Honors Theses   Carl Goodson Honors Program

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Special Studies in Psychology

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SPECIAL STUDIES

PSYCHOLOGY H491

for
Dr. Weldon 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 constuct 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 willbe 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 than 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.

LESSON PLAN FORM

Name ___Walker, William_____ Date_____

Subject_____ Grade_____ Topci 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
              Summarize.)   need?)
    Bring personality understanding from the
    popular conceptions to a semi- professional
    one.

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

BY STUDENT TEACHER:

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

                                   Signed_____

DETAILED OUTLINE FOR LESSION FOR _____

Teacher Activities

(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.)

Pupil Activities

(What pupils will do during
each part of the class session).

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.

Here are examples of both of these. Suppose

Naturally, our predictions do not always work out — a fact that may lead us at times 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 is 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 their 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 those 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 ivory-towered impracticability, 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 in somewhat consistent. If we were inable 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 do 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 he or she thought
he or 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 ＿＿ 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 ＿＿＿'s
weaving style and had though he would get at
least a B, but like a lot of other skilled students,
＿＿＿ did not study hard enough. In ＿＿＿'s
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 man like ＿＿ 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 psychologists 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 call 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 this 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. His 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 qualitative 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, probalistic, 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 nomthetic.

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 rear your faculty for destructiveness was well-developed. The phrenologists' allocation of each of those 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

$$A + B \overset{Law}{=} C$$
$$C + D \overset{Law}{=} \boxed{E}$$

Probalistic

$$A + B \overset{Law}{=} C$$

$$C + O \overset{Law}{=} \boxed{E} \qquad O \text{ is usually evidence of } D$$

Funcional

$$\boxed{E} \text{ because of } A, B, +D$$

Genetic

$$H \longrightarrow \boxed{E}$$

Approaches

(1) Idiographic
aspects of an individuals 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 ~~71~~ on the WAIS, on the
Kahn 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. An EEG turned
up positive for brain damage. ∴ We
diagnosi 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. Judgements 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 develope 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 andso is the villain, or the hero,

or has certain personality conflicts. We seem to be getting away from this now with the anti-heros 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, pituary, 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 Falstaff 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 endomorphy; similarly the body build arising from a highly developed mesoderm factor is mesomorphy; and that from a highly developed ectoderm activity, ectomorphy. 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, hardy, 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 ascendence - submission 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 clear cut
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 (palmistry),
and one's fingerprints (dactyl analysis). Actually, the
practitioners of these systems usually use other than
the alleged cues; they cleverly interview 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 correlaries
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 interests 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 sam 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 ~~a few~~ as few assumptions as possible about intervening processes in the organism. Clinicians, however, who 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. - ~~When most people think of psychoanalysis they think of one of two things, either 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 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 states, conscious and unconscious, and childhood experiences.

① 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 neurosis in adults was largely the result of badly confused or inadequate child-parent relations. ④ 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 antipathy 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, deny that
it has any relevance for them. Freud's explanation
of this denial is that significant aspects of
everyone's Oedipal conflict have been very
effectively submerged in a dimension of human
experience he termed the "unconscious." ~~Indeed,~~
much 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). ~~The figure on~~
~~the consists of a rough sketched diagram~~

of Freud's concept of the personality. It presents a picture of man as basically a creature of primitive, savage drives (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 embarrassing memories, according to Freud, are forced from the conscious to the unconscious area of the personality by "repression", an unconscious process he 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?   MATERIALS NEEDED: (What will I
             Summarize.)   need?)
    Explain the test realistically withExamples of the projective
    examples.   tests: an inkblot, a TAT
                                       card, instruction for
                                       a DAP

_____

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

BY STUDENT TEACHER:

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

We have siad before that there are two divisions of psychologists studying personality. The experimantalists attempt to find relationships between stimulus conditions and behavior. They do not care for a full theory of behavior. The clinicians maat 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.Franklin in 1939.
He said that any materials such as inkblots or pictures which
a perosn 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
andhis 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 1o plates

Five minute expossure

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

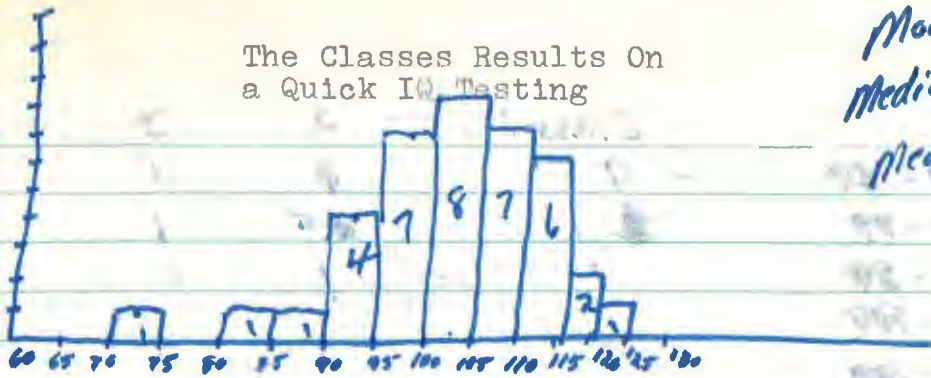Kahn Test of Symbol Arrangement

Association Methods

	Class 1	2	3	All
60 - 69	- 0	0	1	2
70 - 79	1	0	1	2
80 - 89	1	1	1	3
90 - 99				
100 - 109				
110 - 119				
120 - 129				

60-64	0	1	1	2
65-69	0	0	0	
70-74	1	0	1	2
75-79	0	0	0	
80-84	1	1	1	3
85-89	1	0	1	2
90-94	4	2	4	10
95-99	7	5	9	21
100-104	8	11	4	23
105-109	7	11	3	21
111-114	6	4	5	15
115-119	2	-	6	8
120-124	1	-	1	2
125-129			1	1
	38	35	37	110

The Classes Results On a Quick IQ Testing

C-1

Mode - 100-104
Median - 103
Mean - 100

Bar values (60–130 scale): 4, 7, 8, 7, 6, 2

C-2
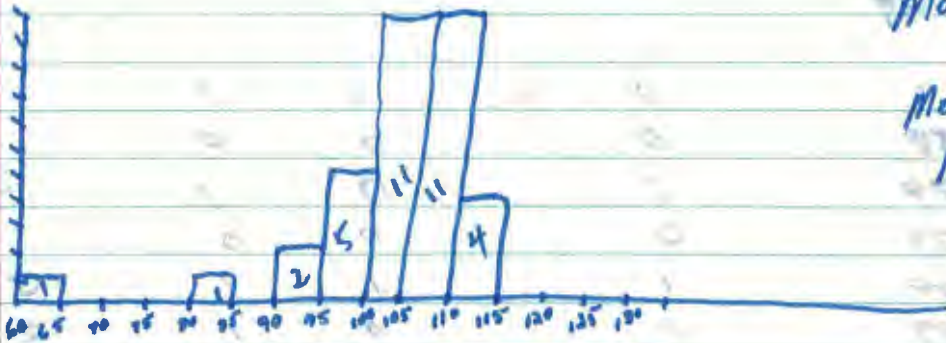
Mode - 100-105
       105-110
Median - 104
Mean - 97

Bar values: 2, 5, 11, 11, 4

C-3
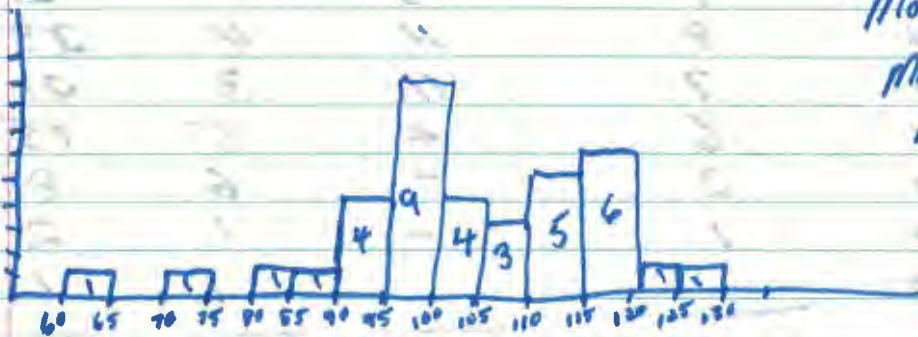
Mode - 95-100
Median - 102
Mean - 100

Bar values: 4, 9, 4, 3, 5, 6

C-A

Mode 100-104
Median - 103
Mean - 99.2

Bar values (60–130 scale): 2, 2, 3, 2, 10, 21, 23, 21, 15, 8, 2, 1
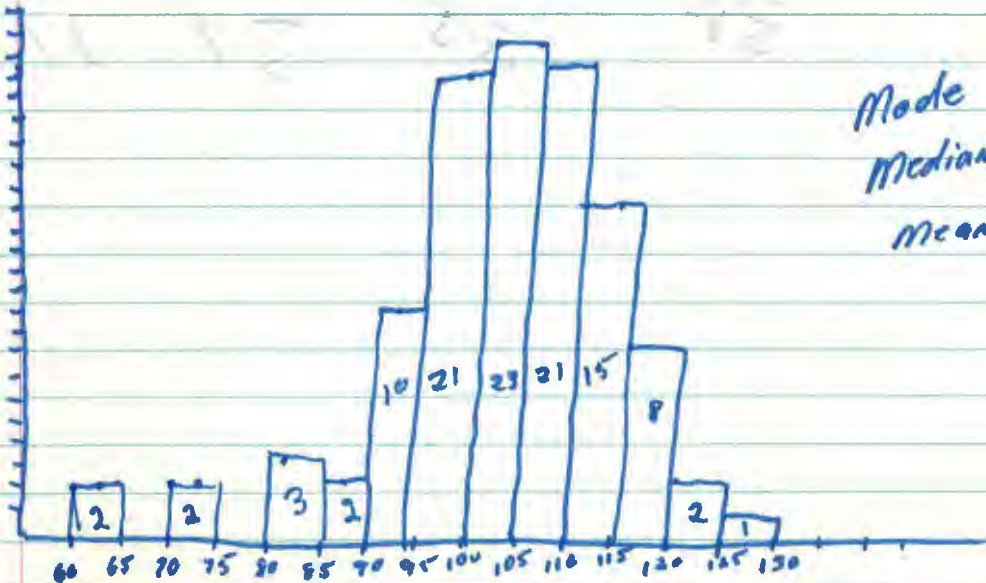
(1) Which of Freud's three personality parts is the storehouse of the libido? (Id)

(2) The _blank_ approach to the understanding of behavior is concerned with the aspects of an individual's personality that are unique to him. (Idiographic)

(3) The two methods of 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 _____. (Oedipus Complex)

(2) _Blank_ was the theory that bumps on the head indicated the presence of strong facilities 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 _____. (halo effect)

(11:00)

(1) Which of Freud's three personality components is equated with the individuals moral attitudes or conscience? (Superego)

(2) _Blank_ developed cloud pictures as opposed to Rorschach's inkblot test. (Stern)

(3) _____ developed the Thematic Apperception Test.

(4) _____ is the approach to understanding personality in which an individual is rated or compared with others. (Nomotheticism)

(5) _____ 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? (harshest 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. mannual 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

Judging persons from elements of facial characteristics is known as:
A. phrenology
B. physiognomy
C. somatotypy
D. none of the above

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

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

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

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

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

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

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

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

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. atheletics
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 idiographically
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	____	(a)	profile of scores
(2)	performance test	____	(b)	variability
(3)	psychograph	____	(c)	consistency
(4)	expressive behavior	____	(d)	arithmetic average
(5)	morphology	____	(e)	average relationship
(6)	libido	____	(f)	form board
(7)	mean	____	(g)	sex drive
(8)	range	____	(h)	visceratonia
(9)	correlation	____	(i)	handwriting
(10)	endomorphy	____	(j)	physical anatomy