Special Studies in Psychology

William E. Walker

Ouachita Baptist University

Follow this and additional works at: https://scholarlycommons.obu.edu/honors_theses

Part of the Higher Education Commons, and the School Psychology Commons

Recommended Citation
https://scholarlycommons.obu.edu/honors_theses/333

This Thesis is brought to you for free and open access by the Carl Goodson Honors Program at Scholarly Commons @ Ouachita. It has been accepted for inclusion in Honors Theses by an authorized administrator of Scholarly Commons @ Ouachita. For more information, please contact mortensona@obu.edu.
SPECIAL STUDIES
PSYCHOLOGY 491

for
Dr. Walden Vogt

by
William E. Walker

Spring, 1970
PREFACE

Due to the lateness in my college program when I switched my major to psychology, I was unable to plan out a double major in order to complete education requirements for a teaching certificate. Hence I decided, if Dr. Weldon Vogt would agree to supervise my instruction and allow me to take on one of his general psychology classes, I would construct an educational block program and practice teaching session for a special studies. I felt that this would be valuable experience in that I plan to teach on the college level and probably will be required to do some assistant teaching during my graduate school program. Dr. Vogt agreed and aided me in working out a program. I feel that I greatly benefited from this special studies and I wish to thank Dr. Vogt for his help.
RESEARCH

The following books were read prior to beginning study in the area of instruction in order to better prepare the author for instructing on the college level:

College and University Teaching - Herman Estrin

College Teaching: Its Practice and Its Potential
Joseph Justman and Walter H. Mais

Toward Excellence In College Teaching
Earl Pullias and Aileene Lockhart

College Teaching: Studies In Methods of Teaching
In The College - Paul Klapper

Also the book, Successful Teaching In Secondary Schools by Sterling G. Callahan, which is used for the block course in Methods in the Education Department of Ouachita Baptist University, was scanned and the parts which were thought to be beneficial for college teaching were studied. It was felt that these would aid in preparing lesson plans, lecture manner, and possibly student discipline. (These being peers of the author, the author was a bit leery.)

The area of instruction in general psychology selected was personality theory and evaluation. Information on personality theory was collected from:

Interpreting Personality Theories
Ledford J. Bischof

Theories of Personality
Calvin S Hall and Gardner Lindzey
Also the offerings of 14 textbooks in general psychology on personality were read and the high points included in the study program. The books found most helpful were:

*Psychology: A Scientific Study of Man*
Fillmore and Sanford

*Psychology: The Science of Behavior*
Isaacson, Hutt, and Blum

*Contemporary Approaches To Psychology*
Helson and Belvan

*Psychology*
Stagner and Karwoski

The text regularly used in the general psychology course was used as the integral part for formulation of the lesson plans and material to be covered.

Planning

The material was first divided into the eight lecture periods to be used. The author felt that these would probably be tentative since he was unfamiliar with the amount to be covered in a class period or the amount which he was able to cover within a class period. The basic lesson plans were outlined. The lesson plan for the first class period was written out in detail in order to insure that the instructor would not forget important parts and specific.
Materials for demonstrations and audio-visual aids were located and worked into the lessons.

The Teaching

It was discovered after the first lesson that the instructor could get by on far less notes. (Compare the outlines for class one and class six.) A simple outline was found to be adequate with a few notes added. The teaching progressed well with the instructor gaining much needed poise and skill at instructing the class rather than feeding facts.

The students were well disciplined and the instructor had no problems in this area. They responded well which was very fortunate for a first time experience.
Name: Walker, William

Subject: Grade: Topic or Activity:

OBJECTIVES FOR THE LESSON:

To introduce the student to personality theory.

TOMORROW'S ACTIVITY AND/OR ASSIGNMENT:

PROCEDURE: (What I intend doing? MATERIALS NEEDED: (What will I need?)

Summarize.)

Bring personality understanding from the popular conceptions to a semi-professional one.

EVALUATION OF DAY'S ACTIVITY: (To be completed on the same day as lesson plan is used.)

BY SUPERVISING TEACHER:

BY STUDENT TEACHER:

Lack of student participation due to lack of experience in the teacher.

RECOMMENDATIONS:

Signed
<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Pupil Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Indicate how you will introduce the lesson, how you will proceed in reference to it, and how you will conclude or summarize the lesson with the pupils.)</td>
<td>(What pupils will do during each part of the class session).</td>
</tr>
</tbody>
</table>
Lesson One

One of the most important characteristics of individual behavior is its consistency. This consistency expresses itself in two ways. (1) Certain characteristics persist over a period of time in the behavior of a given person and are evoked by situations that resemble one another, and (2) certain characteristics tend to be associated with one another.

There are examples of both of these. Suppose

Naturally, our predictions do not always work out—a fact that may lead us to doubt that the behavior of individuals is as consistent as we have believed it to be. Actually, however, the fault does not lie in inconsistencies so much as it does in our limited awareness of what the basic consistencies are in human behavior.

The task of identifying, measuring, and studying these basic consistencies in individual behavior is a major preoccupation of a large segment of psychological research. Like a layman, psychologists assume that individual behavior is basically consistent, but whereas the layman at times led to lose faith in this consistency, psychologists consider their failures as results of inadequacies in measurement techniques or their insufficient understanding of the basic consistencies in human behavior. Layman's disappointing experiences often lead them to believe that the
behavior of others is essentially irrational. But psychologists believe that there are basic consistencies in behavior that indicate the operation of general principles. Once this assumption can be made, the problem of understanding individual behavior becomes one of finding out what these consistencies and principles might be.

The concepts that psychologists have developed in order to describe the consistency, logic, or rationale that is implicit in individual behavior, and that will lead to making more successful predictions, is what psychologists call "personality theory." A personality theory is an attempt to create a hypothetical model or conceptual structure that helps explain why individuals behave as they do.

Although the word "theory" has as many of us are concerned, connotations of extreme abstractness, vagueness, complexity, or any-towered impracticality, there is nothing mysterious or impractical about theories, for we use them all the time without being aware of doing so. We must be able to assume that the behavior of those around us is somewhat consistent. If we were unable to make predictions about the behavior of others, we would be unable to interact with them effectively and would always be in a state of confusion as to what we should do or say to them next. Therefore we organize what we have learned about people according to some kind of interrelated framework, using the second principle of consistency we referred to a while ago. This framework is what we call our "implicit theory of personality" - implicit because our theory may be implied from our behavior.

For example, the person who rather consistently argues and disagrees with others may be responding to an implicit "theory" that may be stated, in effect, "other people are stupid - even the best of them. Most of them do not know what they are talking
about, and those that do know, talk without thinking." This argumentative person therefore takes upon himself the task of enlightening the foolish people about him. Chronic arguing and disagreeing could very well be based on other implicit theories, of course, but the point here is that interpersonal behavior that has any kind of pattern and consistency, like chronic arguing and disagreement, is based on some kind of a structure of expectations and assumptions regarding the behavior of others.

The implicit theories of personality that we use as a basis for interaction with others are to a large extent learned from our culture—that is, we learn from those around us what to perceive in the behavior of others and how to interpret what we perceive. Such learnings are what we might call "shared" theories. Over and beyond such beliefs, however, we also develop "private" theories based on our own unique experiences. Say, for example, that — got a C in Basketweaving II last semester, although she thought she should have received at least a B. To the reason he got the lower grade was obvious—the instructor took a dislike to him because he had objected to the way the mid-term exam had been graded. The reason he got a C was also obvious to the professor.Earlier in the semester he had noticed his weaving style and had thought he would get at least a B but like a lot of other skilled students, did not study hard enough. In world, instructors are all against him, hence he was disappointed but not particularly surprised that he got a C. In the professor's eyes, students seldom study as hard as they should; hence he was disappointed but not particularly surprised that a promising young flick should get a C.
There is a danger, of course, in pushing too far the analogy between the layman's attempts to explain and predict everyday behavior and the psychologist's attempts to explain and predict behavior-in-general. The layman and the psychologist are, after all, trying to do two quite different things. The layman's theories and concepts are developed unconsciously and indirectly and are very much a part of their personal experiences, whereas the theories and concepts that psychologists develop are arrived at consciously and deliberately in an attempt to find unifying relationships among the diverse phenomena that go to make up human behavior. Furthermore, psychologists are continually testing and revising their theories, whereas laymen are reluctant to put their theories to the test and often defend them vigorously against exposure to evidence that would contradict them. Such exposure would of course result in cognitive dissonance, which would in turn necessitate changes in attitudes and/or behavior.

It is difficult to put into layman's language what the word "personality" means. One of the main reasons is that personality has no standard meaning. There are over fifty professionally accepted definitions. Most of these definitions do fall in one or another of these three general areas:

1. Social stimulus value or external appearance and behavior
2. Selfhood - or awareness of self as a permanent organizing force
3. Complex of interacting traits

The first is called stimulus value by psychologists because people usually do make a value judgement in responding to a person's behavior, and this for
them becomes his "personality." We say "He has a pleasing personality" or "What she needs is to improve her personality." Unfortunately, we commonly fall into the trap of assuming that the superficial aspect of personality is the "real person," forgetting that most people develop a kind of social self that they slip into or out of, depending on whether they see themselves as under public scrutiny. Many, many times outer behavior may hide inner nature.

The second area "personality as selfhood" describes the personality of an individual as what he himself believes he is. This concept of self guides his behavior. We must realize that self-concepts are by no means permanent and are changed by public role. Also the self is determined in part by elements even the individual does not recognize. These are in unconscious levels and may be measured only by hypnosis or projective techniques.

The third area of approach is that of interacting traits. These are often called dimensions of personality because they can be measured on a quantitative continuum. Personality traits are abstractions, they are inferences, or generalizations from the behavior shown by the person. Over 17,953 have been listed by Allport & Odbert. On the whole a trait seems to have more spread as a child grows up. If he grows up in a fairly consistent environment he is likely to be more consistent within himself.

He learns first to be honest at home, then with his pals, at school, in the community and finally perhaps in dealing with institutions. He learns about an increasing number of circumstances in which honesty is applicable and in which actions can be labeled honest or dishonest. This generalization
of honesty to new situations can be counteracted, however, by his discovering that under certain circumstances rigorous honesty can handicap him too greatly. The basic problem in describing a given individual is not deciding which traits he does or does not possess, but finding how much of each trait he possesses and how the traits interact in the total pattern of his personality.

Your book lists four types of explanations in perspective. They are: deductive, probabilistic, functional or teleological, and genetic.

EXPLAIN THESE - pp 113

There are two general approaches taken by psychologists in their attempts to understand personality: idiographic and nomothetic.

ALSO #113

People have always been interested in assessing the personalities of others. And through the years, many methods of assessment have been conjured up. Some of these we classify as body-type theories of personality. Those who believed in phrenology thought that special areas of the brain were matched to entities or faculties of behavior. It was also thought that bumps on the head indicated well-developed areas. If, for example, you had a bump immediately behind the back of your head for destructiveness, you would develop. The phrenologists' assignment of each of these entities to residence in specific parts of the brain has been disproved, but as you've studied before there are brain localizations of general types of function, such as speech or motor.
Explanation

Deductive

\[ A + B = C \]
\[ C + 0 = E \]

Probabilistic

\[ A + B = C \]
\[ C + 0 = E \] 0 is usually evidence of \( D \)

Functional

\( E \) because of \( A, B, + D \)

Genetic

\( H \rightarrow E \)
Approaches

(1) Idiographic
 aspects of an individual's personality that are unique to him

individual → unique development

(2) Nomothetic
 attempt to describe with precision those psychological elements which are presumed to be common to all individuals

individual ↔ patterning of common traits

Suppose we had an explanation of a personality given as

"X scored 72 on the WAIS, on the Raven test of symbol arrangement X was unable to complete certain areas, on the Bender-Gestalt drawing test X was unable to complete several figures and connections were weak. All EEG turned up positive for brain damage. We diagnose X as suffering from partial brain damage."
The popularly held belief that facial features are significant indicators called physiognomy has not been supported by experiments. Judgments based on photographs or even on the actual face in repose are as likely to be erroneous as correct. This statement applies to photographs of the insane, the criminal, the feeble-minded, and of other extremes, as well as of people within the normal range; and it applies almost as much when the judges are supposedly experts—employment managers and personnel directors—as when they are amateurs. People apparently judge partly on (1) popular stereotypes of what personalities are supposed to look like, (2) the implications of the words used to describe various features, like calling a forehead high, or lofty, a chin strong, a jaw firm, and eyes bright, (3) what is read into the face, especially the eyes, and (4) the characteristics of persons the judges are reminded of, either consciously or unconsciously. None of these is a reliable basis for appraising a person.

It is unfortunate that many words are applicable both to physical features and to some nonphysical aspects of personality. The person with dark narrow set eyes is always a criminal. If so we better look out for.

One judge when requested to commit a feebleminded girl to an institution found it very difficult to believe that that with such bright eyes she could be of such low intelligence.

Stereotypes of what various kinds of persons are supposed to look like may develop at times because of the particular facial features of well-known persons—or for other reasons. Such stereotypes have been strengthened and perpetuated by dramatists and other literary people. They use these stereotypes to reinforce the impression that so and so is the villain, or the hero,
or has certain personality conflicts. We seem to be getting away from this now with the anti-heroes in the movies and on stage. "Midnight Cowboy" whether much more can be ascertained from the body as a whole, in repose, than from the face alone is a debatable question. It is true, however, that the same glands which are influential in determining body proportions — the thyroid, pituitary, etc. — also have some influence over nonphysical characteristics like energy and emotionality. In recent years there have been several interesting attempts to establish a basic physical typing of human beings and to show the relation of personality types to these basic physical types. Kretschmer was the first important one of these. He believed that basic physical types led to certain mental disorders. Barrel-shaped people have long been associated with an easy-going, jolly, generous disposition; the lean variety with a more solemn, serious, and stingy one. The extrovert is said to have the former build, the introvert the latter. Literary people have used these body types to emphasize the good-natured jollity of a Shakespeare or the serious, scheming nature of a Cassius (the man with the lean and hungry look.) The best of these methods of typing individuals according to their anatomical and physiological attributes are those developed by Sheldon and his collaborators. Sheldon's emphasis is on the fact that there are three layers of tissue which make up the body during embryonic and later growth, and that only one of these layers may be developed to a greater extent or to a lesser extent. The inner layer from which develop the vital organs is the endoderm; the middle layer, giving rise to bone, sinew, and muscle, the mesoderm; the outer layer, from which the nervous system and the skin are derived, the ectoderm. Each individual's anatomical
development shows a certain balance among the three; perhaps an overdevelopment of one and an underdevelopment of the other two. The body build which springs from marked endoderm development is called ektoderm; similarly the body build arising from a highly developed mesoderm factor is mesomorph; and that from a highly developed ectoderm activity, ectomorph. It is possible, by photographing the individual and making careful measurements from the photos, to indicate quantitatively the proportions among the three. An average person on Sheldon's scale would rank 4-4-4. He would be average in each factor on a scale from 7 (extreme overdevelopment) to 1 (extreme underdevelopment). Such a scheme is offered by Sheldon as throwing light on basic personality constituents. He says that those we call endomorphs are typically dependent upon the primitive, earthy satisfactions of eating and digesting; they are socially warm, they are likely to be impulsive, easygoing. Men high in mesomorphy are tough, hearty, athletic, noisy, and enjoy dominating persons and things around them. Men high in ectomorphy, in turn, are inclined to be thoughtful, withdrawn, sensitive, imaginative.

Critics have pointed out that body type can change, at least in some respects, with changes in diet, exercise, and other health measures. When objective personality and independent appraisals were used, significant correlations did not appear between body build and such traits as ascendance-submissiveness and masculinity-femininity, although these should have appeared according to the claims being tested.

An equally serious criticism has been leveled at the alleged inherent correlation between body type and personality characteristics. Critics have indicated that the traits attributed to each type
are the very traits which a person of that type might be expected to learn as his way of gaining status.

Quacks have been alert to exploit the popular demand for quick, easy, definitive methods for sizing-up people. Systems abound for assessing personality through some cut-and-
signs, such as the constellations prominent in the heavens at one's birth (astrology), the number of letters in one's
name (numerology), the lines in one's hand (palmaristry),
and one's fingerprints (deductive analysis). Actually, the
practitioners of these systems usually use other than
the alleged cues; they cleverly interpret their victim
while ostensibly examining his palm, make some
general, ambiguous statements, and cautiously become
more specific only as the victim seems to agree, either
verbally or by small signs of assent.

We also judge people by their expressive
behavior. Graphology has been studied for years.
But about the only true picture we can get from
analyzing handwriting is the sex of the writer.
There are possibilities here and several counselors
have been explored but not very well. There is
also interest in analyzing voice prints. Movements
of the head and eyes and facial expressions are more
reveal than physiognomy. What a person looks at, and
what makes him smile, brighten up, or look serious,
may be an important cue regarding his interest and
attitudes - or what he would like you to believe are
his interests and attitudes. Any muscular state is
likely to express something about a person. Characteristic
tensions, postures, and movements vary greatly from
person to person. People express at least some aspects
of themselves in their movements. Just watching a
man put on his coat or shake hands tells something
about him; and so does a record of his movements, such
as that provided by some inferences drawn from
these movements alone are far from reliable, however.

Personality theories are generally divided into two broad areas—experimentally oriented and clinically oriented. Experimental psychologists, by and large, have focused their attention on trying to find relationships between stimulus conditions and behavior, making as few assumptions as possible about intervening processes in the organism. Clinicians, however, will have been forced to work out a rationale for dealing with troubled patients, have developed several theories. Most are functional, genetic or both.

Psychoanalytic theories—what most people think of when they think of psychoanalysis—tend to use one of two things to explain a patient lying on a couch or sex. Except for the last two or three decades, the main impetus to the development of psychological theories of personality has come from the work of psychotherapists, psychoanalysts, clinical psychologists, and psychiatrists. Starting with Freud, Janet, and Charcot in the mid-nineteenth century, physicians working with the mentally ill began to go beyond the merely structural aspects of physiology and developed techniques and theories that took into account such factors as emotional status, conscious and unconscious, and childhood experience.

Sigmund Freud (1856-1939) is the best known and most influential of these pioneers in the field of mental illness. His work with patients in Vienna led him to conclude that neuroses in adults was largely the result of faulty confused or inadequate child-parent relations. Freud theorized that a boy during his preschool years quite normally develops a strong
attachment for his mother, even to the point of having fantasies about getting rid of his father, so that he can have her all to himself. This sexually tinged longing for the mother and hostility toward the father, which Freud labeled the "Oedipus complex," is repressed from consciousness but may continue to create problems throughout life if not adequately resolved. Adequate resolution consists of the boy's gradually realizing that his fantasies about his mother and father are unreasonable, whereupon he comes to develop positive feelings toward his father and identifies with him. According to "classical" psychoanalytic theory, the Oedipus problem is the central or nuclear complex of all neuroses.

Most people, when they are confronted by this picture of child-parent relations, think that it has any relevance for them. Freud's explanation of this dilemma is that significant aspects of everyone's Oedipal conflict have been very effectively submerged in a dimension of human experience he termed the "unconscious." Most of our everyday behavior is motivated, according to Freud, by internal forces and stresses (such as the sex drive), the true nature of which is unknown to us. He portrayed the inner life of the individual as a struggle between "id" (primitive, instinctual, infantile drives), ego (conscious, cognitive, organizing self, in contact with reality), and "superego" (conscience, internalized values, a source of guilt feelings). He also proposed the existence of a "narcissistic ideal diagram"
of Freud's concept of the personality. It presents
a picture of man as basically a creature
of primitive, savage drive (id), held in
check by a thin veneer of socialization
(ego and superego). The unconscious area
of personality also constitutes a reservoir
of forgotten experiences. Painful and embar-
rassing memories, according to Freud, are
forced from the conscious to the unconscious
area of the personality by "repression," an
unconscious process distinguished from
"suppression," which is the conscious and
deliberate attempt to force an annoying and
unwelcome thought from consciousness.
LESSON PLAN FORM

Name Walker, William E. Date____________________

Subject________________ Grade____ Topci or Activity____________________

OBJECTIVES FOR THE LESSON:

To acquaint the student with projective means of evaluating personality.

TOMORROW'S ACTIVITY AND/OR ASSIGNMENT:

PROCEDURE: (What I intend doing?
Summarize.)

Explain the test realistically with examples.

MATERIALS NEEDED: (What will I need?)

Example of the projective tests: an inkblot, a TAT card, instruction for a DAP

EVALUATION OF DAY'S ACTIVITY: (To be completed on the same day as lesson plan is used.)

BY STUDENT TEACHER:

Class responded very well.
Questions were very good.
Class period served well as a relaxation period between some of the drier material in the study of personality.

RECOMMENDATIONS:

Signed____________________
Lesson Six

Man is a limited creature. Wants to know everything and be able to write it down. So it is with personality and his understanding of it.

There are three basic approaches which man has employed for recording his evaluation of personality.
1. Literary and Philosophical

2. Clinical

3. Quantitative or Experimental

We have said before that there are two divisions of psychologists studying personality. The experimentalists attempt to find relationships between stimulus conditions and behavior. They do not care for a full theory of behavior. The clinicians must formulate some type of rationale in order to deal with troubled patients. They seek functional and genetic explanations. Their methods:

Interview:

Halo effect

Stereotypes—contagious bias

Failure to quantify

Faulty memory
Projective techniques

Read from book
Difficult to fake
Depth
Limitations

Leonardo da Vinci—"Percepts of the Painter"

Individualistic manner in which each person looks upon his environment.
1-Inkblots
2-Sounds

Interested in stimulating creativity.

Label "projective techniques" coined by L.K. Frankin in 1939. He said that any materials such as inkblots or pictures which a person structures in a way as to bring into expression needs, motives, emotions, past experiences, and the like constitute a projective technique. That is the individual literally projects himself and his personality into the perceptual organization.

All projective instruments have been designed to appraise the structure of the personality and to afford an insight into the thought content and ideational processes of the testee. The data elicited by these tests revolve around the individual with reference to his own interpretation and his own conception of his role in his life space.
The emphasis in projective techniques is on the individual or the single case. Therefore for the most part it is idiographic as opposed to nomothetic.

**Rorschach Inkblot Test**

*Many fore runners-da Vinci*

Definite in 1921-Herman Rorschach

Wide impact in psychiatry, sociology, and cultural anthropology

Different variations-standard most widely used-age span

The series consists of 10 inkblots, five colored and five non-colored all on a white background. Some are symmetrical and some aren't. They are deliberately designed shapes. Just the color and hues are based on results of 11 years of experimentation. There is a definite fixed sequence.

**Procedure**

Group methods

Multiple choice type

Cloud Pictures-Stern

**Thematic Apperception Test** -Murray

3 series of 10 picture and 1 blank card

Lettered on back -20 to administer

Two sessions of 10 plates

Five minute exposure

Recording 1-on tape

2-writing of tester

3-writing of testee
Interpretation-varied as no of interpreters
Formal analysis
Free Interpretation

Example of first picture

Blacky Pictures

Kahn Test of Symbol Arrangement

Association Methods
The Classes Results On a Quick IQ Testing

C-1

Mode - 100-104
Median - 103
Mean - 100

C-2

Mode - 105-105
Median - 104
Mean - 97

C-3

Mode - 95-100
Median - 102
Mean - 100

C-A

Mode - 100-104
Median - 103
Mean - 99.2
9:00

(1) Which of Freud's three personality parts is the storehouse of the libido? (Id)
(2) The blank approach to understanding of behavior is concerned with the aspects of an individual's personality that are unique to him. (Idiographic)
(3) The two methods ol clinicians are the interview and blank. (Projective techniques)
(4) Blank is the art of judging a person from facial characteristics. (Physiognomy)
(5) In the blank test the subject makes up stories based on pictures. (TAT)

10:00

(1) Freud described the attraction a boy aged 3 to 5 has for his mother and repulsion for his father as the blank. (Oedipus Complex)
(2) Blank was the theory that bumps on the head indicated the presence of strong faculties or traits. (Phrenology)
(3) Blank recognizes eight psychosocial stages, each characterized by a particular conflict. (Erik Erikson)
(4) Blank consists of a felt strip and plastic objects to be placed in certain orders on it. (Kahn)
(5) The use of a constant first impression in an interview is a fault called blank. (Halo effect)

11:00

(1) Which of Freud's three personality components is equated with the individual's moral attitudes or conscience? (Superego)
(2) Blank developed cloud pictures as opposed to Rorschach's inkblot test. (Stern)
(3) Blank developed the Thematic Apperception Test.
(4) Blank is the approach to understanding personality in which an individual is rated or compared with others. (Nomotheticism)
(5) Blank are preconceived notions as to how people of a given race, national origin, or occupation ought to appear. (Stereotypes)
1. In general, it can be said that the higher the economic standing of an occupational group:
   A. the lower the chance for high IQ offspring
   B. the lower the median IQ
   C. the higher the average IQ
   D. the higher the chance for IQ fluctuation

2. Which is the correct order of levels of mental retardation? (hardest to lightest)
   A. profoundly, severely, moderately, mildly
   B. moderately, profoundly, severely, mildly
   C. severely, profoundly, moderately, mildly
   D. severely, profoundly, mildly, moderately

3. The highest correlation of IQ's in the family setting is:
   A. between fraternal twins
   B. between parents and children of the same sex
   C. between identical twins
   D. between siblings of opposite sex

4. Psychomotor abilities are those which include all of the following except
   A. finger dexterity
   B. manual dexterity
   C. digit span
   D. aiming

5. Which of the following is not considered a projection test:
   A. Kahn Test of Symbol Arrangement
   B. Meier Test of Art Appreciation
   C. Thematic Apperception Test
   D. Rorschach Inkblot Test

6. Which of the following is the correct order for listing Freud's stages of personality development?
   A. oral, phallic-Oedipal, anal, latency, genital
   B. latency, anal, oral, phallic-Oedipal, genital
   C. genital, anal, oral, phallic-Oedipal, latency
   D. oral, anal, phallic-Oedipal, latency, genital

7. The concept of basic anxiety was one of the most important offerings of:
   A. Alfred Adler
   B. Karen Horney
   C. Erich Fromm
   D. Erik Erikson

8. Carl Jung is responsible for developing the concepts of:
   A. relatedness and rootedness
   B. field theory personalities
   C. introversion and extroversion
   D. superiority and inferiority

9. Social scientists use the word personality to mean:
   A. social stimulus value
   B. awareness of self as an organizing force
   C. the pattern of organized traits which are measurable
   D. all of the above

10. The idiographic approach to understanding personality:
    A. is concerned with the aspects of an individual's personality that are unique to him
    B. seeks general laws applicable to all individuals
    C. describes common elements with precision
    D. use deductive models of explanation
11. Judging persons from elements of facial characteristics is known as:
A. phrenology
B. physiognomy
C. somatotyping
D. none of the above

12. In Sheldon's theory of somatotypes the traits of asociality, lack of desire for exercise, and studiousness are characteristic of:
A. the endomorph
B. the mesomorph
C. the ectomorph
D. the graphologist

13. The mediating factor of Sigmund Freud's psychoanalytic personality division is known as the:
A. ego
B. super-ego
C. id
D. libido

14. The index of validity is:
A. the extent to which the test measures what it is supposed to measure
B. a measure of consistency
C. ability of compare two individuals
D. all of the above

15. Usability is a characteristic of a test which says it is:
A. financially applicable for the situation
B. not absurdly hard to administer
C. easily scored
D. all of the above

16. In a normal distribution which has been plotted graphically there is:
A. a bimodal shape
B. positive skewing
C. negative skewing
D. an equality of the mean, median, and mode

17. The simplest measure of variability is the difference between the highest and lowest score called the:
A. mode
B. range
C. deviation
D. standard score

18. If A always occurs when B does we say there is a correlation coefficient of:
A. +1.00
B. -1.00
C. 0.100
D. none of the above

19. The hermetic factors of personality include all of the following but:
A. attitudes
B. needs
C. interests
D. manners of operation

20. The order-of-merit method is typical in:
A. relative rating scales
B. forced-choice rating scales
C. behavior sampling
D. absolute rating scales
21. Self-inventory methods of personality assessment tend to be faulty because of:
   A. faking by the testee
   B. a person's lack of understanding himself
   C. both of these
   D. neither of these

22. The most elaborate refining of aptitude tests has been done in connection with the measurement of:
   A. artistic ability
   B. dexterity
   C. athletics
   D. intelligence

23. The 1916 revision of the Binet Intelligence Test was called the Stanford-Binet and developed by:
   A. L. M. Terman
   B. Simon Binet
   C. Lexus Stanford
   D. Theodore Simon

24. Norm groups make it possible to:
   A. judge the individual idiosyncratically
   B. interpret a subject's score in relation to a group of scores
   C. observe individuals in a group action situation
   D. test a large group of persons in the same setting

MATCHING

(1) reliability
(2) performance test
(3) psychograph
(4) expressive behavior
(5) morphology
(6) libido
(7) mean
(8) range
(9) correlation
(10) endomorphy

(a) profile of scores
(b) variability
(c) consistency
(d) arithmetic average
(e) average relationship
(f) form board
(g) sex drive
(h) visceratonia
(i) handwriting
(j) physical anatomy