: Conflict, exaltation. Press: Affiliation (E), dominance (I,S). Outcome: Subject is lustily thinking of the hero. Theme: Subject imagines a luscious girl enticing him to her.

Section 10

(1) (a) The first group, known as the "A" group, consists of those persons who are not citizens of the United States and who are not naturalized citizens. This group includes all persons who are not citizens of the United States and who are not naturalized citizens.

(2) (b) The second group, known as the "B" group, consists of those persons who are citizens of the United States and who are not naturalized citizens. This group includes all persons who are citizens of the United States and who are not naturalized citizens.

(3) (c) The third group, known as the "C" group, consists of those persons who are citizens of the United States and who are naturalized citizens. This group includes all persons who are citizens of the United States and who are naturalized citizens.

(4) (d) The fourth group, known as the "D" group, consists of those persons who are citizens of the United States and who are naturalized citizens. This group includes all persons who are citizens of the United States and who are naturalized citizens.

(5) (e) The fifth group, known as the "E" group, consists of those persons who are citizens of the United States and who are naturalized citizens. This group includes all persons who are citizens of the United States and who are naturalized citizens.

(6) (f) The sixth group, known as the "F" group, consists of those persons who are citizens of the United States and who are naturalized citizens. This group includes all persons who are citizens of the United States and who are naturalized citizens.

(7) (g) The seventh group, known as the "G" group, consists of those persons who are citizens of the United States and who are naturalized citizens. This group includes all persons who are citizens of the United States and who are naturalized citizens.

Subject No. 32

- (1) (53) Hero: One of the group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection. Needs: Affiliation (A), dominance (R), lack. Outcome: None evident. Theme: Heroes are prisoners of war.
- (2) (71) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Dejection, anxiety. Press: Affiliation (A), aggression (E and V), dominance (R), physical injury. Outcome: None evident. Theme: Group of men fighting in Italy getting their last instructions.
- (3) (32) Hero: The man. Needs: Aggression (P,S). Emotions: Superego (C). Press: Aggression (E and V), dominance (C), physical injury. Outcome: Hero is killed. Theme: Hero demonstrating wrong way to look at the enemy.
- (4) (50) Hero: The man. Needs: Sex, affiliation, sentience, play. Emotions: Conflict, anxiety. Press: Affiliation (R), dominance (C). Outcome: Hero is forced to marry one of the girls. Theme: Hero gets caught with one girl and must marry her although he loves the other.
- (5) (46) Hero: The man. Needs: Achievement, aggression (P,S), nurturance. Emotions: Dejection, anxiety. Press: Aggression (E and V), nurturance, physical injury. Outcome: Hero is killed during action. Theme: Hero is found dead after a bitter battle.
- (6) (73) Hero: Unseen patient. Needs: Succorance, harm-avoidance. Emotions: Anxiety. Press: Affiliation (A), nurturance, physical injury. Outcome: Operation was successful. Theme: Hero observing appendicitis operation.
- (7) (63) Hero: Airplant pilot. Needs: Achievement. Emotions: Ego ideal. Press: Physical danger (I). Outcome: Hero lands plane without loss of life. Theme: Hero is a plane pilot and makes an emergency landing.

(4) (2) [The text is mirrored and illegible]

(5) (1) [The text is mirrored and illegible]

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Subject No. 34

- (1) (83) Hero: The group. Needs: Achievement, aggression (P,S), succorance, affiliation. Emotions: Conflict, anxiety. Press: Affiliation(A), dominance (R). Outcome: None evident. Theme: Heroes on a ship going overseas.
- (2) (61) Hero: The group. Needs: Achievement, aggression (P,S), succorance, sex, affiliation. Emotion: conflict, anxiety, dejection. Press: Affiliation (E), dominance (R), lack, physical danger (A). Outcome: Heroes return to the old grind. Theme: Heroes are in a lull from the battle.
- (3) (77) Hero: The man. Needs: Achievement, affiliation. Emotions: Conflict, anxiety, ego ideal. Press: Affiliation (E), dominance (R), nurturance, lack. Outcome: None evident. Theme: Hero peering into store window watching model trains.
- (4) (76) Hero: The man. Needs: Nurturance, sex, affiliation, blamavoidance, infavoidance. Emotions: Conflict, anxiety, superego (C). Press: Affiliation (E). Outcome: None evident. Theme: Hero on way to tell old girl friend that he has found a new love.
- (5) (72) Hero: The man. Needs: Achievement, autonomy. Emotions: Dejection, ego ideal, anxiety. Press: Aggression (E and V), dominance (C), lack, physical injury. Outcome: Hero breaks free from concentration camp. Theme: Hero has been tortured in a concentration camp.
- (6) (78) Hero: The group. Needs: Achievement, dominance, nurturance, affiliation, deference, order. Emotions: Conflict, anxiety, ego ideal. Press: Affiliation (A). Outcome: Heroes successful in their major operation. Theme: Heroes engaged in a serious operation.
- (7) (75) Hero: The subject. Needs: Achievement, order. Emotions: Anxiety, ego ideal. Press: Physical danger (A). Outcome: Hero successfully develops his prize picture. Theme: Hero is a photographer who chanced to take an unusual picture.

Section 10

- (1) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (2) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (3) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (4) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (5) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (6) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.
- (7) (a) The group, under the provisions of section 10(a), shall be treated as a single entity.

Subject No. 35

- (1) (124) Hero: The group. Needs: Dominance, affiliation, understanding. Emotions: Dejection, superego conflict. Press: Affiliation (A), dominance (I,S). Outcome: None evident. Theme: Group of men on ship and chaplain is lecturing to them.
- (2) (117) Hero: The group. Needs: Achievement, aggression (P,S), affiliation, counteraction. Emotions: Dejection, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Heroes in rest period from front line combat.
- (3) (91) Hero: The man. Needs: Aggression (E and V), harmavoidance, defence. Emotions: Conflict, anxiety. Press: Aggression (P,S), dominance (C). Outcome: None evident. Theme: Hero is a murder suspect and is being hunted.
- (4) (139) Hero: The man. Needs: Sex, affiliation, sense, defence, counteraction. Emotions: Conflict, emotional change, superego conflict. Press: Affiliation (E). Outcome: Wife and hero are reconciled. Theme: The eternal triangle love affair.
- (5) (52) Hero: The man. Needs: Passivity, play. Emotions: None. Press: none. Outcome: None evident. Theme: A bather taking a sun tan.
- (6) (69) Hero: Unseen patient. Needs: Infavoidance. Emotions: Conflict, anxiety. Press: Nurturance, physical injury. Outcome: Patient pulls through. Theme: Hero is being operated on for a serious ailment.
- (7) (102) Hero: A little boy. Needs: Succorance, intra-nurturance. Emotions: Emotional change, dejection. Press: affiliation (A), nurturance. Outcome: Old man comforts hero and gives him another dog. Theme: Hero is crying because his dog has died.





Subject No. 36

(1) (59) Hero: The most confused of the group. Needs: Aggression (P,S), succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R), nurturance. Outcome: None evident. Theme: Group on submarine; being entertained by another party.

(2) (50) Hero: The group. Needs: Achievement, aggression (P,S), affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Group of men receiving instructions.

(3) (97) Hero: The man. Needs: Achievement, dominance, order. Emotions: Ego ideal. Press: none. Outcome: None evident. Theme: An engineer surveying terrain model.

(4) (51) Hero: The man. Needs: Passivity, sex, succorance, affiliation, sentience. Emotions: Conflict, anxiety, superego (C). Press: Affiliation (E), dominance (R). Outcome: None evident. Theme: Hero has one girl friend but is thinking of the girl he really loves.

(5) (48) Hero: The man. Needs: Intraggression, passivity, succorance, intranurturance. Emotions: Dejection, anxiety. Press: Aggression (P,S), lack, physical injury. Outcome: None evident. Theme: A dope addict who cannot help himself.

(6) (27) Hero: Unseen patient. Needs: Succorance, order. Emotions: Conflict. Press: Nurturance, lack, physical injury. Outcome: Hero may live. Theme: Hero being operated upon.

(7) (128) Hero: The subject. Needs: Achievement, sex, succorance, affiliation, blamavoidance, autonomy. Emotions: Emotional change, anxiety, exaltation. Press: Affiliation (E), dominance (I,S). Outcome: Hero gets his discharge. Theme: Hero is receiving his discharge from the USAF.



Subject No. 37

(1) (34) Hero: The group. Needs: Achievement, sex, succorance. Emotions: Conflict, dejection, anxiety. Press: Affiliation (associative), dominance (coercion), physical danger (A). Outcome: Some of group are killed; others survive. Theme: Actions of a group of men on way to a battle zone.

(2) (58) Hero: The depicted group. Needs: Achievement, aggression (P,S), succorance, defence. Emotions: Conflict, anxiety. Press: Affiliation (A), aggression (P,S), physical danger (A). Outcome: They go back to fighting. Theme: A break in front line action.

(3) (57) Hero: The depicted man. Needs: Achievement, dominance, affiliation, order. Emotions: Ego ideal. Press: Affiliation (A). Outcome: Geologist locates the point on terrain model for which he was looking. Theme: Geologist or military instructor looking for a point on a terrain model.

(4) (60) Hero: The pictured girls. Needs: Nurturance, sex, autonomy. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Affiliation (A)(E). Outcome: Original lover wins out in fight for a young man. Theme: Girls vying for the same young man.

(5) (85) Hero: Pictured man. Needs: Achievement, aggression (Physical, Social), sex, succorance, autonomy, defence, counteraction. Emotions: Anxiety, ego ideal. Press: Affiliation (E), nurturance, physical injury. Outcome: Hero wins fight. Theme: Boxer after championship.

(6) (59) Hero: Non-pictured man on operating table. Needs: Achievement, exhibition. Emotions: Conflict, dejection, anxiety. Press: Physical danger, physical injury. Outcome: Hero dies. Theme: Hero was in crash of first rocket ship to moon.

(7) (49) Hero: The subject. Needs: Achievement, passivity, autonomy. Emotions: Emotional change, exaltation, ego ideal. Press: lack. Outcome: Hero lives happily. Theme: Desire for discharge and civilian occupations.

(1) The first group, the 'Control Group', was given a series of tests designed to measure their ability to learn a foreign language. The tests were given at intervals of one month. The results of the tests are given in the following table.

(2) The second group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

(3) The third group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

(4) The fourth group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

(5) The fifth group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

(6) The sixth group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

(7) The seventh group, the 'Experimental Group', was given the same tests as the Control Group. In addition, they were given a series of tests designed to measure their ability to learn a foreign language. The results of the tests are given in the following table.

Subject No. 38

- (1) (150) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C), physical danger, physical injury. Outcome: One of group killed, others are uninjured. Theme: Man on ship headed for battle.
- (2) (145) Hero: The group. Needs: Achievement, Aggression (P,S), sex, succorance, affiliation, autonomy. Emotions: Emotional change. Press: Affiliation (A) (E), dominance (C). Outcome: Group gets safely home and on leaves. Theme: Group leaving combat and coming home.
- (3) (190) Hero: An architect. Needs: Achievement, dominance, affiliation, exhibition, order. Emotions: Exaltation, ego ideal. Press: Affiliation (A). Outcome: Hero dies after much success. Theme: Architect building many great housing projects.
- (4) (210) Hero: The man. Needs: Achievement, dominance, nurturance, sex, affiliation, blamavoidance. Emotions: Conflict, exaltation, ego ideal. Press: Affiliation (E). Outcome: Hero marries the girl. Theme: Hero is undecided about marriage as he thinks over his free time when single.
- (5) (128) Hero: The man. Needs: Aggression (P,S), exhibition. Emotions: Conflict, anxiety. Press: Aggression (E and V), loss, physical injury. Outcome: Hero is knocked out. Theme: Hero is a boxer.
- (6) (176) Hero: Unseen patient. Needs: Achievement, dominance, sex, succorance, affiliation. Emotions: Conflict, emotional change, dejection, anxiety. Press: Affiliation (E), dominance (R), nurturance, physical injury. Outcome: Operation successful. Theme: Businessman had heart attack.
- (7) (178) Hero: The subject. Needs: Achievement, dominance, sex, succorance, affiliation, sentience, counteraction. Emotions: Emotional change, anxiety. Press: Affiliation (E), dominance (R), nurturance. Outcome: Hero marries sweetheart. Theme: Hero plans to go home and marry high school sweetheart.

(1) [201] Have the group members...  
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(2) [202] Have the group members...  
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(3) [203] Have the group members...  
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(7) [207] Have the group members...  
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Subject No. 39

(1) (63) Hero: The group. Needs: Dominance. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Dominance (restraint). Outcome: None evident. Theme: Heroes in guardhouse.

(2) (61) Hero: The group. Needs: Achievement, aggression (P,S). Emotions: Conflict, dejection, anxiety. Press: Aggression (E), dominance (R), lack, physical injury. Outcome: None evident. Theme: Heroes as prisoners of war who are very hungry.

(3) (54) Hero: The depicted man. Needs: none. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Physical danger (I). Outcome: None evident. Theme: Hero looking at a high hill or dead body.

(4) (67) Hero: The man. Needs: Aggression (E and V), aggression (P,S), sex, autonomy, sentience. Emotions: Conflict, dejection, superego conflict. Press: Affiliation (E), aggression (E and V), dominance (coercion), nurturance. Outcome: Wife kills girl friend. Theme: Wife-girl friend-man triangle.

(5) (58) Hero: The man. Needs: Achievement. Emotions: Conflict, dejection, superego conflict. Press: Dominance (C), physical danger (I), physical injury. Outcome: None evident. Theme: Hero being beaten by someone or something.

(6) (23) Hero: The group. Needs: Achievement, sex. Emotions: Anxiety. Press: Physical danger (A). Outcome: None evident. Theme: Doctors delivering a baby.

(7) (0) Unscorable.





Subject No. 40

- (1) (79) Hero: The group. Needs: Sex, succorance. Emotions: Anxiety, dejection. Press: Restraint. Outcome: None evident. Theme: Shipboard life and thoughts of a group of men.
- (2) (78) Hero: Man wearing helmet. Needs: Achievement, Dominance, autonomy. Emotions: Anxiety. Press: Coercion. Outcome: None evident. Theme: The thoughts of a group of men on the firing range.
- (3) (94) Hero: The man. Needs: Aggression (D), harmavoidance, defence. Emotions: Conflict. Press: Physical danger (A). Outcome: None evident. Theme: Man behind a rock on a cliff. In danger from some animal. Wants to kill it before it kills him.
- (4) (93) Hero: The man. Needs: Intraggression, Nurturance, sex, sentience, defence. Emotions: Conflict, jealousy, anxiety, superego conflict. Press: Affiliation (E). Outcome: None evident. Theme: Man loves another woman. Has wife and kid and wonders how to tell wife.
- (5) (99) Hero: The man. Needs: Achievement, dominance, defence, counteraction. Emotions: Conflict, dejection, anxiety, ego ideal. Press: Physical injury. Outcome: Hero is not able to win. Theme: Hero is an actor, prisoner of war and/or a prize fighter.
- (6) (90) Hero: One of the doctors. Needs: Achievement, nurturance, order. Emotions: Conflict, anxiety, superego conflict. Press: Affiliation (A). Outcome: Hero is afraid operation will not be a success. Theme: Hero is a doctor performing a serious operation.
- (7) (77) Hero: A young woman and parents. Needs: Dominance, sex, succorance, affiliation, deference, autonomy. Emotions: Conflict, anxiety. Press: Affiliation (A) (E), dominance (C), dominance (I,S), nurturance. Outcome: None evident. Theme: Girl running away from home to get married.

Section 10

- (1) (a) The first condition is that the person must be a citizen of the United Kingdom or a person who has been domiciled in the United Kingdom at the time of the death.
- (1) (b) The second condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (c) The third condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (d) The fourth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (e) The fifth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (f) The sixth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (g) The seventh condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (h) The eighth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (i) The ninth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.
- (1) (j) The tenth condition is that the person must be a person who is entitled to the benefit of the will or to the residue of the estate.

Subject No. 41

- (1) (55) Hero: The group. Needs: Achievement, nurturance, affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Group of men on a ship.
- (2) (92) Hero: The group. Needs: Abasement, aggression (F,S), blameavoidance, defence. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Soldiers in a lull of battle.
- (3) (63) Hero: The pictured man. Needs: Harmavoidance, defence. Emotions: Anxiety, conflict. Press: Dominance (R), physical danger (A). Outcome: unknown. Theme: Soldier hiding out in a cavern.
- (4) (99) Hero: The depicted man. Needs: Dominance, sex, affiliation. Emotions: Conflict, emotional change, super-ego conflict. Press: Affiliation (E). Outcome: Marriage to the 'other' girl. Theme: Conflict of hero over wife and girl friend.
- (5) (56) Hero: The man shown. Needs: Aggression (F,S), Emotions: Conflict, dejection, anxiety. Press: Aggression (E and V), dominance (C), lack, physical injury. Outcome: None evident. Theme: Hero is a prisoner of war being punished.
- (6) (55) Hero: The unseen person on operating table. Needs: none. Emotions: none. Press: Nurturance, physical injury. Outcome: Hero survives. Theme: Hero having an operation for an accident or disease.
- (7) (79) Hero: A young girl. Needs: Achievement, dominance, nurturance, sex, affiliation, exhibition. Emotions: Exaltation. Press: Affiliation (A). Outcome: None evident. Theme: Girl preparing for a television debut.



Subject No. 42

(1) (143) Hero: One of depicted group. Needs: Abasement, aggression (E and V), succorance, affiliation, blamavoidance. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (R). Outcome: None evident. Theme: Hero on a crowded ship going overseas to battle.

(2) (152) Hero: One of the group. Needs: Abasement, achievement, aggression (P,S), succorance, blamavoidance. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), aggression (E and V), dominance (C), lack. Outcome: None evident. Theme: Resting after a long battle.

(3) (129) Hero: The man. Needs: Achievement, aggression (P,S), affiliation, order. Emotions: Anxiety, ego ideal. Press: Affiliation (A). Outcome: Goal of battle is achieved. Theme: Hero studying terrain for a coming operation.

(4) (104) Hero: The man. Needs: Intraggression, nurturance, sex, succorance, affiliation, autonomy, sentience. Emotions: Conflict, emotional change anxiety, superego conflict. Press: Affiliation (E). Outcome: Hero goes back to wife. Theme: Triangle love affair.

(5) (88) Hero: The man. Needs: Achievement, aggression (P,S), succorance. Emotions: Conflict, dejection. Press: Aggression (E and V), dominance (C), physical injury. Outcome: Dies in torture. Theme: National enemy torturing a prisoner of war.

(6) (149) Hero: Unseen patient. Needs: Succorance, deference. Emotions: Conflict, ego ideal. Press: Dominance (I,S), nurturance. Outcome: Operation successful. Theme: Doctors operating on patient.

(7) (153) Hero: Subject. Needs: Aggression (E and V), dominance, nurturance, sex, blamavoidance, autonomy, counteraction. Emotions: Conflict, emotional change, superego (C). Press: Aggression (E and I), rejection. Outcome: Divorce granted. Theme: Wife gives divorce to hero.

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Subject No. 43

- (1) (80) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance affiliation. Emotions: Conflict, dejection, anxiety. Press: Affiliation (A), dominance (C). Outcome: Some are killed; others live. Theme: Group of men on their way to battle on a ship.
- (2) (85) Hero: The group. Needs: Achievement. Emotions: Anxiety. Press: Affiliation (A), dominance (C), lack. Outcome: Heroes get back to camp. Theme: Heroes are leaving a break during maneuvers.
- (3) (66) Hero: The man. Needs: Achievement, dominance, autonomy, understanding. Emotions: Exaltation, ego ideal. Press: Affiliation (A). Outcome: Graduates from college. Theme: Hero studying land formations in college.
- (4) (107) Hero: The man. Needs: Achievement, sex, succorance, affiliation, sentience. Emotions: Conflict, dejection, anxiety. Press: Affiliation (E), dominance (R), lack. Outcome: Hero get through basic after being drafted. Theme: Hero is thinking of all the wonderful times he has had with his wife.
- (5) (66) Hero: The man. Needs: Achievement, aggression (P,S), autonomy. Emotions: Conflict, dejection, anxiety, superego conflict. Press: Aggression (E and V), loss, physical injury. Outcome: Hero dies frozen as a prisoner of war. Theme: Here is a prisoner of war who dies from lack of shelter.
- (6) (56) Hero: One of the doctors. Needs: Achievement, dominance, nurturance, order. Emotions: Anxiety, exaltation. Press: Affiliation (A). Outcome: Doctor has first successful operation. Theme: Young doctor doing his first operation.
- (7) (114) Heroes: Two servicemen in London. Needs: dominance, sex, affiliation, sentience, passivity, play. Emotions: Exaltation. Press: Affiliation (A) and (E). Outcome: Heroes are successful in picking up girls. Theme: Two servicemen stationed in London and having success with the opposite sex.



Section 10

- (1) (a) The Board shall have the power to make such regulations as may be necessary for the proper conduct of the business of the Corporation.
- (1) (b) The Board shall have the power to make such regulations as may be necessary for the proper conduct of the business of the Corporation.
- (2) (a) The Board shall have the power to make such regulations as may be necessary for the proper conduct of the business of the Corporation.
- (2) (b) The Board shall have the power to make such regulations as may be necessary for the proper conduct of the business of the Corporation.
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- (7) (b) The Board shall have the power to make such regulations as may be necessary for the proper conduct of the business of the Corporation.

Subject No. 44

- (1) (179) Hero: The group. Needs: Sex, succorance, harm-avoidance. Emotions: Conflict, emotional change, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: The group gets happily home. Theme: Ship under attack by the enemy.
- (2) (98) Hero: The group. Needs: Achievement, aggression (P,S), sex, succorance, affiliation. Emotions: Emotional change. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: The island is secured after losses. Theme: Group returning from island battle.
- (3) (136) Hero: The man. Needs: Achievement, aggression, (P,S), aggression (D). Emotions: Conflict, anxiety, ego ideal. Press: Aggression (E and V), physical danger (A). Outcome: Large snake is captured. Theme: A zoologist is after a large snake.
- (4) (43) Hero: The man. Needs: Aggression (E and V), sex, affiliation, autonomy, sentience. Emotions: Conflict, emotional change. Press: Affiliation (E), dominance (R), loss. Outcome: Wife commits suicide. Theme: Triangle affair.
- (5) (111) Hero: The man. Needs: Aggression (P,S), succorance, harm-avoidance. Emotions: Conflict, dejection, anxiety, superego integration. Press: Aggression (E and V), dominance (C), physical injury. Outcome: Hero is tortured. Theme: Hero is prisoner of war and enemy is trying to make him talk.
- (6) (75) Hero: Unseen patient. Needs: Succorance, Emotions: Conflict, anxiety. Press: Dominance (R), physical danger (A). Outcome: Hero passes out from ether. Theme: Hero is undergoing an operation.
- (7) (65) Hero: Self. Needs: Achievement, passivity, sentience, play. Emotions: Exaltation, ego ideal. Press: lack. Outcome: Buys new car. Theme: Hero desires elaborate automobile.

Section 10

(1) [1971] Every person who... [1971] Every person who... [1971] Every person who...

(2) [1971] Every person who... [1971] Every person who... [1971] Every person who...

(3) [1971] Every person who... [1971] Every person who... [1971] Every person who...

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(6) [1971] Every person who... [1971] Every person who... [1971] Every person who...

(7) [1971] Every person who... [1971] Every person who... [1971] Every person who...

Subject No. 45

- (1) (66) Hero: The group. Needs: Abasement, achievement, aggression (P,S), blamavoidance, defence. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: Group overcomes fear. Theme: Fears of a group of men going into battle.
- (2) (61) Hero: Group of men. Needs: Achievement, aggression (P,S), affiliation, deference. Emotions: Conflict, anxiety. Press: Affiliation (A), dominance (C), physical danger (A). Outcome: None evident. Theme: Men having a lull in battle.
- (3) (86) Hero: Man depicted. Needs: Succorance, harmavoidance, autonomy. Emotions: Conflict, emotional change, dejection, anxiety. Press: Dominance (C) (R), physical danger (A). Outcome: Hero locates friends and is safe. Theme: Hero is hiding from an unknown enemy.
- (4) (58) Hero: The depicted women. Needs: Aggression (E), sex, sentence, rejection, play. Emotions: Conflict, jealousy, exaltation. Press: Affiliation (E), aggression (E). Outcome: None evident. Theme: Quarrel between two women over a man.
- (5) (54) Hero: Man depicted. Needs: Achievement, aggression (P,S), exhibition, defence, counteraction. Emotions: Conflict, dejection, anxiety. Press: Physical injury. Outcome: Loses fight. Theme: Boxer on ropes.
- (6) (25) Hero: The group. Unscorable.
- (7) (77) Hero: Baseball player. Needs: Achievement, autonomy, exhibition, counteraction. Emotions: Emotional change, anxiety, exaltation, ego ideal. Press: Affiliation (A). Outcome: The near defeated team comes back to win. Theme: Baseball game.

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