CHAPTER VII

THE PILOT STUDY

An exploratory study was undertaken to gauge the full possibilities of the original plan. This study cleared many obstacles from the way and helped to outline the plan of the thesis in greater detail and to use the instruments more confidently.

The pilot work is a separate and complete unit by itself, though concepts which are used here should be understood in the sense in which they have been defined in the preceding chapters.

The Rorschach Test. In all 30 individual Rorschach tests were administered scored and interpreted. Out of the 26 boys composing the group selected, only 23 were tested. The remaining 3 were either unable or unwilling to submit to the test. The other 7 formed a heterogeneous group: two lecturers of the College, two B.A. students, two Science students and one engineering student. I exclude from my study the findings obtained in this second group.

Though I have made use of the contributions of
of other authors, chiefly Piotrowski, in the scoring and interpretation of the protocols, I have mainly followed W. Mons and B. Klopfer. I also made use of Hertz' Frequency tables for scoring responses to the blots.94

When comparing my data with the data given by other authors about total time, reaction time, number of answers, etc, I was struck by the differences which exist between their subjects and the subjects of my investigation.

**Time factor.** The average time per protocol, counting the performance proper and the inquiry, was two hours. The total time for the performance proper was around an hour.

Some authors fix a time limit per card. For instance, Beck allows a maximum of ten minutes;95 Piotrowski feels that five minutes is sufficient time.96 The present worker has followed Mons and Klopfer in permitting the subjects to hold

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94 Marguerite R. Hertz, *Frequency tables for scoring responses to the Rorschach Inkblot Test* (Cleveland: Western Reserve University Press; 1942)


each card as long as they wish. This was also Rorschach's procedure. 97

Klopfer thinks that the average time per response lies somewhere between half a minute and a minute, though closer to the half a minute than to the minute. An average time per response of more than a minute and a half is rare and is found only among subjects suffering from severe pathology and extreme inhibitions. The average reaction time ranges from less than ten seconds to more than a minute. 98 Mons believes that the average time per response should be approximately one minute. 99

From table II (p. 91), it may be seen that the average time per response is very slow. The same may be said of the reaction time. In several records the average time per response crosses the one and a half minute mark, while the average time per response for all the records stands close to a minute and a quarter. The range for the reaction time is

97 H. Rorschach, op. cit., p. 16
98 Klopfer and Kelley, op. cit., p. 212-13
99 Mons, op. cit., p. 83.
still wider, ranging from nearly instantaneous responses to responses obtained only after two and even three minutes. For instance case 10-M has reaction timings of 2 minutes in C. IV and 3 minutes in C. X. In C. VI he did not give any scorable response in 4 minutes, when he was persuaded to try the next card. In C. VII he did not produce any response in 5 minutes. The total time, i.e., the time spent in the performance proper is again a record. He produced 37 responses in 81 minutes. The average time per response is over two minutes. Cases 8-M, 2-B and 23-U tell similar stories. The timings in the table are approximations, and in the case of total time and reaction time seconds have been rounded to the nearest minute. It was not possible to be very exact as authors discourage the use of a stop watch to avoid creating a laboratory atmosphere which would be prejudicial to the test. In the few cases in which the investigator forgot to take down the reaction time for a card, the time was inferred from the regular timings of the other cards. Even allowing a certain margin for the inexactitudes of the time measurements, and if time

100 Following Klopfer, the time spent in a card which is finally rejected and in which no scorable responses are given, has been deducted from the total reaction time to avoid giving a distorted average when it is question of comparing reaction time for chromatic and achromatic cards.
is an important factor of diagnosis, we may conclude with Klopfer that quite a number of subjects in this group suffer from strong inhibitions. This impression has been borne out by the analysis of the records.

Average reaction time has been calculated separately for chromatic and achromatic cards. A delayed reaction time to the chromatic or to the achromatic cards may be a sign of colour or shading shock. Klopfer believes that the difference in average reaction time of the chromatic and achromatic cards should be at least ten seconds before any interpretative significance is attached to it. 101

Even if we stretch these ten seconds on both sides, we may see from the table that in a number of records there are notable differences between the average reaction time of chromatic and achromatic cards.

The impression is confirmed by the actual analysis of the protocols. Shocks to colour and shading are abundant in this sample.

Number of responses. The table shows a wide range in the number or responses, the lowest being 15 and the highest 83. In general the subjects have been very

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101 B. Klopfer and D. M. Kelley, op. cit., p. 214.
### TIME ARTS MALE STUDENTS

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<thead>
<tr>
<th>Subjects</th>
<th>Number of Responses</th>
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<td>19 T</td>
<td>19</td>
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<td>0  &lt; 0.0</td>
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</tbody>
</table>

* In cases where Subject 10 - M it is worth recalling that when rejection time, we devide the total reaction time for...
productive, bringing the average of responses to 43, which
is well above the average number of responses suggested
by Rorschach. According to him, normal subjects generally
give about 15 to 30 responses. He attaches no special meaning
to the number of responses among normals, except for the
genral comment that the number depends principally on
emotional rather than on associative factors. Depressed,
sullen or unoblinging subjects often give less than the
average, while subjects in a happy frame of mind, those
who enjoy fantasy, those who are especially interested or
who are anxious to do well, give a larger number of
interpretations than the average. 102

The investigator interprets the high number of
responses given by the subjects, a) as an indication of
interest in the test (many subjects showed eagerness to
take the test as well as genuine interest during the
test; b) Many probably inferred that the results were
going to be favourable to them in direct proportion to the
number of answers. The protocols reveal a rich vein of
fantasy life running through the responses (3 M per record
on an average); hence it is natural that they enjoy fantasy
play.

102 H. Rorschach, op. cit., p. 22
Interpretation of scores. On analyzing and interpreting the test scores I was surprised at the frequency of certain recurring patterns which, according to the authors mentioned above, are unusual in the normal population tested by them. One is the high percentage of pure F, i.e., form responses. According to Mons, if the F percentage is higher than 50%, the subject is coarctated, or has a constricted personality. Out of 23 cases recorded, 20 (87%) have an F% higher than 50%. It is not surprising, according to Mons, to find F% between 50% and 100% commonly associated with neuroses and depressive states. A very high percentage of crude or popular F responses is indicative of a colourless, impoverished personality.

If this is the case, our sample is conspicuous for the high number of constricted, "impersonal" personalities. This factor, together with the unusually long response and reaction time, creates the impression that we are dealing with

103 It is to be noted that in responses where besides the F, there were other determinants, that F was not added to the column of F responses. Hence the column and percentage indicates pure form (F) responses.

104 W. Mons, op. cit., pp. 92-93

an inhibited group. It is worth noting that it is precisely those subjects with the longest reaction time and average response-time that chalk the highest score in F percentage. See in the table cases 23-U, 10-M and 8-M. This makes us doubt about the adjustment of a number of subjects in our sample.

P. M. Robbertse, in a study of the personality of socially adjusted and socially maladjusted children according to the Rorschach test found that the normal group averaged 50.6 F%, SD 12.3, as against 61.7 F%, SD 21.8 for the maladjusted group. Our group averages 60 F%. We may then predict that our group as a whole will be a poorly adjusted one. We shall later find that our prediction was in the right direction.

Animal movement (FM). A high number of FM is a sign of immaturity if it is significantly higher than M (perception of human movement), chiefly if it appears in conjunction with m (inanimate movement). The table shows the proportion of the three determinants. Out of the 23 subjects 15 have an FM higher than M; in 6 subjects M is higher than FM and

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106 P. M. Robbertse, Personality Structure of Socially Adjusted and Socially Maladjusted Children, according to the Rorschach Test. Herbert S. Conrad, editor, (Published by the American Psychological Association, Inc., 1955), Psychological Monographs, whole No. 404, Vol. 69, No. 19, p. 11.
two subjects have an equal number of M and FM.

The total number of M and FM give another perspective of the same picture: $FM = 124$, which gives an average of 5 FM per subject. $M = 75$, which gives an average of 3 M per subject.

Here again we notice that the number of form (F) responses is, as a rule, in direct proportion to the number of FM responses and in inverse proportion to the number of M responses. (See Table II, p. 91).

This is one more trait in the personality picture which emerges out of the determinants just analyzed. Though there are exceptions, the general trend observed in the sample under investigation is that constricted personalities remain at the child level in their emotional development and are definitely less mature than those with a lower F%.

**Inanimate movement.** (Small m). The small m seems to follow a different pattern; it is found, in this sample, in a number of rich personalities, and introduces in them an element of disturbance. k accompanies m in several records, which indicates that the uncontrolled inner forces have created anxiety of the free-floating type.

**Colour responses:** (FC, CF, C). As is well known, the form element in colour responses indicates, the degree of emotional
control to stimulation from outside. The pure C response expresses a tendency to passion, temper and uncontrolled emotional outbursts. CF responses are given by emotionally unstable and impulsive people, but who still possess some degree of control over their emotions. They "Follow their heart rather than their head." FC responses signify perfect emotional control and are given by people who are essentially well adapted in their social relations.  

Rorschach workers maintain, that in an emotionally balanced personality, FC should outnumber the sum CF+C.

The table presents the proportion of FC : CF : C in our 23 records.

In 9 records FC is more numerous than the sum CF+C.
In 10 records FC is less numerous than the sum CF+C.
In 4 records FC equals the sum CF+C.

If we compare the total number of FC with the number of CF and C in our 23 records we find that the FC determinants are slightly outnumbered by the combined strength of CF+C. The proportion is FC < CF+C, or substituting the numerical values for their symbols, 40 < 27+19, or 40 < 46.

107 W. Mons, *op. cit.*, pp. 76 et sqq.
We conclude that the total proportion is moderately unfavourable. Only 9 subjects out 23 show a favourable emotional balance. There is no indication that the favourable balance follows any of the groups mentioned above. It is found in about equal proportions in the constricted (high F%) and immature (high MM low M) personalities, and in the spontaneous and mature personalities.

The basic personality. The basic personality, "erlebnistyp" or "Erlebnis balanz," is revealed and designated by the ratio M:EC, i.e., by the ratio of human movement responses to the sum of all bright colour responses. This ratio reflects the introversive and extroversive tendencies of the subject. G. F. King suggests that "M reflects the ability in fantasy to project the self into time and space in the interpersonal sphere," and quotes Piotrowski stating that "Persons with a larger number of M show more awareness of the complexities of human relationships than those with few or no M."\textsuperscript{108} The investigator does not dare predict

\textsuperscript{108} Gerald F. King, A Theoretical and Experimental Consideration of the Rorschach Human Movement Response, Norman L. Munn, editor (Published by the American Psychological Association, Inc. 1958), Psychological Monographs, Whole No. 458, Vol. 72, No. 5, p. 4.
that subjects with a high number of M will rate high in the sociometric scale, as sociometric choices take many factors into account, one of the elements, defeating all predictions, being the "clique."

M may be higher, equal, or lower than the sum of C, and accordingly the individual will be introvert, ambivalent or extrovert. These terms should not be taken absolutely, as there are no purely introverts or extroverts. We could refer to the subjects as predominantly introvert or extrovert, or simply we could speak of introversive and extratensive tendencies in the subjects. One note of caution should be sounded: the various determinants in the Rorschach test have only a relative value, and therefore, they should be considered in relation to the global configuration of the personality which emerges from the records. Since M and ΣC are the best exponents of the areas of colour and movement, the ratio M: ΣC is a good index of the introversive and extratensive tendencies, but the basic personality or "erlebnistyp" has to be determined only when all other determinants of these areas are taken into consideration. Klopfer, for instance, adds a new ratio (FM + m) : (Fc + c + C') representative of introversive and extratensive tendencies not fully accepted or utilized.109

Some Rorschach workers have seen in the number of responses and the percentage of the last three cards an indication of the degree of sensitivity of the individual to stimuli from the outside world, and, therefore, of his extratensive tendencies.

The present investigator followed the common practice of establishing a proportion by counting every human movement M as 1, FC as 0.5, CF as 1, and C as 1.5. An equivalent method of calculating the sum total of C is the formula

$$\Sigma C = \frac{FC + 2CF + 3C}{2}$$

Table II (p. 91) shows the ratio of M to sum of C. The ratio $M:\Sigma C$ gives a near perfect introversion-extroversion balance in the whole sample: $M = 75$; sum $C = 75.5$.

If we total the individual scores according as the personality balance is tilted towards introversion or extroversion, we get a slightly different picture. The proportions symbolically represented are as follow: $M > \Sigma C = 9$; $M = \Sigma C = 2$; $M < \Sigma C = 12$. To judge only from these proportions we would feel inclined to believe that the number of extroverts in the group is more numerous than the number of introverts. Yet when considering all other determinants, the shocks and rejections of the protocol, the impression is reversed, i.e.,
the number of introverts is somewhere between 60 and 70 per cent of the total. It is not possible to be more exact as there are several doubtful cases.

Validity of the Results. To validate the proportion of introverts and extroverts, the investigator administered an introversion-extroversion test or questionnaire to the whole class. He asked the subjects not to write their names, but circle the word Male/Female according to their sex. The investigator adapted a questionnaire used in America. In the following pages are presented the original and the adapted questionnaires, and the results with separate percentages for boys and girls.

The questionnaire was given to the girls of the Intermediate Arts course as a contrast group. The subjects were not informed about the meaning of the scores.

Introvert or extrovert? (original)

1. I don't have many acquaintances.
2. I am sensitive to remarks others make about me.
3. My feelings are easily hurt.
4. I tend to suspect the motives of others.
5. I tend to worry over possible misfortunes.
6. I feel sorry for myself when things go wrong.
7. In moments of stress or excitement, I lose self-control easily.
8. I rarely seek out positions of leadership at social affairs.
9. I tend to be overly critical.
10. I prefer work which I can do by myself rather than with others.
11. Sometimes I find myself feeling depressed, for no good reason.
12. Even when there is no reason for it, I often find myself elated and excited.
13. I hate to be untidy or slovenly in my dress or appearance.
15. I often find myself feeling self-conscious.
16. It's hard for me to discount something I hear or read, even when I know it's just a rumor.
17. It's easier for me to express myself in writing than in speech.
18. I find it hard to obey orders.
19. I have very few acquaintances of the opposite sex.
20. I dislike talking in public.
21. I often feel that the world needs some fundamental changes.
22. It's hard for me to change myself.
23. I hate to tell "white lies". I prefer to tell the truth even when it hurts.
24. I frequently become absorbed in my own thoughts, feelings, and fancies.
25. I don't care for athletics.
26. I like crossword puzzles.
27. I play chess.
28. I work hardest when I am praised.
29. I often daydream.
30. I am more selfish than the average person.
31. I don't care to argue.
32. I have no talent for salesmanship.
33. I am easily moved to tears.
34. I like romantic poetry.
35. I can't bring myself to confide in a person unless I know him extremely well.
36. Bold action in a crisis comes hard to me.
37. I prefer to follow the lead rather than to take it.
38. I talk to myself often.
39. I like to write about myself.
40. I keep a diary.

To score: Add 40 to the total number of "yes" answers. From this sum, subtract the number of "no" answers. Disregard the blanks.
Adapted questionnaire

INSTRUCTIONS: Answer the following questions as candidly and accurately as you can. If you find that it is just impossible to answer a given question "yes" or "no", leave it blank. Circle the word Male/Female according to your sex.

1. I have few acquaintances.
2. I am sensitive to remarks others make about me.
3. My feelings are easily hurt.
4. I tend to suspect the motive of others.
5. I tend to worry over possible misfortunes.
6. I feel sorry for myself when things go wrong.
7. In moments of stress or excitement, I lose self-control easily.
8. I generally avoid positions of leadership at social affairs.
9. I tend to be overly critical.
10. I prefer work which I can do myself rather than with others.
11. Sometimes I find myself feeling depressed, for no good reason.
12. Even when there is no reason for it, I often find myself elated and excited.
13. I hate to be untidy or slovenly in my dress or appearance.
15. I often find myself feeling self-conscious.
16. I prefer to have few and intimate friends rather than many friends.
17. It's easier for me to express myself in writing than in speech.
18. I find it hard to obey orders.
19. I am afraid of hurting other people's feelings.
20. I dislike talking in public.
21. I often feel that the world needs some fundamental changes.
22. It's hard for me to change myself.
23. I hate to tell "white lies". I prefer to tell the truth even when it hurts.
24. I frequently become absorbed in my own thoughts, feelings, and fancies.
25. I feel little attraction for strenuous games and athletics.
26. I like crossword puzzles.
27. I like games in which you have to think hard.
28. I work hardest when I am praised.
29. I often daydream.
30. I am more selfish than the average person.
31. I prefer not to argue.
32. I have little talent for salesmanship.
33. I am easily moved to tears.
34. I like romantic poetry.
35. I can bring myself to confide in a person only when I know him extremely well.
36. Bold action in crisis comes hard to me.
37. I prefer to follow the lead rather than to take it.
38. I talk to myself often.
39. I like to write about myself.
40. I keep a diary.

To score: Add 40 to the total number of "yes" answers. From this sum, subtract the number of "no" answers. Disregard the blanks.
### TABLE III

**RESULTS OF THE INTROVERSION-EXTROVERSION QUESTIONNAIRE**

Class: Inter Arts.

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<td>Extroverts</td>
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<td>Extroverts</td>
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<td>Extroverts</td>
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<td>Extroverts</td>
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<table>
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<th>Average (mean) for boys</th>
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<tr>
<td>&quot;   &quot;   &quot; girls:</td>
<td>47.8</td>
</tr>
<tr>
<td>&quot;   &quot;   &quot; extra:</td>
<td>50.5</td>
</tr>
<tr>
<td>&quot;   &quot;   &quot; class:</td>
<td>47.6</td>
</tr>
</tbody>
</table>

Boys' scores range from 35 to 59

Girls' scores range from 34 to 60
Here there is a double problem of validity:

a) the validity of the questionnaire itself. It is not certain that those questions really indicate introversion and extroversion in India in the same measure as in America;
b) a few changes have been introduced to replace phrases of a certain western colour by others of a more universal character. Then again, the few sentences which were worded negatively have been framed positively in order to avoid confusion which might originate by a "No" answer to a negatively worded sentence. Since the character of this pilot work is not one of statistical refinement, we may be allowed to use this questionnaire as a kind of rough measuring instrument, and it certainly serves this purpose.

Since the reports were anonymous (it was thought that anonymity would safeguard sincerity), the present writer would not contrast each questionnaire against the test of the subject concerned. The investigator was interested in the general balance of introversion-extroversion in the whole sample.

The results of the questionnaire confirm our findings in the Rorschach test, and even accentuate the proportion on the introversive side. We find a higher percentage of introverts among girls than among boys. Here we only state the findings without attempting to suggest a reason for this
difference between boys and girls. Apart from the fact that the sample of the population is too small to draw any general conclusions, the problem may have deep roots in the cultural and historical background of India, and concretely, in the social position of women in India and Gujarat. A similar question will be discussed later in this work.

The investigator made use of the results obtained by another research worker with characterological questionnaires of the school of Le Senne administered to the same group of students. In the introversion-extroversion balance the results obtained by the Rorschach test and the Charaterological questionnaires coincided in 83 per cent of the individuals.

We have underlined the fact that there appear in the tests signs of disturbance which cast a doubt on the healthy adjustment of most of the subjects of this sample. The term disturbance here is not given the specialized connotation which might be given in clinical nomenclature. Disturbance, as the investigator understands it here, will embrace all states of anxiety, inner tensions, fear, feelings of guilt, feelings of inadequacy, etc, which in many cases can be handled by the individual, but in a few cases would require clinical help. The various degrees of disturbance are indicated in the records by the more or less frequent
appearence of m, K, KF, C', and pure C, by shocks and rejections, and often by the content itself.

It is surprising to find some of these symptoms of disturbance in most of the records. In fact to judge from the Rorschach test alone we might be led to believe that the sample under investigation contains an exaggeratedly large number of poorly adjusted individuals.

The Sentence Completion Test (SSCT). The sentence completion test is meant to check on the results of the Rorschach test. The method used to divide the records into "disturbed" and "undisturbed", or what is taken here as an equivalent, "well-adjusted" and "poorly adjusted" was explained in the introduction.

The present writer would like to clarify that the term "well-adjusted" and "undisturbed" extend further than the strict meaning of the terms would justify, and include people who are only moderately disturbed.

Since divisions in psychology are not made with geometrical lines and it is difficult to determine where one group ends and the other begins, a few prototypical instances will make our meaning clearer that long and abstract verbal explanations.

The sentence completion test gives a less gloomy
picture of the group than the Rorschach test. In the
Rorschach 21 subjects (91%) appear as disturbed. In the
sentence completion test only 13 subjects (56.5%) fall
into the disturbed category. The difference may be
explained by the fact that the sentence completion test
may be easily "contaminated" by the subject trying to
produce a favourable impression on the examiner, while
contamination is a practical impossibility in the Rorschach
test. The sentence completion test is more subject to
various mood swings than the Rorschach. It is patent how
our attitudes towards life in general vary with the
variations of our mood.

There is one more reason why the SSCT gives a lower
percentage of disturbed personalities, and this is that
a good number of constricted, inhibited personalities have
completed the sentences in a stereotyped way by which they
conceal all signs of disturbance. Thus, while an inhibited
personality may appear disturbed in the Rorschach, the
impersonal, stereotyped completions will not allow the signs
of disturbance to be visible in the SSCT.

The problem inventory. The surprising fact of finding so
many disturbed subjects in the group, led the present
investigator to a further inquiry into this phenomenon. He
designed a questionnaire purported to bring to light the
problems which were likely to affect the students. He took
as a basis for the questionnaire a list of common psychological problems reported by American students.\footnote{Harry Ruja, \textit{op. cit.}, pp. 4-5}
The original list and the adapted questionnaire used by the investigator, with the instructions and norms, and the results obtained are presented in the following pages.\footnote{The remarks made earlier about the validity of the introversion-extroversion questionnaire apply also to this problem inventory.}
Problem inventory. (original)

Why do all boys treat me like a sister?
I am going with two girls. What should I do if they find out about each other?
I worry about things. It is useless, I know, but I can't seem to help it.
I have an inside fear of everything. I'm afraid to take a class because I feel I might fail. I am afraid to get up in front of anyone, afraid I might make a mistake.
How can I develop more confidence in myself?
How can I overcome the tendency to blush?
I have the feeling at times that people are making fun of me and of the things I do.
How can I learn to control my temper more easily?
I stutter when I get nervous. How can I cure myself of this?
I frequently have the fear of being someplace where I am not wanted.
Why am I afraid to get up in front of a class and speak?
How can I stop biting my nails?
I'm ambitious but lazy. I can't seem to get down to work at any one thing.
I worry about the least little thing that occurs.
How can I overcome an acute fear of failure?
What is it in a person that makes him feel as though he is constantly being watched?
To obtain control over a tendency to moodiness. To be able to keep my mind on my studies while others are participating in other activities.
The problem of getting as much as possible out of college with a limited amount of time available free from working hours.
How to develop an interest in subjects you feel have no practical value for you.
I cannot remember persons' names on introductions.
Do I have a high enough IQ to continue university work beyond the A.B. degree?
How can I be certain that I am entering the right vocational field?
Am I wasting my time in college?
In the past, my major has changed almost with every semester. This cannot continue. I must decide on a major and stick to it if I am to profit from my college education.
How can I gain patience with my sister?
Should I keep a job while attending school, or depend on my parents, at the same time allowing myself thus to be governed completely by them?
My parents are separated, and I worry about it a great deal. My mother has old-fashioned ideas, and I have young ones. What shall I do?
**INSTRUCTIONS**: Below you will find stated some of the more common problems that affect students. A number is prefixed to every item. Circle only the number of those items which express your particular problems. Some items are subdivided. In such cases, besides circling the marginal number, circle also the number or letter of the subdivision which specifies your problem.

The numbers 1, 2, 3, placed after every item are meant to indicate the degree of intensity with which you feel that particular problem. No. 1 stands for a low degree, 2 for an average degree and 3 for a high degree. Circle one of the three numbers according to the intensity of your problem.

Circle the word Male / Female according to your sex.

N.B. "Personal problems of some sort are so common that we may be justified, perhaps, in labeling as most unusual the person who has none."

**MALE / FEMALE**

1. I worry about things. It is useless, I know, but I can't seem to help it. 1 2 3
2. I have an inside fear of everything. I'm afraid to answer in class, I am afraid to get up in front of anyone, afraid I might make a mistake. 1 2 3
3. I have no confidence in myself. How can I develop more self-confidence? 1 2 3
4. I have the feeling at times that people are making fun of me and of the things I do. 1 2 3
5. I lose my temper easily. How can I learn to control it? 1 2 3
6. I stutter when I get nervous. How can I cure myself of this? 1 2 3
7. I frequently have the fear of being in some place where I am not wanted. 1 2 3
8. How can I stop biting my nails? 1 2 3
9. I am ambitious but lazy. I can't seem to get down to work at any one thing. 1 2 3
10. I worry about the least little thing that occurs. 1 2 3
11. How can I overcome an acute fear of failure? 1 2 3
12. I have something in me that makes me feel as though I am constantly being watched. 1 2 3
13. I can't get control over a tendency to moodiness. I can't keep my mind on my studies. 1 2 3
14. I wonder if I have enough talents to continue college. Perhaps I should give up studies and start working. 1 2 3
15. How can I be certain that I am entering the right vocational field? 1 2 3
16. I am impatient with my sister. How can I gain patience? 1 2 3
17. My parents are separated, and I worry about it a great deal. 1 2 3
18. My parents have old-fashioned ideas, and I have young ones. What shall I do? 1 2 3
19. I often quarrel with my parents because we disagree in many points. 1 2 3
20. I think my parents keep too tight a hold on me. I feel I should be given more independence. 1 2 3
21. I am terribly afraid of being criticized by others. 1 2 3
22. What I lack and need most is confidence in my own abilities. 1 2 3
23. My worst habit is worrying about others' opinions. 1 2 3
24. I waste a great deal of time in daydreaming. I don't seem to be able to control my imagination. 1 2 3
25. I believe superstitions do me a lot of harm, but it is hard to get rid of them. 1 2 3
26. My big problem is religion: 1) Why should there be so many conflicting religions? 2) I have no religion. I wonder if I can do without it. 3) I believe in one God, but I hate religious practices and traditions. Am I right? 4) I feel there should be only one religion. The great number of conflicting beliefs confuses me. 5) I hate all religions. I only believe in humanity and progress. 1 2 3
27. I suffer from acute anxiety. I don't really know the cause of it. How can I get an insight into my problem? 1 2 3
28. The future looks gloomy to me. I can't help worrying about it. 1 2 3
29. I am terribly afraid of death. What will happen to me if I die young? 1 2 3
30. I have feelings of guilt and shame for past actions. How to get rid of them? 1 2 3
31. I have an inferiority complex: 1) I feel I am useless in studies. 2) I am no good at dealing with people. 3) I feel self-conscious about my short stature and poor built or about being too stout and fat. 4) I cannot compete with others in most things. 1 2 3
32. My greatest worry is the opposite sex: 1) I hate them. 2) I am afraid of them. 3) I feel attracted to them but I do not dare to talk to them because a) I feel shy, b) If my parents come to know they won't like it, c) I am afraid of being criticized by others, d) I believe to talk with them is wrong, e) I am afraid of being spoilt. 1 2 3

33. My real problem is marriage: 1) I would like to choose my partner but I know I won't be allowed. 2) I don't know what marriage is like, so I am afraid of it. 3) I would not like to marry but I shall have to. 4) I think marriage is wrong. 5) I guess marriage is good but the closer it comes, the more afraid I seem to be. 1 2 3

Note: The above list is not exhaustive. You could help to make it more complete by stating any other personal problems you may have.

Additional: 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
TABLE IV

AN ANALYSIS OF THE PROBLEMS WHICH AFFECT THE STUDENTS UNDER INVESTIGATION

Class: Inter Arts.

<table>
<thead>
<tr>
<th>Total number of students:</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>19</td>
</tr>
<tr>
<td>girls</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement of the problem</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage: Boys: 53%</td>
<td>50% = choice of partner</td>
</tr>
<tr>
<td></td>
<td>30% = afraid of marriage</td>
</tr>
<tr>
<td></td>
<td>30% = would not like to marry</td>
</tr>
<tr>
<td></td>
<td>20% = marriage is wrong</td>
</tr>
<tr>
<td></td>
<td>20% = unspecified</td>
</tr>
<tr>
<td>Girls: 50%</td>
<td>50% = afraid of marriage</td>
</tr>
<tr>
<td></td>
<td>12.5% = choice of partner</td>
</tr>
<tr>
<td></td>
<td>37% = unspecified</td>
</tr>
</tbody>
</table>

| Opposite sex: Boys: 84% | 62.5% = attracted but afraid |
|                        | 25% = Hate the opposite sex |
|                        | 6% = afraid of the opposite sex |
|                        | 25% = unspecified |
| Girls: 50%             | 25% = attracted but afraid |
|                        | 25% = afraid  |
|                        | 25% = hate the opposite sex |
|                        | 25% = unspecified |

| Inferiority complex | Boys: 67% | 23% = studies /equacy |
|                    |          | 15% = general feeling of inadequacy |
|                    |          | 8% = in social relations |
|                    |          | 8% = self-conscious about physique |
|                    |          | 54% = unspecified |
| Girls: 62.5%       |          | 30% = Self-conscious about physique |
|                    |          | 20% = feeling of inadequacy |
|                    |          | 10% = studies |
|                    |          | 60% = unspecified |
### TABLE IV (continued)

<table>
<thead>
<tr>
<th>Religion</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td>68% 31% have no religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23% hate all religions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38% Why conflicting religions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(confused)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46% There should be one religion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(confused by multiplicity of religions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46% believe in one God but hate religious pract. &amp; trad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23% unspecified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Girls: 37.5% | 50% believe in one God but hate rel. pract. & trad. | 33% There should be one religion. | 33% unspecified. |

<table>
<thead>
<tr>
<th>Free-floating anxiety: (cause unknown)</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58%</td>
<td>44%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guilt feelings:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems with parents:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lack of self-confidence:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day-dreaming:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>56%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fear of criticism:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63%</td>
<td>69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studies:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fears and worries:</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>
Findings of the Inventory. The findings show that the boys of this group are affected by many problems with various degrees of intensity. Some of the complaints are common to most boys of their age independently of culture, others are probably culture bound.

This simple devise does not claim any degree of validity comparable to other methods of validating the Rorschach test, such as clinical interviews, prolonged observation of behaviour, or matching Rorschach reports with clinical case report. Besides it refers to a limited area of the Rorschach test. Yet the results obtained confirm the Rorschach findings and translate into living zones of disturbance those areas which in the Rorschach appear under the general label of inner tensions, and free-floating anxieties.

This questionnaire was answered anonymously so as not to interfere with the spontaneity of the subjects. This advantage is somehow offset by the impossibility of contrasting the two records of each subject. Some of the subjects who had done the formal tests were absent when the two questionnaires, viz., the introversion-extroversion questionnaire and the problem inventory, were administered. The table does not specify the degree of intensity with
which the problem is felt. It would have complicated the tabulation without adding any substantial information.

The boys seem to be affected by a wider variety of problems than the girls. In most areas of disturbance the boys obtained a higher percentage than the girls. The exceptions are guilt feelings, fear of criticism and studies, though even in these areas the difference is minimal.

The present investigator believes that the vast differences in the expressions of personal problems between boys and girls does not reflect an objective difference, or at least not in the degree in which it is made to appear. The reason is, in the investigator's opinion, that the girls are more inhibited and less spontaneous, and are afraid of committing themselves even under cover of anonymity.

We have grouped the Rorschach protocols into three categories, rich, medium and poor. These three concepts have already been explained and discussed in the introduction. Before we enter into the core of our study, which consists in examining the personality characteristics of subjects with high and low sociometric status, or in establishing in which Rorschach category these subjects belong, the present writer wishes to present one or two records as prototypes of each Rorschach category. Our
concept of disturbance will also be illustrated in both, the Rorschach and the Sentence Completion test. The responses have been copied literally as they were given by the subjects, though at times the English grammar has been trampled upon. Few of the students, if any, have English as their mother tongue.

The table which precedes this study (p. 91) was constructed using the original scores. Some scores which were left with question marks have been fixed. The present worker has obtained new insights in the long months of scoring Rorschach tests. In the light of the new knowledge and the experience gained, he believes that the F column should be slightly reduced in favour of other determinants, chiefly those determinants which symbolize texture and surface responses. This is the reason why in the cases which follow some difference in scoring will be noticed between the original scores of the Rorschach test and the new scores. These differences do not change the essential personality structure of the subjects. No changes have been made in the records of the sentence completion test.
<table>
<thead>
<tr>
<th>Time</th>
<th>Performance</th>
<th>Inquiry</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>A statue of a man with the helmet of this eagle. (cent. D)</td>
<td>Shape and Shade</td>
<td>D, Fc, Art</td>
</tr>
<tr>
<td>30&quot;</td>
<td>Head of a man (lower edge detail lat.)</td>
<td>Shape</td>
<td>d, F, Hd</td>
</tr>
<tr>
<td>3.</td>
<td>Spider's head (top centre)</td>
<td></td>
<td>d, F, Ad</td>
</tr>
<tr>
<td>4.</td>
<td>An elephant (lat. de)</td>
<td>Shape</td>
<td>d, F, A</td>
</tr>
<tr>
<td>5.</td>
<td>A pagoda</td>
<td></td>
<td>W, F+, Arch.</td>
</tr>
<tr>
<td>6.</td>
<td>Cap worn in cold regions (bott. lat.)</td>
<td>Fur with hair</td>
<td>D, Fc, ob.</td>
</tr>
<tr>
<td>7.</td>
<td>Rock jutting out in desert (top lat.)</td>
<td></td>
<td>d, F-, Rock</td>
</tr>
<tr>
<td>8.37</td>
<td>A man with a cock's head (left half of blot)</td>
<td>Crest as red, and beak, in sitting position, playing.</td>
<td>D, MCF, H</td>
</tr>
<tr>
<td>30&quot;</td>
<td>A tank firing (blank space centre)</td>
<td></td>
<td>S, F, Cm, D+, Ob</td>
</tr>
<tr>
<td>4.</td>
<td>Bird's tail feathers opened up (bott. cent.)</td>
<td>African wild birds, with red, black feathers. Shape and colour, the red colour. Add: without the red, a bear body: sitting bear: fur, shade.</td>
<td>D, Fc, Ad</td>
</tr>
</tbody>
</table>

What is in brackets are either indications of location or remarks to help the investigator interpret the responses or the behaviour of the subject. This observation is valid for all the records. The angles preceding the responses indicate the position in which the card was held by the subject when giving that response. No indication is given when the card was held in the normal way.
**RECORD 119**

**Performance Inquiry**

<table>
<thead>
<tr>
<th>Time</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40</td>
<td></td>
</tr>
<tr>
<td>10&quot;</td>
<td></td>
</tr>
</tbody>
</table>

1. Earthen pot, base and open mouth (on top)

2. Two lady figures dancing or something, just trying to lift up something.

3. Western boots.

4. Head of a spider, eyes, (bottom center)

5. Monkey's Head (white space under "waiter's" chin)

6. A banyan tree, a big tree.

8.46 IV

30"

1. Whole thing the skin of a bear lying on the ground.

2. Dissected flower, petals, stamen (top cent.)

3. Looks like a diagram of a fountain.

8.50 V

15"

1. Giant, primitive bird.

2. Looks like a chicken's jaw.

3. Pincers to pick ice-cubes

**Score**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Performance</td>
<td>Inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.56</td>
<td>4. Radar to pick objects far away</td>
<td>W,F,Ob.0+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is the stand. Whole thing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Rocks.</td>
<td>d,F-,rocks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Arrow head. (White sign board to space between rabbit's ears)</td>
<td>S,F,Ob.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Dry stick fallen on the ground from tree.</td>
<td>dd,F,Ob.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00</td>
<td>1. Cartoon of cat. Big body and small face. Big whiskers.</td>
<td>W,FM,Ad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sitting, hind leg spread</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9&quot;</td>
<td>3. Head of a spider, with fangs, eyes and front legs. (bott.d)</td>
<td>d,F,Ad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Persever.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.05</td>
<td>4. The whole thing looks like the explosion of a bomb, with the cloud coming out. An atom bomb.</td>
<td>W,Km,bomb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 9.05  | VII |   |
|       | 1. Looks like an arch gate with carved pillars. | W,Fc,Arch. |
|       | 2. Elephant's head. | D,F,A |
|       | 3. A fur cap. (Bott.D) | D,Fc, cap |
|       | 4. Head of a jar and the cork (White space) | S,F+,jar |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Performance</th>
<th>Inquiry</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.05</td>
<td>A butterfly with wings lost only part of the wings left (bott. inside d)</td>
<td></td>
<td>d,F-,Ad (wings lost)</td>
</tr>
<tr>
<td>9.10</td>
<td>Head of a girl, with pigtail, making faces.</td>
<td></td>
<td>D,M,Hd,P</td>
</tr>
<tr>
<td></td>
<td>2. One of those animals trying to jump rocks.</td>
<td></td>
<td>D,Fm,A,P</td>
</tr>
<tr>
<td>20'</td>
<td>A butterfly with head missing, dead, as kept different colours in the collections.</td>
<td></td>
<td>D,FC,A</td>
</tr>
<tr>
<td></td>
<td>This colour and shade looks like dirty moss in the caves due to moisture.</td>
<td></td>
<td>D,C,moss</td>
</tr>
<tr>
<td>5'</td>
<td>Sea horses (top red) Look more like monsters, the expression of these colours.</td>
<td></td>
<td>D,FC,A</td>
</tr>
<tr>
<td></td>
<td>Flower pots in the garden made of cement concrete.</td>
<td></td>
<td>D,FC,Art</td>
</tr>
<tr>
<td></td>
<td>A lion head carved on a pillar. (lat. green)</td>
<td></td>
<td>D,Fc,Sculpt.</td>
</tr>
<tr>
<td></td>
<td>Looks like those rockets they send up leaving smoke, a cloud of smoke.</td>
<td></td>
<td>D,Km,bomb expl.,cloud</td>
</tr>
<tr>
<td></td>
<td>Like a flower, just a pink flower with stem.</td>
<td></td>
<td>D,CF,Bot.</td>
</tr>
</tbody>
</table>

**Score**: D,F,C,A, Bot.
<table>
<thead>
<tr>
<th>Time</th>
<th>Performance</th>
<th>Inquiry</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6</td>
<td>This is a mountain with a volcano, with smoke coming out and lava flowing out. Dirty colour on green shows more like lava.</td>
<td>Pouring out in a fierce way. (Colour denied)</td>
<td>W, Km, erupt. Colour shoc</td>
</tr>
<tr>
<td>9.18 X 10&quot;</td>
<td>Dogs stretching out</td>
<td></td>
<td>D, FM, A, P</td>
</tr>
<tr>
<td></td>
<td>The vocal chords and trachea. (top D)</td>
<td></td>
<td>D, F, Anat</td>
</tr>
<tr>
<td></td>
<td>A tree. In the branches with olives or flowers. (Orange D in white space)</td>
<td>Only shape.</td>
<td>D, F, Olives</td>
</tr>
<tr>
<td></td>
<td>Pedestals with draperies like the tabernacle symmetry. (bott. green D)</td>
<td>Colour and symmetry.</td>
<td>D, CF, Ob.</td>
</tr>
<tr>
<td></td>
<td>Not exactly, but like the ear bone, like the hammer and stirrup. (cent. blue)</td>
<td></td>
<td>D, F, Anat.</td>
</tr>
<tr>
<td></td>
<td>Like the fire crackers explode in the air and shoot blue colours.</td>
<td></td>
<td>D, CF, Km, expl.</td>
</tr>
<tr>
<td></td>
<td>Looks like a woman kneeling down. Looks like she has put both hands on the knee. Decorative, like in pagodas, Chinese. (White space centre.)</td>
<td></td>
<td>S, M, H, O+</td>
</tr>
<tr>
<td></td>
<td>This colour or this part, pink and red, brown, looks like internal flesh of a human being.</td>
<td></td>
<td>D, C, Flesh Anat.</td>
</tr>
<tr>
<td>Performance</td>
<td>Inquiry</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cards: Best liked: 10:</td>
<td>Multicoloured, pleasing forms, attractive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7: Plain, simple.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2: Simple forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Least liked:</td>
<td>4: Shape and colour displease.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: Colours mixed, dirty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6: Colour-black, dark and shape.</td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

Additional responses are not given any quantitative value, but are taken into consideration in the qualitative assessment of the protocols.
NAME: 16-S  
CASTE: Jain  
AGE: 20  
Date: 7-1-60  

PERSONALITY STRUCTURE

TIME: 55 minutes  
Succession: loose  
Approach: W: 10 = 18.5%  
D: 25 = 46%  
D: 19 = 35%  

&F: 27 = 50%  
F+: 2  
F-: 2  
(FK + F + Fc): 31  

A%: 15 = 28%  
P: 4  
O: 3  
z: not high  
(H+A): (Hd+Ad): 11:9  

M: &C: 4:10  
(m+FM): (K+k+FK): 8:4  
(K+k+FK): (C+c+C): 4:8  
33-40%  

W: M: 10:4  
W: (m+FM+M+K): 10:16  
Last 3 cards: 31%  
(FM+m): (Fc+c+C): 8:8  

Basic personality (Erlebnis Balanz): Extratensive.

+ This graph has been adapted from W. Mons, op. cit., pp 91 and 141. The percentages in brackets indicate the normal or average ratios.
The subject 16-S is an Arts student in the Intermediate class, 20 years of age, a Jain by religion. He is placed in the rich personality group. He appears disturbed both in the Rorschach and in the SSCT, and has a high sociometric status in the four-criterion sociometric test.

A glance at the personality graph will tell us that the subject has pressed a large number of keys in the personality keyboard. The F column is rather high, but there is a free flow of spontaneity on both sides of the F column. The right hand side of the F column, which is the colour side, is more shaded than the movement area, which is already a fairly good indication that the subject is an extrovert. The Km column has piled up quite a number of responses: this is an index of uncontrolled inner forces causing tensions and anxiety in the subject. This makes us doubt about the inner adjustment of the subject. In the colour side the number of crude colour and semi-controlled colour responses is too high to make us expect a good adjustment with the outside world. Yet the graph leaves no doubt about the fact that there are many possibilities in

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116 See table V (p. 107) for a distribution of subjects into rich, medium and poor personalities.
The basic personality. The ratio $M: \sum C$ is heavily loaded on the C side (4:10) which indicates strong extro- versive tendencies. The secondary ratio $(FM+m):(Fc+c+C') = 8:8$, indicates that at this phase of his life the subject tends to refrain his strong extratensive drive for the benefit of his inner world. The same is indicated by the controlled reaction to environmental influences (last 3 cards = 31%). His fantasy life is strong (4 M) and may add the sort of unconscious control his powerful extroversive tendencies will require. The subject is impulsive and passionate, and in unguarded moments he may fly into a temper (3 pure C, 4 CF and only 3 FC). A sign that his strong extroversive tendencies have led him into conflict with life is the guarded reaction to achromatic colour (FC') which is a sort of retreat from the bright colours. FC indicates that he possesses in a moderate degree a faculty to adapt himself to new situations, to be socially adaptable.

Intellectual aspects of the personality. The F column is quite high (50%) bordering on constriction, yet he cannot be called a constricted personality, since his contact with the world and his fantasy life are rich and abundant.
The perception of form does not attain any degree of excellence. He has two poor forms (F-), rocks and a butterfly without wings (R 5 in C.V; R 5 in C.VII).

He approaches the problems of life on a common-sense basis (nearly half of his R and D). His capacity for abstraction and intellectual organization is mediocre (W=18.5%). Some of the W are poor percepts, explosions with smoke (R 4 in C.VI; R 6 in C. IX) an earthen pot (C.III), and at least half of them do not come as first percepts but late in the card. The too numerous small and rare details (35%) indicate a somewhat critical mentality, a concentration on petty interests to the detriment of the larger problems in life. His four white space R (S) in an extroversive setting gives sufficient reason to believe that the subject shows a resistance, an opposition, even without coming to open rebellion, against the world and its authorities.

The intellectual capacities represented by 4 M find full response in the production of ideas (W:M = 10:4). He does not think superficially with ideas borrowed from others, but he assimilates them and makes them personal. Even though he is not intellectually bright, he is a man of personal convictions, which together with his powerful extroversive drive and a fair measure of flexibility (FC), can make him a powerful leader.
Without being bright the subject possesses a fair share of intellectual abilities. The number of W is, as pointed out before, a little below the average for an average intelligent person, and the quality of the W is not outstanding. He has a good number of M responses, and at least two out of the four (R 2 in C.III; R 7 C.X) are well perceived, if clumsily expressed. He has three good original responses (O+) indicative of his capacity to see the unusual and artistic side of life, though he also demonstrates a capacity to think along the lines of the common people (4 P). The content is sufficiently varied and elaborated. What darkens the picture are his two poor form perceptions (F-) which are signs of a disorganized mind. The sequence or succession is loose, and we may not expect of him an organized and methodical tackling of problems or an adequate control over his mental faculties.

His fantasy life is in normal measure. The ratio M:FM shows that he has outgrown the infantile level of emotionality (FM) and has acquired more mature emotions. But there are disturbing inner forces and tensions (5 m) which have not been brought under conscious control and produce a considerable amount of anxiety (4 Km). There appears to be no attempt to rationalize or bring under control
his unconscious fears and tensions (absence of FK).

**Further elaborations.** There are 6 responses which we could call tactual, (fur, carved surfaces, etc). He is a sensitive person who adapts himself to his social surroundings naturally and tactfully. He may be sensual, but not of the crude type (all 6 R are Fc).

From the large number of colour responses we may conclude that emotional responsiveness to environment has deep roots in him. He has developed a profound interest in the world outside. He has a need to be accepted by the social group. In his social contacts he is moved both by attraction (positive emotions) and by repulsions (negative emotions) both probably dictating terms alternately. His emotions have a strong motivating power. His contact with reality is warm and intimate (he reacts better to warm than to cold colours). He is inclined to be too self-centered in his relations with others (3 C), though he certainly makes a gallant attempt to be considerate of others (3 FC). He is helped in this by his well developed sensitivity and tact (6 Fc).

**Content.** An analysis of the content throws additional light on most of the aspects we have stressed. Flesh, a volcano, a tank firing, crackers and explosions of bombs
with clouds of smoke are manifestations of his aggressiveness and depressive anxiety. His three anatomic responses would indicate, rather than hypocondriacal preoccupations, a feeling of inferiority. This impression is confirmed by his pedantic insistence on objects of art, architecture and science. This feeling is explainable as a compensation for his feeling of inferiority in the intellectual sphere.

There seems to be black colour shock in C. IV and bright colour shock in C. IX. In Card IV he has given only three responses, and except for the popular skin, the other two are only interpretations of small details in the periphery of the blot. Apart from a feeling of guilt and anxiety, friction and misunderstanding in his relations with his father or some other father figure are suggested (C. IV is considered as a stimulus provoking reactions to the father figure). When asked to choose the 3 least liked cards, the subject chose first C. IV. The reason was that "shape and colour displease". In C. IX the subject begins well by giving three fairly good percepts, but then he seems overpowered by the force of colour, he loses control of the form and sees rockets leaving a cloud of smoke. Again he sees "a mountain with a volcano with smoke coming out and lava flowing out. Dirty colour on green shows more like lava."
Card IX is the second card least liked, "colours mixed, dirty." Though in the erupting volcano the red colour is probably an important stimulating factor, in the enquiry he insists on denying that colour was a determining element in the percept.

He sees maimed butterflies, one has lost its wings, the other is dead, and its head is missing. There is one dissected flower. All this points to a deep feeling of loss of something very important in his own personality. A deep sense of guilt might also be suggested.

The repetition of dissected flower and spider's head points out to perseveration which is a pathological symptom.

Summary. The protocol presents the picture of a rich personality, i.e., a personality of great potentialities, with strong extraversive tendencies, and a considerable amount of anxiety. He will need a constant effort to make a better adjustment in life. That he is making an attempt for a better adjustment is borne out by a sort of a return towards a more introversive concentration and by a more guarded reaction to the environment.
SENTENCE COMPLETION TEST
RATING SHEET


I. ATTITUDE TOWARD MOTHER. Rating: 117

14. My mother IS VERY KIND
29. My mother and I ALWAYS DISAGREE
44. I think that most mothers ARE VERY KIND TOWARDS THEIR CHILDREN & OFTEN SPOIL THEM
59. I like my mother but SHE DIFFERS IN MY OPINION.

Interpretative summary: Ambivalent feelings toward mother: he likes her but disagrees with her and doubts about her capacity to train her children.

II. ATTITUDE TOWARD FATHER. Rating:

1. I feel that my father seldom IS IN GOOD HUMOUR
16. If my father would only TRY TO UNDERSTAND ME I WOULD BE A VERY GOOD BOY
31. I wish my father COMES MORE CLOSE TO HIS CHILDREN
46. I feel that my father is VERY BUSY WITH HIS OWN WORK

Interpretative summary: He expresses dissatisfaction with father's attitude. He is worried about his aloofness and lack of understanding of his children.

III. ATTITUDE TOWARD FAMILY UNIT. Rating:

12. Compared with most families, mine IS VERY DISORDERLY
27. My family treats me like ANY ORDINARY MEMBER OF IT
42. Most families I know ARE QUITE HAPPY AND IN ORDER
57. When I was a child, my family WAS VERY HAPPY

Interpretative summary: He does not feel quite happy in the family which seems to him unsettled and longs for the happy family atmosphere of his childhood.

117 We give here the completions already organized in the various patterns or attitudes. The form of incomplete sentences given to the subjects has been presented earlier. The completions of the subject are typed in capital letters.
IV. ATTITUDE TOWARD WOMEN. Rating:

10. My idea of a perfect woman IS THAT SHE SHOULD BE CHARMING & LOVING
25. I think most girls ARE GOOD FOR COMPANY
40. I believe most women ARE SLAVES TO THEIR PASSIONS
55. What I like least about women IS THEIR HAVING A FLIRT

Interpretative summary: High ideals but ambivalent feelings; in reality women remain far below his ideals.

V. ATTITUDE TOWARD HETEROSEXUAL RELATIONSHIPS. Rating:

11. When I see a man and a woman together I THINK OF THEIR HAPPINESS
26. My feeling about married life is VERY OPTIMISTIC IF PROPER CARE IS TAKEN
41. I think talking with girls is GOOD
56. My sex life IS VERY PASSIONATE.

Interpretative summary: Appears to hope for a healthy sex adjustment.

VI. ATTITUDE TOWARD FRIENDS AND ACQUAINTANCES. Rating:

8. I feel that a real friend SHOULD ALWAYS BE TRUSTED
23. I don't like people who INSULT ME
38. The people I like best ARE ALWAYS GOOD TO ME
53. When I'm not around, my friends I AM CAREFREE

Interpretative summary: Expresses mutual good feelings between friends and self. Probably he is sensitive in excess to the disapproval of others.

VII. ATTITUDE TOWARD SUPERIORS AT WORK OR SCHOOL. Rating:

6. The men over me ARE ALWAYS GOOD TO ME
21. In College, my teachers ARE VERY GOOD BUT I SELDOM OBEY THEM
36. When I see the Principal coming I FEEL LIKE TALKING TO HIM
51. People whom I consider my superiors I ALWAYS OBEY THEM

Interpretative summary: Healthy attitude towards authority, though his independent spirit wants to have its way.
VIII. ATTITUDE TOWARD RELIGION. Rating:

4. I think God DOES EXIST BUT I AM NOT ATTRACTED TOWARDS HIM
19. I feel that religion IS VERY ESSENTIAL IN MAN'S LIFE IF HE IS TO BE HAPPY
34. I believe that prayer HELPS A LOT IN TIME OF DISTRESS
48. My ideas about religion IS THAT WHATEVER IT IS IT MUST BE GOOD & SATISFY CONSCIENCE
61. I would take part in religious ceremonies ONLY IF I THINK THEY ARE RELIGIOUS

Interpretative summary: Religion ranks high as an ideal, but perhaps it has no strong hold on him in practical life.

IX. ATTITUDE TOWARD COLLEAGUES AT WORK OR COLLEGE. Rating:

13. At work, I get along best with THOSE WHO TRY TO UNDERSTAND ME.
28. Those I work with are ALWAYS GOOD TO ME BUT I DON'T THINK I PAY THEM BACK IN THE SAME COIN
43. I like working with people who HAVE A KIND HEART AND GOOD UNDERSTANDING
58. People who work with me usually HELP ME A LOT

Interpretative summary: He socializes well. He has got a nature sensitive to friendship. There is a guilt feeling of not responding too well to this friendship.

X. FEARS. Rating:

7. I know it is silly but I am afraid of DOING IT OUT OF PASSION
22. Most of my friends don't know that I am afraid of MY MISCONDUCT
37. I wish I could lose the fear of BEING SPOILT OR HAVING A BREAKDOWN
52. My fears sometimes force me to BE QUIET

Interpretative summary: He is afraid of being drawn by passions into some sort of misconduct (probably in the sexual sphere) and of being spoilt.
XI. GUILT FEELINGS, Rating:

15. I would do anything to forget the time I WAS INSULTED BY A FRIEND OF MINE
30. My greatest mistake was TO BE VERY FRIENDLY WITH PEOPLE
45. When I was younger, I felt guilty about EVERYTHING
60. The worst thing I ever did WAS TO STEAL MONEY

Interpretative summary: He seems to be mildly disturbed about guilt feelings.

XII/ ATTITUDE TOWARD OWN ABILITIES. Rating:

2. When the odds are against me I GET NERVOUS
17. I believe that I have the ability to DO ANYTHING. IF I WORK HARD OR IF GIVEN AN OPPORTUNITY
32. My greatest weakness is THAT I FORM BAD HABITS
47. When luck turns against me I DON'T FEEL SORRY ABOUT IT

Interpretative summary: Self-confidence about his capabilities though he admits weakness and a sense of guilt.

XIII. ATTITUDE TOWARD PAST. Rating:

9. When I was a child I ALWAYS GOT THE WORST OUT OF EVERYTHING
24. Before I came to college, I DON'T HAVE PRACTICALLY ANYTHING IN MY MIND
39. If I were young again I WOULD BE MORE SERIOUS IN LIFE THAN I WAS
54. My most vivid childhood memory IS WHEN I WAS WRONGLY PUNISHED

Interpretative summary: Felt rejected. Regrets failure to adjust to better standards of behaviour.
XIV. ATTITUDE TOWARD FUTURE. Rating:

5. To me the future looks VERY COMPLICATED
20. I look forward to MANY HAPPY MOMENTS
35. Some day I WILL HAVE MY OWN FREE LIFE
50. When I am older I WILL TRY TO BE A GOOD CITIZEN

Interpretative summary: He does not feel confident about the future. Again the spirit of independence comes up. He looks forward to having a free life.

XV. GOALS. Rating:

3. I always wanted to BE A GOOD BOY
18. I could be perfectly happy if I HAVE LOVING SURROUNDINGS
33. My secret ambition in life IS TO HAVE A ROMANTIC LIFE FULL OF EXCITEMENT
49. What I want most out of life IS SPIRITUAL UPBRINGING

Interpretative summary: High goals and aspirations. Longs for love which has been denied him. Affect starved.

GENERAL SUMMARY

PRINCIPAL AREAS OF CONFLICT AND DISTURBANCE: Mother, Father, family unit, women, fears, guilt feelings, the past.

118 This record corresponds to the first adaptation of the test made by the investigator. In this adaptation there are fewer changes than in the subsequent adaptation which was administered to all the other subjects.
INTERRELATIONSHIPS AMONG THE ATTITUDES:

His main problem is a family one. He likes his mother, yet he strongly disagrees with her and believes she spoils rather than educates her children. The problem is aggravated in his relations with his father. He expresses open dissatisfaction with his father's attitude. He is worried by his aloofness and the lack of understanding towards his children. Hence he does not feel quite happy in his family which seems to him to be unsettled, and envies the apparent happiness of other homes.

The past holds few happy memories for him. He felt rejected, and thinks he was unjustly punished. His pessimistic view of the past leads him to believe that he has failed to live up to high standards of behaviour.

He holds high ideals for himself and others, but feels that he, as well as the others, fall short of these ideals.

This feeling is reflected in his attitude toward women. He feels attracted to them, pictures them in his imagination as loving and charming, but then he observes that they are slaves of their passions, showy and selfish.

He believes that a big share of the love which is due to every child was denied to him. Hence he is affect-starved. What he has missed in the past he expects to obtain in the future. He hopes to adjust to a happy family life of his own.
in marriage. He longs to be free, to break the barriers which detain him, he wants to be independent, probably from his family where he feels constricted.

In his social relations (outside his family) the subject expresses good feelings between friends and self. However he is excessively sensitive to disapproval and to anything that sounds like an insult.

He possesses a healthy attitude towards his superiors, an attitude of appreciation and respect, though his independent spirit wants to have its own way.

His attitude towards his friends and companions is quite appropriate. He socialized well. His nature is sensitive to friendship. There is a guilt feeling of not responding too well to the friendship generously offered to him.

Fears and guilt feelings: He is afraid of being drawn by passions into some sort of misconduct. He is disturbed by a sense of guilt about forming bad habits.

Religion ranks high in his appreciation as an ideal, and is necessary in certain circumstances of life. God, however, has no personal attractions for him.

The Rorschach and the SSCT compared. The subject has reacted to plate No. 4 of the Rorschach Test with a black colour shock. This plate is supposed to elicit responses
reflecting the attitude of the subject to the father figure. We interpreted this reaction as "Friction and misunderstanding in his relations with his father or some other father figure." (p. 130). This interpretation seems to be confirmed and explained by the attitude of dissatisfaction with his father expressed in the SSCT. The Rorschach and the SSCT seem to coincide also in revealing the response of the subject to the environment. The SSCT reveals that in his social relations the subject expresses good feelings between friends and self, but he is excessively sensitive. The 6 Fo in the Rorschach would translate precisely this sensitivity and to a certain extent also the fine feelings. (See p. 129). The fear and guilt feelings clearly voiced in the SSCT are apparent in the Rorschach from the shocks and from his 4 Km responses.
NAME: 9-M  
CASTE: Jain  
AGE: 18  
DATE: 5-1-60

RECORD

PERFORMANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Score</th>
<th>INQUIRY</th>
<th>Shape</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.11</td>
<td></td>
<td>1. A butterfly</td>
<td>W,F,A,P</td>
<td></td>
</tr>
<tr>
<td>15″</td>
<td></td>
<td>2. A design (top white space)</td>
<td>S,F,Art</td>
<td></td>
</tr>
<tr>
<td>√ 3</td>
<td></td>
<td>Figure of a man (shaded fig. cent.)</td>
<td>D,M,H</td>
<td></td>
</tr>
<tr>
<td>√ 4</td>
<td></td>
<td>Camel's mouth (bott. cent. detail)</td>
<td>D,F,Ad</td>
<td></td>
</tr>
<tr>
<td>√ 5</td>
<td></td>
<td>Two wings</td>
<td>D,F,Ad.</td>
<td></td>
</tr>
<tr>
<td>√ 6</td>
<td></td>
<td>Whole thing like an island</td>
<td>WS,F,Geogr.</td>
<td></td>
</tr>
<tr>
<td>&lt; 7</td>
<td></td>
<td>A cliff</td>
<td>D,F,cliff</td>
<td></td>
</tr>
<tr>
<td>9.18</td>
<td></td>
<td>II. This looks like fire</td>
<td>D,Cm,fire that bomb.</td>
<td></td>
</tr>
<tr>
<td>10″</td>
<td></td>
<td>2. Two heads of bears</td>
<td>D,FC'Ad, blackish</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Looks like a temple (top cent. d)</td>
<td>d,FC',templ.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Reminds me of a beautiful picture once I saw, water falling. (bott. cent. de)</td>
<td>de,Km,water</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Those women wear pots on the head, those pots. (top part of S)</td>
<td>S,F,ob.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Ripples in the water (bott. Movement of lateral D)</td>
<td>D,Km,water</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>PERFORMANCE</td>
<td>INQUERY</td>
<td>Score</td>
<td></td>
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<td>-------</td>
<td>-------------</td>
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<td>--------</td>
<td></td>
</tr>
<tr>
<td>9.25</td>
<td><strong>III</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10'</td>
<td>1. Two persons, two women with pots.</td>
<td>Taking pots back home</td>
<td>W,M,H,P</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The water surface of a well. (white space).</td>
<td>Perhaps I can see the ripples.</td>
<td>S,K(m),wat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Chickens: whole body without the legs. (head of &quot;waiter&quot;).</td>
<td></td>
<td>D,F,Ad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Two little girls talking. (middle lat.)</td>
<td>But very agile, moving, the picture conveys that movement.</td>
<td>D,M,Hd,O+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The upper part of a town hall. (White space cent.)</td>
<td></td>
<td>S,F,Arch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. A wild animal, or rather a sea-animal I have seen in a picture.</td>
<td>Shape, colour also, this colour suggests something wild, though the colour is not red.</td>
<td>D,F,C,A</td>
<td></td>
</tr>
<tr>
<td>9.35</td>
<td><strong>IV</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Whole picture a butterfly.</td>
<td></td>
<td>W,F,A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. There is a place, Ballaran, in it a water fall, water falling. (top cent. de) is falling.</td>
<td>This water is in movement, really I can feel that water is falling.</td>
<td>de, Km,wat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. This also looks like the human tongue. (top cent d)</td>
<td>This portion and this white,</td>
<td>d,Fc,Hd</td>
<td></td>
</tr>
</tbody>
</table>
RECORD

PERFORMANCE

Time

5. Dark figures, ghosts rather. (bott. lat.)

Score

9.42
40'
9.53

INQUIRY

All this dark, probably these are problems of our imagination, we read in detective stories, not human, not animal.

- Score

6. An old hermit offering his libation, water, matted locks of hair. (top lat. d)

D, M, Fc, H, O+  

9.42
40'

V.

1. This is a bird flying W, FM, A, P

2. A mountain, rocky regions.

D, F, mount.

\;

3. Two peacocks.

\;

V/ 4. A part of the temple, (insecurity, not whole of it. (top S) satisfied with his concepts)

S, F, temple

\;

5. A human figure.

D, F, H

\;

√ 6. Profile of a human figure.

S, F, Hd

\;

7. A minaret (bott. S)

S, F, Arch.

9.53

VI.

1. Christ, it looks like Christ. Christ on the cross. D, F, H, O+ The background is symbol. such that it gives the impression of some god, some divine being.

W, F, ob.

2. This is a fan, handle.

W, F, ob.
<table>
<thead>
<tr>
<th>Time</th>
<th>PERFORMANCE</th>
<th>INQUIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Again a waterfall, water falling from here. (bott. cent.)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d, Kn, wat.</td>
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<tr>
<td></td>
<td></td>
<td>Persever.</td>
</tr>
<tr>
<td>4</td>
<td>Looks like a cup (trophy) for the matches. (top di)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>di, F, ob.</td>
</tr>
<tr>
<td>5</td>
<td>This is the mouth of a dog. (lat. projection).</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d, F, Ad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persever.</td>
</tr>
<tr>
<td>6</td>
<td>Shivling, black, a black thing of the god Shiva. (top d).</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d, C^F, Relig.</td>
</tr>
<tr>
<td>7</td>
<td>This dark looks like a part of the American rockets, only the nose of the rocket.</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D, F, rocket</td>
</tr>
<tr>
<td>8</td>
<td>One of the figures in the chess game. (cent. di)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>di, F, ob.</td>
</tr>
<tr>
<td>10.05</td>
<td>VII</td>
<td>Score</td>
</tr>
<tr>
<td>1</td>
<td>The whole figure a dancing figure, two women dancing.</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W, M, H, P</td>
</tr>
<tr>
<td>2</td>
<td>The figure of a free-hand drawing. (cent. S)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S, F, Art</td>
</tr>
<tr>
<td>√3</td>
<td>The outline of England that we see on the map.</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D, F, map</td>
</tr>
<tr>
<td>√4</td>
<td>Upper part of a temple. (lat. S)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S, F, temple</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persever.</td>
</tr>
<tr>
<td>5</td>
<td>This figure has movement, I feel movement in this figure, human figures, a dancer, but much movement.</td>
<td>Score</td>
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<tr>
<td></td>
<td></td>
<td>Remark</td>
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<tr>
<td></td>
<td></td>
<td>Mov. shock</td>
</tr>
<tr>
<td>6</td>
<td>Two friends talking in the garden. (bott. cent. di)</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ddi, M, H, O+</td>
</tr>
<tr>
<td>Time</td>
<td>Performance</td>
<td>Inquiry</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>7.</td>
<td>This face looks crooked, if it is a man must be crooked, that is, bad man (top.lat.)</td>
<td>This gives me the impression. This is my intention</td>
</tr>
<tr>
<td>8.</td>
<td>The whole portion looks like clouds. (top middle D)</td>
<td>Clouds not in summer, but in rainy season, black &amp; white.</td>
</tr>
<tr>
<td>9.</td>
<td>It seems there is a village here. (top lat. dd)</td>
<td>Seeming it from far away, high place.</td>
</tr>
<tr>
<td>10.</td>
<td>This reminds me of a dog barking, braying at the moon perhaps.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>A girl rushing to school. (lat. middle).</td>
<td></td>
</tr>
<tr>
<td>10.20</td>
<td>VIII. 35°</td>
<td>1. A coloured butterfly. Colour more, shape more, or rather, equal. (insecure)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. This perhaps better a coloured butterfly. (Bott.D)</td>
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<td></td>
<td></td>
<td>3. This is a rat, not rat, rather a camel-fon that changes its colours.</td>
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<tr>
<td></td>
<td></td>
<td>4. This green colour is beautiful, it reminds me of pastures and green land.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The spinal cord with all the ribs.</td>
</tr>
<tr>
<td>Time</td>
<td>PERFORMANCE</td>
<td>INQUIRY</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>7.</td>
<td>Reminds me of those mountains in Japan like the Fujiyama.</td>
<td>D,F,mount.</td>
</tr>
<tr>
<td>&lt;8.</td>
<td>Mouth of a dog. (bott.lat. d) It looks solid, shape, but now it is a statue.</td>
<td>d,Fc,ob.</td>
</tr>
<tr>
<td>10.29</td>
<td>IX.</td>
<td></td>
</tr>
<tr>
<td>35°</td>
<td>1. This portion from far we see a hut, the rest in ground. (top cent.)</td>
<td>ddd,FK</td>
</tr>
<tr>
<td></td>
<td>2. A kind of butterfly with this in the centre.</td>
<td>W,FC,A</td>
</tr>
<tr>
<td></td>
<td>3. This is a human figure, rather a queen, this the diadem, seen from behind. (cent. D)</td>
<td>D,M,H</td>
</tr>
<tr>
<td></td>
<td>4. This is a little boy crying.</td>
<td>D,M,H</td>
</tr>
<tr>
<td></td>
<td>5. This looks like those (hesitation, in- angels, not angels, security, scrupul-Santa Claus. (top lat.osity.) D)</td>
<td>D,F,(H)</td>
</tr>
<tr>
<td></td>
<td>6. It is a forest and water falling. (middle lat. di)</td>
<td>D,KF,Km,wat. Persever.</td>
</tr>
</tbody>
</table>
1. Disorder I feel here. The trunk of a tree and two queer animals at the foot of it.

V2. Two girls...yes, praying, two sisters are. This is the way they pray in our Hindu temples. (top cent).

3. This is a sea animal.

V 4. A happy shepherd returning home. An Indian shepherd. (bott. green)

5. I see a human figure, a man up to the neck, face. On the side another man is angry with this man. (middle red).

6. Two women, Indian women, talking with their daughters. (bott. green)

< 7. This reminds me of king Auranzeb. I saw in a picture, he is sitting or rather reading the Kuran. (yellow D, "lion").

8. These are the horns of an Indian deer. Only the horns. (lat. brown-gray).
9. This is a figure of Christ on the Cross. (only up to chest) Hands are there, no doubt. (Yellow top cent.)

10. Wild growth, creepers, Shape and colour D,F,C,Bot. not...wild vegetation, not useful.

11. This reminds me of (Hesitation, scrupu-) Shivaji, not Shivaji, losity. Rana Pratap's head. This is his helmet, a diadem, different from the English queen.

12. Chan Bibi, brave woman, Moghul period. Only head. (He tries to impress with historical references.)

13. This is a shell, red thing. (red inside yellow "lion").

14. This is also a human figure, a man's face rather, I can see one eye. (bott.lat.brown).

15. This is a dove, part of it, no, I can see the whole dove, except legs, flying.
16. Here I can see a girl who has slipped. (gray-brown lat.)

And also the fairies; No, not a girl, a fairy flying, though the face is not a fairy's.

17. I can see a human figure, a man reading. (Head of yellow "lion").

11.05

Cards. Best liked: 6: suggests something good, pure, divine.

9: because of the colour.

Least liked: 2: red colour suggests explosion, destruction.

7: Shape, the figure.

1: The pose of the man I don't like, in a big boy.
NAME: 9-M
CASTE: Jain
AGE: 18
DATE: 5-1-60

35--------
30--------
25--------
20--------
15--------
10--------
5--------

<table>
<thead>
<tr>
<th>m</th>
<th>FM</th>
<th>Mm</th>
<th>M</th>
<th>Km</th>
<th>K</th>
<th>KF</th>
<th>k</th>
<th>FK</th>
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<th>CF</th>
<th>Cm</th>
<th>Cc</th>
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<td></td>
<td>5</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tr>
</tbody>
</table>

R = 31.5 + 1 addit.

TIME: 1 hour 54 m.
W: (20-30)%
Approach: W: 8=10%
&P: 36=44-%
P+: 9 P-: 0
Succession: loose
D: (30-45)%
d: (5-15)%
W: D: d: dd + S
F: 36=44% F+: 9 F-: 0
(FK + F + Fc): 2+36+3

A%: 17=21%
P: 5
O: 9+; z: low
(H+A): (H+d+Ad): 31:14
E%: 28=34.5%
M: &C: 16=7.5 (m+FM): (K+k+FK): 10:10
(&K+k+FK): (&c+&C): 10:7
(33-40%)
W: M: 8:16 W: (m+FM+M+k): 8:34
Last 3 Cards: 38% (FM+m): (Fc+c+C'):

Basic personality (Erlebnis Balanx): Introvert
Case 9-M. The subject is an 18 year-old student in the Inter Arts course, a Jain. He is placed in the rich personality group. The Rorschach test reveals a disturbed personality. In the sentence completion test there are no signs of disturbance. In the Sociometric test he belongs to the above chance category if we consider the two-criterion test of purely interpersonal relationship; he belongs to the below-chance category in the four-criterion test. He is an exceptionally brilliant student who has stood second in the whole University for two successive years.

The graph shows a rich and balanced personality. The movement area appears more "populated" than the colour area, which is an indication of introversion. Our first impression is confirmed by the Erlebnis Balanz ($M: \Sigma C = 16:7.5$); he is, therefore, an introvert with a very rich fantasy life. His response to the outside world, is also rich, though not in the same degree as his fantasy life. The additional ratio to detect the measure of introversion-extratensive tendencies ($FM+m):(Fc+c+C')$ presents a better balance (10:7); the subject, at present, makes an effort to be more outgoing in his emotions. His extratensive potentialities are a rich store from which he should draw more copiously than he does at present.
The responses in the last three cards (38%) indicate an adequate reaction to the environment; he allows himself to be influenced by the surroundings, but he is not mastered by these influences.

The F column is 44% of the total number of responses which indicates, at the same time, good intellectual control without constriction and a fair measure of spontaneity on both sides of the F column. The K and m area is too shaded; this warns us that there is too much anxiety of the free-floating type to permit a healthy adjustment.

**Intellectual aspects.** His mental approach is not one you may expect of a very gifted subject. His power of abstraction and synthesis is mediocre if not poor; he has only eight W (10%) and the quality is not exceptional in any way. The succession is loose, hence we suspect that the control over his mental faculties is inadequate. He feels more at home in the practical side of life (D=45%); he is an artist of detail, he is a perfectionist (d+dd+S=43.5%). The danger is that he may get entangled in the little details of life, petty problems of existence, and this may blind him to see and face bigger problems.

He has a keen perception of form, indicative of his penetrating intelligence. Though he thinks along common
lines (P=5), he often rises above what is ordinary and common into a sort of aristocracy of thinking (8 à +0), that is, he has an eye for the original and is an independent thinker. He also has a touch of the artistic perception which capacitates him to soar into the aesthetic sphere (2 FK). The high number of M is another sign of his high intellectual capacity.

**Fantasy life**: His inner world is bubbling with life (16 M); he has developed a mature personality, at least essentially (M:FM=17:3); in fact his maturation process has robbed him of the element of buoyancy and inclination to physical activity which should be present in an all-round young man (his FM is too low in relation to M). The ratio W:M and W:(m+FM+M+K) showing the proportion in which mental capacity is transformed into actual production, gives an unfavourable proportion. The mental output appears to be insignificant compared with his tremendous capacity. That means that this unused energy will break through other channels diffusing itself into daydreams or causing anxiety. That the latter is true is confirmed by the high number of Km. m signifies the uncontrolled inner forces and tensions which are finally resolved into anxiety. When we add up these two impressions, one of
rich inner life which is not harnessed completely into useful activities and allows it to be dispersed in day-dreams and free-floating anxiety, and the other of his mental approach, namely, the impression of a man who succumbs to details, we obtain a picture of a scrupulous and meticulous personality who has developed a destructive, critical attitude, and an opposition to self which has an inhibitory effect upon his achievements. Our impression is again strengthened by the high number of white space responses (11 S), which, in introverted characters, signifies rebellion against, and opposition to, self. These self-destructive tendencies were apparent in his behaviour during the test in which he showed a great amount of self-criticism, insecurity and scrupulosity. We may conclude that he has developed a censorious super-ego and a strong sense of guilt.

Contact with the outside world: Except for an occasional outburst, (2 C)+(1 CF), his usual response to the environment will be a very controlled reaction (7 FO). He socializes well, he is amiable but calm in his dealings with the world. He will make an enviable companion. He is tactful but somewhat cautious and shy as his affectional
needs have met with repulses sometime in his life ($1 \text{C'}F^+3 \text{FC}^-$); it is a typical reaction which Mons calls the "burnt child reaction".\(^{119}\)

Further elaborations. From the high number of $M$, we are permitted to conclude that the subject enjoys his intellectual independence; he will act upon his own convictions rather than upon ideas suggested by others. He has an urge to live his life uninfluenced by others. This does not mean that he is not interested in people; the exact opposite is true ($H = 34.5$), but it means that his life will be framed according to a personal style, rather than according to other people's suggestions.

The $M$ flexor predominates: the subject is compliant rather than competitive and aggressive. He has, however, a good number of extensor $M$; he will be assertive at times. Hence he will take different roles at different times, though his compliant attitude will be predominant.

His emotional responsiveness is rich and varied. The colour responses reflect predominantly positive responses. His natural inclination will be to associate with, rather than to dissociate from, others, and he will try

\(^{119}\) W. Mons, \textit{op. cit.}, p. 75
The content is a reflection of the individual. The content is rich and carefully elaborated with delicate nuances. He is inclined to historical references with the more or less conscious intention of impressing people. Religion must have played and still plays an important part in his life, for religious themes and interpretations are frequent, people praying, or offering a libation, reading the Kuran, etc. Though he is a Jain he sees the figure of Christ twice (VI, 1 and X, 9); in such cases either the colour or the background takes on a symbolic meaning, a sign of the artistic perception of the subject: "This colour (C.X, R.9) is also suggestive of something very pure and sage like", "Christ on the cross. The background is such that it gives the impression of some God, some divine being" (C.VI, R.1).

His attitude of self-criticism, insecurity and displeasure with his concept formation is patent in phrases like: "This (VIII, 3) is a rat, not rat, rather a chameleon that changes colours." In the inquiry (VIII, 1)

120 Z. Piotrowski, op. cit., pp. 155 et sqq., 233 et sqq.
he hesitates about what it was that prompted his response: "Colour more, shape more, or, rather, equal."

Summary: This is the personality of a richly gifted subject. He is an introvert with a whole world of finely differentiated feelings. He finds it difficult to cope with his inner tensions and anxiety. His contact with the outer world is controlled to a high degree; he is better equipped to grapple with the outer world than with his inner life. He is sensitive and possesses tact, consideration and flexibility to a remarkable degree, all of which will stand him in good stead in his social relations.
SENTENCE COMPLETION TEST

I. ATTITUDE TOWARD MOTHER. Rating:
   14. My mother IS VERY SUBMISSIVE
   29. My mother and I WE NEVER HAVE A QUARREL
   44. I think that most mothers LOVE THEIR CHILDREN
   59. I like my mother but (not answered)

INTERPRETATIVE SUMMARY: Only positive feelings.

II. ATTITUDE TOWARD FATHER. Rating:
   1. I feel that my father seldom ANGRY
   16. If my father would only FORGIVE ME
   31. I wish my father TO BE A MAN OF THE WORLD, A GREAT MAN
   46. I feel that my father is GOOD, TRUTHFUL MAN WHO
   NEVER DOES ANYTHING THAT IS BAD, LOW.

INTERPRETATIVE SUMMARY: Only positive feelings. A suggestion
of guilt feeling.

III. ATTITUDE TOWARD FAMILY UNIT. Rating:
   12. Compared with most families, mine IS HAPPIER
   27. My family treats me like WISE, GOOD BOY WHO SHOULD BE
   CONSULTED IN SOME MATTERS
   42. Most families I know ARE HAPPY
   57. When I was a child, my family WAS NOT AS HAPPY AS
   IT IS NOW

INTERPRETATIVE SUMMARY: Only positive feelings.
IV. ATTITUDE TOWARD WOMEN. Rating:

10. My idea of a perfect woman CHASTE, KIND, HUMBLE
25. I think most girls DELICATE, KIND, HUMBLE
40. I believe most women ARE CHASTE, KIND AND LOVING THINGS
55. What I like least about women CONCEIT, EXTRA-MODERNISTS, ETC.

INTERPRETATIVE SUMMARY: Positive feelings, with some reserve.

V. ATTITUDE TOWARD HETEROSEXUAL RELATIONSHIPS. Rating:

11. When I see a man and a woman together I FEEL THEY ARE FAST FRIENDS
26. My feeling about married life is I HAVE NEVER THOUGHT ABOUT IT, SO NO FEELING
41. I think talking with girls is THE ACTIVITY AT WHICH I AM ALWAYS AT GUARD WARY(?) LEST I SHOULD MAKE SOME MISTAKES & HURT THEIR FEELINGS
56. My sex life I HAVE NEVER THOUGHT ABOUT IT

INTERPRETATIVE SUMMARY: Shy with girls, sensitive, non committal.

VI. ATTITUDE TOWARD FRIENDS AND ACQUAINTANCES. Rating:

8. I feel that a real friend SHOULD HELP IN NEED
23. I don't like people who ARE PUFFED UP
38. The people I like best ARE INTELLIGENT, GOOD AT THEIR WORK
53. When I'm not around, my friends ARE NOT AS HAPPY AS THEY WOULD BE IF I WERE THERE

INTERPRETATIVE SUMMARY: Well adjusted.
VII. ATTITUDE TOWARD SIBLINGS. Rating:

6. When I go home and see my sister I WILL QUARREL WITH HER

21. If my elder brothers were I HAVE NO ELDER BROTHERS, NOT EVEN YOUNGER

36. I don’t know whether my sisters LIKE SCIENCE OR ARTS

51. I think that my brothers and sisters NO BROTHERS, SISTERS ARE REALLY GOOD, OF COURSE SOMETIMES I LIKE TO TEASE THEM

INTERPRETATIVE SUMMARY: Well adjusted.

VIII. ATTITUDE TOWARD RELIGION. Rating:

4. I think God TO BE GOOD, KIND, OMNIPOTENT, OMNISCIENT

19. I feel that religion I-S PURIFYING MY HEART

34. I believe that prayer PURIFIES ME

48. My ideas about religion ARE NORMAL

61. I would take part in religious functions NOT MUCH INTEREST IN ANY SUCH ACTIVITIES WHERE TOO MANY PEOPLE GATHER TOGETHER & JUST MAKE NOISE

INTERPRETATIVE SUMMARY: Well adjusted

IX. ATTITUDE TOWARD COLLEAGUES AT WORK OR COLLEGE. Rating:

13. At work, I get along best with MY SISTER

28. Those I work with are NOT..., HAPPY AND INTELLIGENT

43. I like working with people who HAVE DIFFERENT HOBBIES & ARE NOT CONCEITED

58. People who work with me usually WILL DO GOOD THINGS, SHINE OUT AS GREAT MEN

INTERPRETATIVE SUMMARY: Does not provide sufficient information
FEARS. Rating:

7. I know it is silly but I am afraid of CAUSING UNHAPPINESS TO MY FATHER

22. Most of my friends don't know that I am afraid of DOGS

37. I wish I could lose the fear of GIRLS

52. My fears sometimes force me to DO UNUSUAL THINGS

INTERPRETATIVE SUMMARY: Very sensitive. Afraid of girls.

GUILT FEELINGS. Rating:

15. I would do anything to forget the time I DID SOMETHING WRONG

30. My greatest mistake was I TOLD A LIE TO A BOOKSELLER

45. When I was younger, I felt guilty about NOTHING

60. The worst thing I ever did WHEN I MADE MY FATHER UNHAPPY

INTERPRETATIVE SUMMARY: The guilt feelings are not deep-seated.

ATTITUDE TOWARD OWN ABILITIES. Rating:

2. When the odds are against me I FEEL CONFUSED

17. I believe that I have the ability to DEAL WITH ADVERSE CIRCUMSTANCES IF I THINK OVER A LITTLE

32. My greatest weakness is NOT ABLE TO CONFESSION THAT YOU HAVE DONE SOMETHING WHICH IS WRONG

47. When luck turns against me I AM AT GUARD AND THE MOST ACTIVE

INTERPRETATIVE SUMMARY: Thoughtful and sensitive
XIII. ATTITUDE TOWARD PAST. Rating:

9. When I was a child I RECITED POEMS

24. Before I came to college, I WAS STUDYING MATHS AT HOME

39. If I were young again I WOULD JUST GO AND DANCE IN MY GARDEN WITHOUT CARING FOR THE WORK

54. My most vivid childhood memory IS OF MY GRANDFATHER BEATING ME BECAUSE I WOULD NOT SOLVE ONE PROBLEM

INTERPRETATIVE SUMMARY: Childhood was a happy time.

XIV. ATTITUDE TOWARD FUTURE. Rating:

5. To me the future looks GLORIOUS

20. I look forward to A GLORIOUS AGE WHEN SCIENCE WOULD MAKE EVERY MAN HAPPY

35. Some day I WOULD BE A GREAT LAWYER AND THE AMERICAN COMPANIES WILL EVEN CONSULT ME

50. When I am older I WILL BE STURDIER, NOT WEAK AS I AM NOW

INTERPRETATIVE SUMMARY: His attitude towards the future is optimistic though somewhat fantastic and utopic.

XV. GOALS. Rating:

3. I always wanted to CREATE SOMETHING GOOD

18. I could be perfectly happy if ALL IS WELL WITH THE WORLD

33. My secret ambition in life TO BE A VERY GOOD LAWYER, BUT A LAWYER WITH SCRUPLES ALWAYS SPEAKING TRUTH

49. What I want most out of life HAPPINESS OF MYSELF AND OF OTHERS

INTERPRETATIVE SUMMARY: Lofty and unselfish goals.
GENERAL SUMMARY

1. **PRINCIPAL AREAS OF CONFLICT AND DISTURBANCE**: No areas of disturbance are apparent. The Rorschach tells a different story.

2. **INTERRELATIONSHIPS AMONG THE ATTITUDES**:

3. **PERSONALITY STRUCTURE**:
   a) Mode of *response*;
   b) Emotional *adjustment*;
   c) Maturity;
   d) Reality *level*;
   e) Manner in which conflicts are *expressed*.
INTERRELATIONSHIPS AMONG THE ATTITUDES.

The subject is a gentle, sensitive, unselfish and a well adjusted individual. He only seems to be overly respectful to his father, "metus reverentialis". He is shy with girls; he looks at them from a safe distance, and distance lends enchantment to the object. Hence he idealizes them.

There is a touch of a hypochondriac preoccupation.

One gets the impression, however, that the subject reveals only the surface material, that he has censored all the answers which were not up to the prevailing standards of morality. Only the "nice" answers have had a chance to survive. No doubt he is a very conscientious and honest individual even to the point of scrupulosity. He is an idealist and somewhat utopic in his goals.

His completions are not very revealing and do not give sufficient scope for a productive comparison with the Rorschach.
NAME: 17-S  CASTE: Hindu  AGE: 18  DATE: 2-2-60  
TIME began 10.33  RECORD finished 11.41

PERFORMANCE

Time
10.33  I.  33"  1. Is like a map  
\[V2. \text{Something like a human structure. (Cent.D).}\]

10.36  1 m. II.  1. Something like a lake (white S)
2. Two animals like fighting, gorillas or something.
<3. Head of a camel. (top red).

4. This is something red Indians wear on head, feathers or something. (bott. red).

> 5. Like some animal is walking, ears, head. (middle lat.)

Long pauses

\[V 6. \text{This looks like the head of a lady, eyes, is a lady or a man nose, hair. (bot. lat. d)}\]

10.44  III  20''  1. Lungs. (red cent.) The shape and cord joining lungs
\[V2. \text{Like a bird flying (lat. D)}\]
3. A hand pointing out like this.
   (bot. d)
   (Shows great concentration, frightened, shy)

4. This is like a horn, jungly people blow, no? (Upper half of right "leg")

5. Head of an ape (head of "man")

6. A bird sitting on a tree, head, feathers. (upper half of left "leg").

7. Head of a woman, because hair tied at the back, face not so clear. (bot. cent.)

10.55 IV.

25<9 1. This is like a gog barking. (lat. d)

2. This is like a pigeon. (lat. d)

3. This looks like a bat, is flying. (top d)

121 The number of circles in the spiral indicate the number of times the subject has turned the plate round.
PERFORMANCE

4. This looks like the shoe of a man. Seen before as a whole boot. (Long pauses)

5. This is the lower part of a tree, part inside the ground, roots and part above ground. (bott. cent. D)

INQUIRY

Score

D,F,ob.F

D,F(tree

11.03

1 m.Ø

These are the two Shape d,F-,hills black col.
hills, without the shock
upper part, the gap
in between. (bott. cent. d)

2. This looks like a V. Add. We can also say that this looks like two fingers apart; shape. (top d)

3. Head of a man. (ût. D) D,F,Hd

V 4. Looks like the head of a cobra when it stands like this. When it is angry the cobra, or the charmer plays the instrument. shock controlled. (bott. d)

11.10

1 m.>1. This looks like a man sleeping. (top d)

2. A man standing. (dark part, top d) d,M,H

3. This looks like something carved out of wood (di below narrow top) d,F,ob.
11.18 VII
20′′

1. Head of a lady, hairs flying.
   D,F,Fm,Hd

2. A statue of a cow, as Carved because of you find it in the shape.
   D,F,ob.
   temples, the temple of Shiva. (bott.lat. D)

3. This is like a musical note as they give.
   (bott. di)
   dd,E−,music

4. Eye and nose of a man.
   d(Do),F,Hd
   (middle lat. d)

11.25 VIII
20′′

1. This looks like tiger walking.
   D,Fm,A,P

2. Can I tell the colours, these various colours?
   These colours, orange, & green, red, green, light green, brown.
   Cn,colour naming

3. These are bones in the chest. (long pauses, very slow)
   This is the spinal cord, in centre, and bones are thinner.
   D(S),F,P
   Anat
RECORD

1. This is like a heart shape, and tubes of a man. (blue cent, coming in, because it is in the middle and this is like shape of lungs.)

Performance

11.29 45” IX.
1. First of the colours, green, red orange, light blue, light green, yellow and brown. (pause to consider & gain time, no answer yet.)

after 3m. Nothing more. (Rejected)

11.32 45” X.
1. This is like a heart of a man. (blue cent. d) Shape, and tubes coming in, because it is in the middle and this is like shape of lungs.

2. Like decorations we put in the wall. Only the shape, not the colour. (bott. green)

3. Whole thing is a mountain, this the slope, this is the peak. (bott. red)

4. This is a tree. (top brown) Tree because of the colour, the colour of the wood, usually they paint it in a light brown.

5. This is the head of a bull charging. (top green)

6. These are islands. (bott. lat. brown)

Inquiry

Score

On, colour naming
Add. (d, F, Hd, F)
Colour shock
<table>
<thead>
<tr>
<th>Time</th>
<th>Performance</th>
<th>Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Lastly the colours: red, dark red, blue, yellow, orange, green, and scarlet.</td>
<td>Score Cn, colour naming</td>
</tr>
<tr>
<td>11.41</td>
<td>Cards. Best liked: 6: witty, you can find several things. 10: art, suits eyes 7: not so confusing with colours, colours are few, and shades.</td>
<td></td>
</tr>
</tbody>
</table>
NAME: 17-S  CASTE: Hindu  AGE: 18  DATE: 2-2-60

PERSONALITY STRUCTURE

TIME: 1 Hour 8 m.  Succession: loose  W: (20-30)%  D: (30-45)%  d: (5-15)%  W: D: d: d+S
Approach:  W: 2=4.5%  D: 20=45%  d: 19.5=44%
&F: 27=61% F+: 5  F-: 2  (FK + F + Fc): 0 + 27 + 1
A%: 12=27%  P: 4  +  0: 4  z: low  (H+A): (Hd+Ad): 10:11
M: &C: 2:6.5 (m+FM): (k+FK): 11:0  (&K+k+FK): (c+&c): 0:2  (33-40%)
W: M: 2:2  W: (m+FM+M+K): 2:13  last 3 cards: 25%  (FM+m): (Fc+c+C'): 11 : 2

Basic personality (Erlebnis Balanz): Extratensive.
The subject 17-S is a Hindu student of the Intermediate Arts class, 18 years of age, with a good intelligence. He belongs to the medium personality group. He appears disturbed in both the Rorschach and the SSCT. In the triple division of the Sociometric test according to the various criteria, he falls always in the above-chance category.

Basic personality. If, following our custom, we look first at the personality graph, we see that the F column has grown beyond the limit (F=50%) of a well balanced personality. The F column (F=61%) shows a constricted personality and we are not surprised at finding few determinants on both sides of F and big gaps in between. On the other hand the determinants seem to break away from the control of form (F) and press against the extreme points of the movement and colour lines. All of which makes us suspect that this is not a well balanced personality, that a lot of turmoil is stirring inside.

The E.B. or basic personality is clearly extratensive. The ratio M: ΣC=2:6.5 is heavily loaded on the side of colour. On the other hand the secondary proportion \((FM+m):(Fc+c+C')=11:2\) indicates that his existence is taking at present a decided turn towards introversion. This is only natural when one examines the kind of crude and violent contact with
the world, represented in the colour responses. His violent outgoing personality is bound to bring him into continuous conflict with the outside world. Another sign of his retreat into a more introverted life is the number of responses to the last three cards, i.e., the reaction to pure chromatic stimuli (Last 3 cards = 25%). He tries to cut himself off from too strong an influence from the environment which has probably hurt him in the past. Here we find a probable explanation to account for his rigid, constricted personality.

**Intellectual aspects.** The intellectual approach is that of a very cautious person who prefers to retire to the safety of the small details than to engage into a more adventurous kind of intellectual enterprise. The observation of small details is a far easier task than the elaboration of concepts covering the whole blot (W) or large parts of it (D).

He has produced only two W, both of them on the popular line and with little elaboration, a map in the first card and two animals fighting in the second.

He has produced D in normal measure (45%). He has an eye for the obvious in every day life and can think along the lines of other people. This is also demonstrated by the 4 + 1 addit. popular responses. He shows a similar ability to perceive the original side of life, that is, he has an eye
for the unusual (4 0+); the number of original answers is a sign that he has more intellectual capacity than is shown by a greatly reduced number of \( W \).

The proportion \( W:M \) and \( W:(m+FM+M+K) \) tell us a similar story; there is more potentiality in him than is permitted to act through intellectual production. The rest is probably converted into inner tension (2 \( m \)). His form perception is usually good and in some cases excellent (5 \( F+ \)). This is another mark of his intellectual capacities. Yet there are two poor form-responses and several others which lack definiteness and distinction. The succession is loose; this again indicates a lack of method and organization and a deficient control over his mental faculties.

The inner world. The subject has not yet outgrown the child's level of emotionality. The animal movement column (\( FM=9 \)) towers over the other determinants, and notably over the human movement (\( M=2 \)). This, added to the inanimate movement responses (\( m=2 \)) produces the picture of an immature personality.

His mature fantasy is inadequate to deal with his immature crude impulses from within. The picture gets worse when we confront an immature inner life with crude uncontrolled impulses and reactions to the outside world. The result will
be violent out-bursts of temper and an uncontrolled and irrational behaviour.

If there is anything to control this subject, it will be the solid armour of constriction in his personality, but even this will quite often give way to the powerful drives and uncontrolled extratensive impulses.

With all his uncontrolled and outgoing affectivity he will never be a leader. Apart from his unorganized mental faculties, his two M are flexor, which reflects his pliant attitude and lack of self-assertion. He will need to lean on someone else psychologically stronger than him; he will not dare take full and ultimate responsibility. His behaviour during the test confirms our opinion: he was shy and insecure and did not behave with the freedom and spontaneity with which normal people are wont to behave.

The time factor should also be taken into account. He is a slow timer, which reflects his cautious attitude and possibly a fair measure of depression.

In the colour side we find one Fc and one FC'. These
are the only fully controlled responses of the extratensive area. The Fc expresses a fine point in his personality, his sensitivity, though it is most underemphasized in comparison with the bright colour responses. The Fc is a sign of the "burnt child reaction", which is not surprising to find in a man of uncontrolled affectivity.

There are several symptoms of a disturbed personality. First he fails to see the two figures in movement in Card III that are seen by most people; this, by itself, is an index of movement shock. In card V there is a delayed reaction time; the first response comes after a full minute, and it is a poor form response. The second answer is, if anything, stranger than the first, a V, a letter of the alphabet; he fails to see the extremely popular response of the bat or the butterfly. In the fourth response, however, he seems to regain control and produces a fairly good form and movement response, though still keeping to the periphery of the blot. It has taken him six minutes, plus one minute of reaction time,

122 The present writer uses the terms "extratensive" and "extraversive" indistinctively, as many authors do. There are authors however, who would distinguish between the two terms. Etymologically the terms have a similar meaning: "extra-tendere" is the milder of the two, indicating a tendency which may not have yet been converted into an act, while "extra-vertere" indicates already the fulfilment of an action.
to produce four responses. All of which points to a black-colour shock.

In card IX he gives no scorable response. After 45 seconds (reaction time) he names the colours. He spends a long time pondering over them, and finally, three minutes after taking the card, he says "Nothing more" and hands the card over. The impact of the colour has been so strong that it has not allowed him to form a single concept. Rejection of a card is one of the best signs of shock; it is, according to Böhm, in most cases, a symptom of shock and a sign of neurosis and psychopathy.123

Another symptom of disturbance is colour naming (Cn), which occurs in all three fully coloured cards.124

The implications are that the subject suffers from a neurosis. The investigator does not venture to diagnose its severity. It is enough to say that shocks are explained by a neurosis, and that they are indicators of manifest anxiety and tension.

123 W. Böhm, op. cit., p. 15

124 Since colour naming is a serious pathological symptom we must exclude the possibility of the subject not having understood properly the instructions. Since this possibility cannot be excluded in our case, we give him the benefit of the doubt and do not consider the colour naming in its worst implications.
A rejection "Must be accepted 'eo ipso' as a pathological reaction", and colour naming "Can safely be called a pathological phenomenon".

The subject presents five out of the nine signs of neurosis suggested by Harrower-Erickson and Mons.

A confirmation of the presence of shocks is provided by the selection of the three least liked cards, which are cards 3, 5, and 9 in the order given. He dislikes card III because it "Does not convey anything", card IV "Because it does not convey anything, confusing", and card IX because "Used many colours, but not accordingly as to suit the eye".

Summary: The graph is again the best summary of the personality of this subject. He is an extrovert, with powerful but poorly controlled impulses, somewhat constricted, immature, and disturbed. He has a fair amount of emotional potentialities which are not put to their full use. He is shy and likely to get frightened if left without the moral support of the group.

125 W. Mons, op. cit., p. 117
126 Klopfer and Kelley, op. cit., p. 285
SENTENCE COMPLETION TEST

I. ATTITUDE TOWARD MOTHER. Rating:
14. My mother IS LOVABLE
29. My mother and I LOVE EACH OTHER
44. I think that most mothers LOVE THEIR SONS
59. I like my mother but SOMETIMES HATE HER

INTERPRETATIVE SUMMARY: Well adjusted, the feeling of hate at times is only a feeling of resentment, which is normal.

II. ATTITUDE TOWARD FATHER. Rating:
1. I feel that my father seldom HATES ME
16. If my father would only SEND ME ABROAD
31. I wish my father WOULD HATE ME
46. I feel that my father is GOOD

INTERPRETATIVE SUMMARY: Watch this contradictory reactions of love and hatred. This has to be studied closely.

III. ATTITUDE TOWARD FAMILY UNIT. Rating:
12. Compared with most families, mine IS NORMAL
27. My family treats me like IT OUGHT TO TREAT ME
42. Most families I know ARE NOT NORMAL
57. When I was a child, my family WAS SMALL

INTERPRETATIVE SUMMARY: Well adjusted, but watch No. 42
IV. ATTITUDE TOWARD WOMEN. Rating:

10. My idea of a perfect woman HAVE NO IDEAS BUT HATE EVERYONE OF THEM

25. I think most girls ARE A NUISANCE

40. I believe most women ARE HATEFUL

55. What I like least about women IS THEIR JEALOUSY

INTERPRETATIVE SUMMARY: This is an area of great disturbance. Poorly adjusted.

V. ATTITUDE TOWARD HETEROSEXUAL RELATIONSHIPS. Rating:

11. When I see a man and woman together I AM UNHAPPY

26. My feeling about married life is I HAVE NO IDEAS

41. I think talking with girls is TO THOROUGHLY DEPRIVING ONESELF

56. My sex life IS NON-COMPARABLE

INTERPRETATIVE SUMMARY: Another area of disturbance.

VI. ATTITUDE TOWARD FRIENDS AND ACQUAINTANCES. Rating:

8. I feel that a real friend IS NECESSARY

23. I don't like people who HAVE HIGH IDEAS ABOUT WOMEN

38. The people I like best ARE BOYS

53. When I'm not around, my friends I THINK MISS ME

INTERPRETATIVE SUMMARY: Women are an obsession. It may possibly be the attraction which is repressed and causes the trouble.
VII. ATTITUDE TOWARD SIBLINGS. Rating:

6. When I go home and see my sister I AM HAPPY
21. If my elder brothers were YOUNGER I WOULD LIKE THEM
36. I don't know whether my sisters LOVE ME
51. I think that my brothers and sisters LOVE EACH OTHER

INTERPRETATIVE SUMMARY: The love element is very strong in him.

VIII. ATTITUDE TOWARD RELIGION. Rating:

4. I think God IS CRUEL
19. I feel that religion IS NOTHING
34. I believe that prayer IS GOOD
48. My ideas about religion I HAVE NO IDEAS
61. I would take part in religious functions CERTAINLY I WOULD NOT

INTERPRETATIVE SUMMARY: There is a contradiction involved, but he shows definitely a negative attitude towards religion.

IX. ATTITUDE TOWARD COLLEAGUES AT WORK OR COLLEGE. Rating:

13. At work, I get along best with BOYS
28. Those I work with are BETTER
43. I like working with people who LOVE ME
58. People who work with me usually LIKE ME

INTERPRETATIVE SUMMARY: A strong craving for love.
X. FEARS. Rating:

7. I know it is silly but I am afraid of GIRLS
22. Most of my friends don't know that I am afraid of GIRLS
37. I wish I could lose the fear of GIRLS
52. My fears sometimes force me to CRY

INTERPRETATIVE SUMMARY: Girls have become an obsession. Strong emotions.

XI. GUILT FEELINGS. Rating:

15. I would do anything to forget the time I AM UNHAPPY
30. My greatest mistake was TO FALL IN LOVE
45. When I was younger, I felt guilty about RUNNING AWAY
60. The worst thing I ever did WAS TO FALL IN LOVE

INTERPRETATIVE SUMMARY: Why falling in love produces such feeling of guilt? So the source of the painful feelings is not repulsion but repressed attraction.

XII. ATTITUDE TOWARD OWN ABILITIES. Rating:

2. When the odds are against me I FEEL LIKE DESTROYING EVERYTHING
17. I believe that I have the ability to LOVE
32. My greatest weakness is JEALOUSY
47. When luck turns against me I AM HAPPY

INTERPRETATIVE SUMMARY: Love, jealousy and hatred play an important role in his life. Very sentimental, hence an introvert.
XIII. ATTITUDE TOWARD PAST. Rating:

9. When I was a child I WAS FAT
24. Before I came to college, I AVOID EVERYBODY
39. If I were young again I WOULD NEVER GROW OLD
54. My most vivid childhood memory IS BITTER

INTERPRETATIVE SUMMARY: Emotional contradictions, indicative of an unsettled, immature emotional life.

XIV. ATTITUDE TOWARD FUTURE. Rating:

5. To me the future looks GLOOMY
20. I look forward to MEET SOMEONE
35. Some day I WILL DESTROY THE FEMENINE CAST
50. When I am older I WILL DO SOMETHING TO CURE PEOPLE

INTERPRETATIVE SUMMARY: Emotional instability. He wants to destroy and build. He does not feel confident about the future.

XV. GOALS. Rating:

3. I always wanted to GO ABROAD
18. I could be perfectly Happy if I GET A SUITABLE COMPANION
33. My secret ambition in life IS TO MEET SOMEONE WHO LOVES ME
49. What I want most out of life IS NOTHING

INTERPRETATIVE SUMMARY: Affection starved.
GENERAL SUMMARY:

1. PRINCIPAL AREAS OF CONFLICT AND DISTURBANCE:
   Women, heterosexual relationships, Religion, fears, guilt, future.

2. INTERRELATIONSHIPS AMONG THE ATTITUDES:

3. PERSONALITY STRUCTURE:
   a) Mode of response:
   b) Emotional adjustment:
   c) Maturity:
   d) Reality level:
   e) Manner in which conflicts are expressed:
INTERRELATIONSHIPS AMONG THE ATTITUDES

All the attitudes revealed in this test converge to convey the impression of an emotionally unstable and unsettled personality. The eternal problem of a young man, viz., woman, has taken on very sharp edges which have cut deep into his very sensitive ego. He has strong urges to love actively and passively, and, by contrast, to hate when his affectional needs are wounded. Jealousy is a result of his unsatisfied affectional needs.

He is genuinely interested in people and seeks after their affection and support.

As a consequence of his internal instability, he feels insecure about the future. He is sentimental and sensitive in excess; hence he falls an easy prey to feelings of anxiety, fears and guilt.

He is deeply disturbed and required care. 128

128 In an interview and later in a written report the subject revealed that the feelings of aversion towards women had originated in two very painful and highly disturbing experiences.
The Rorschach and the SSCT compared. The personality traits of this individual reflected by the Rorschach and the SSCT are comparable in several aspects. The Rorschach detects his powerful but poorly controlled impulses, his emotional immaturity, his shyness and need of moral support. He is deeply disturbed. (See p. 177).

In the SSCT the subject appears to be emotionally unstable and unsettled. He needs affection and support. He is sentimental and excessively sensitive, and is disturbed by anxiety and fears.
<table>
<thead>
<tr>
<th>Time</th>
<th>PERFORMANCE</th>
<th>INQUIRY</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.09</td>
<td>I.</td>
<td>Monogram of some State. Nothing more than that.</td>
<td>W,F,Monogram</td>
</tr>
<tr>
<td>10''</td>
<td>V.</td>
<td>A crown.</td>
<td>W,F,ob.</td>
</tr>
<tr>
<td></td>
<td>V.</td>
<td>Top of a gate.</td>
<td>W,F,gate</td>
</tr>
<tr>
<td>3.12</td>
<td>II.</td>
<td>Giants fighting. The fighting quite fixed about it.</td>
<td>W,M,(H),P</td>
</tr>
<tr>
<td>10''</td>
<td>V.</td>
<td>Those two thees. Shape, darkness and light show that there are leaves.</td>
<td>D,Fc,Bot. Mov. shock</td>
</tr>
<tr>
<td></td>
<td>V.</td>
<td>Those two thees. Shape, darkness and light show that there are leaves.</td>
<td>D,Fc,Bot. Mov. shock</td>
</tr>
<tr>
<td>45''</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.19</td>
<td>V.</td>
<td>Clouds (two lat. D) Because of shape.</td>
<td>D,KF,clouds</td>
</tr>
<tr>
<td></td>
<td>V.</td>
<td>A bow and an arrow. Thread of arrow not seen</td>
<td>W,F,ob.</td>
</tr>
</tbody>
</table>
RECORD 18?

2. Chest of a man. (bott. D)

IX.
1. This is a pond, a lake (cent. white, and blue)

V
2. This is a banyan tree with branches, (bott. D)

Because muscles, (no C)
Because of blue colour and white, then the greenary stones, etc.,

\sqrt{2}. This is a banyan tree with branches. (bott. D) Can't find more.

\sqrt{3}. Skin of some animal.

Because of darkness of colour & all that, buffalo, because black

\sqrt{3}.30 X.
1. Whole thing a beautiful flower. Colourful, various colours, pleasing colours, flower.

\sqrt{3}.34 (Very long pause)
Cards: Best liked cards : X, IX, VIII, because beautiful colours.

Least liked cards : V, IV, VI, not very good, dull colour, nothing to see.

PERSONALITY STRUCTURE

TIME: 25 m. Succession: bet. orderly & loose
Approach: W: 81 = 47% D: 7 = 39% d: 2 = 11%
& F: 11 = 67 F + 5 F-: 2 (FK + F + Fc): 0 + 11 + 3
A%: 1 = 5.5% P: 3 O: z: (H+A): (Hd+Ad): 2:1
M: & C: 1:2 (m+FM): (&K+k+FK): 0:1 (&K+k+FK): (&c+c′): 1:4 (33-40%)
W:M: 8.5:1 W:(m+FM+M+K): 8.5:2 (1) Last 3 Cards: 28% (FM+m): (Fc+c+C′) = 4

Basic personality (Erlebnis Balanz): Introvert - Extratensive:

R=18 Reaction time: 4 m.
The subject 20-S is a Hindu Rajput, 18 years of age, a student of the Intermediate Arts class. He is consistently in the lowest quarter in the sociometric test, whether the test includes all four criteria or only two.

**Basic personality.** Here is an example of a poor personality. In the graph the F column towers like a giant skyscraper over the low roofs of a sparsely populated area. Out of a total of 18 responses, 11 are pure F (67%), a clear sign of constriction.

The record is short and it offers us too scanty a material to produce a clear and definite picture of the personality. It will be rather like a blurred and partially veiled photograph. The "Erlebnistyp" is extroverted. The balance $M: \Sigma C = 1:2$ is tilted towards extroversion, but the determinants are too few to permit us to make a clear decision. The proportion $(FM+m):(Fc+c+C')=0:4$ reinforces our impression. In any case, if he is an introvert, he is now tending towards a more outgoing attitude. The graph shows six responses on the colour side against two on the movement side, and this proportion inclines the balance towards extroversion. The responses to the last three cards (28%) reflect little susceptibility.
to the influence of the environment; this makes us doubt about the reality of the extroversive tendencies. After weighing carefully all these elements, the probabilities are on the side of extroversion.

When the determinants are few, each one of them becomes important. One of the two determinants in the movement side is $KF$, a clear sign of anxiety. On the colour side, besides the two partially controlled bright colour responses, there is one black colour response and three texture responses. The affectional needs are, then, well represented.

Intellectual aspects/ The subject has produced $8.5 \, W$ (47%) which is an unusually high number. The $D$ and $d$ are within normal limits. But the quality of the $W$ is poor. The $W$ are not the final product of a careful intellectual organization but the representation of loose, indiffereniated concepts. The subject tends towards cheap generalizations and gets easily lost in abstraction.

The proportions $W:M = 8.5:1$ and $W: (FM+m+M+K) = 8.5:1$ show that the mental output is far beyond what could be expected from a poor fantasy life ($M=1$); hence the production of concepts is cheap and superficial. He will live from borrowed ideas, from principles floating outside which he never assimilates and makes personal.
There are at least two poor form responses (F-), one of which is probably due to black colour shock, and is, therefore, another sign of disturbance, of neurotic anxiety.

There are three popular responses (P) assuring us that the subject is in touch with reality and looks at it in much the same way as others do. There are no originals.

Further elaborations. There is little life in his inner world. The one solitary M shows aggressivity. There are two colour responses (CF), and though in themselves they might indicate little control in his reactions to the outer world, yet the peaceful content of the responses suggests that he is not the aggressive type. His extrovertive tendencies are charged with positive feelings. The three Fc add quiet warmth and sensitivity to his feelings, and the C'F is a scar of some wound inflicted on his affectional needs.

The black colour shock in card IV leaves room for only one scorable response, and this a poor form. The shock is continued in card V, where the first response is clouds. The black colour shock, besides being a neurotic symptom, as all other shocks are, is accompanied by a stronger feeling of guilt than the bright colour shock. A further corroboration of the reality of the black colour shock is the fact that the three cards least liked by the subject are the dark cards. He gives one reason for his dislike valid for all three:
"Not very good, dull colour, nothing to see".

Perseveration may be detected in two cases: the theme "tree" appears first in C. III, perseveres as the first and only response to C.IV and reappears in C. IX. "Monogram" is the first response to card I and it appears again as the first response in C. VI. This is not the place to discuss the clinical meaning of perseveration, still it will not be out of place to point out in passing, that perseveration of content in the Rorschach test is interpreted as a pathological phenomenon.

**Summary.** The subject has a constricted, impoverished personality.

In spite of movement shock in card III and the poor response to the bright colour cards, the odds are in favour of the subject being an extrovert.

He shows several signs of neurotic disturbance. From the reactions to shading and from the manner of handling the test, he appears to be a sensitive, shy and frightened individual.
RATING SHEET


SENTENCE COMPLETION TEST

I. ATTITUDE TOWARD MOTHER. Rating:
   14. My mother IS DEAD
   29. My mother and I
   44. I think that most mothers ARE GOOD
   59* I like my mother but SHE IS OFF (i.e., she is dead)

INTERPRETATIVE SUMMARY: -------

II. ATTITUDE TOWARD FATHER. Rating:
   1. I feel that my father seldom FORGETS ME
   16. If my father would only BE A RICH MAN
   31. I wish my father IS GOOD
   46. I feel that my father is KIND TO ME

INTERPRETATIVE SUMMARY: Only positive feelings.

III. ATTITUDE TOWARD FAMILY UNIT. Rating:
   12. Compared with most families, mine IS SO SO
   27. My family treats me like A PRINCE
   42. Most families I know ARE NOT HAPPY
   57. When I was a child, my family WAS HAPPY

INTERPRETATIVE SUMMARY: Ambivalent feelings.
IV. ATTITUDE TOWARD WOMEN. Rating:

10. My idea of a perfect woman NO IDEA

25. I think most girls ARE VERY (crossed out) NOT GOOD AT BOYS

40. I believe most women ARE NOT GOOD AT BOYS

55. What I like least about women THEIR SHYNESS

INTERPRETATIVE SUMMARY: Minor criticism of girls.

V. ATTITUDE TOWARD HETEROSEXUAL RELATIONSHIPS. Rating:

11. When I see a man and a woman together I THINK THEY ARE IN LOVE

26. My feeling about married life is IS HAPPY

41. I think talking with girls is GOOD BUT I CAN'T

56. My sex life IS NOT HAPPY.

INTERPRETATIVE SUMMARY: Shyness with girls. Not well adjusted in his sexual life.

VI. ATTITUDE TOWARD FRIENDS AND ACQUAINTANCES. Rating:

8. I feel that a real friend IS A LIFE PARTNER

23. I don't like people who FLATTERS

38. The people I like best ARE THOSE WHO ARE OF MY TYPE

53. When I'm not around, my friends I THINK OF LIFE

INTERPRETATIVE SUMMARY: His completions reveal ever so little, except that he is inhibited. A poor personality.
VII. ATTITUDE TOWARD SIBLINGS. Rating:

6. When I go home and see my sister I FEEL HAPPY

21. If my elder brothers were BIG OFFICERS

36. I don't know whether my sisters ARE HAPPY WITH (crossed out)

51. I think that my brothers and sisters LOVE ME

INTERPRETATIVE SUMMARY: A lovable child who still needs lots of affection.

VIII. ATTITUDE TOWARD RELIGION. Rating:

4. I think God CARELESS

19. I feel that religion IS NECESSARY

34. I believe that prayer IS NECESSARY

48. My ideas about religion IS IT IS NECESSARY

61. I would take part in religious functions OF COURSE

INTERPRETATIVE SUMMARY: Religion is a force in his life.

IX. ATTITUDE TOWARD COLLEAGUES AT WORK OR COLLEGE. Rating:

13. At work, I get along best with MY FRIEND RAJENDRA SINGH

28. Those I work with are SO SO

43. I like working with people who LOVES ME

58. People who work with me usually LIKE ME

INTERPRETATIVE SUMMARY: He looks at people in their relation to himself. He is the centre, the substance, the others are accidents.
X. FEARS: Rating:

7. I know it is silly but I am afraid of DARKNESS

22. Most of my friends don't know that I am afraid of GIRLS

37. I wish I could lose the fear of DARKNESS

52. My fears sometimes force me to DOES NOT FORCE

INTERPRETATIVE SUMMARY: Fear of darkness and girls.

XI. GUILT FEELINGS. Rating:

15. I would do anything to forget the time I LEFT HOME

30. My greatest mistake was NOT BUILDING BODY

45. When I was younger, I felt guilty about NOT PRAYING

60. The worst thing I ever did I DON'T THINK I HAVE DONE

INTERPRETATIVE SUMMARY: Only superficial feelings.

XII. ATTITUDE TOWARD OWN ABILITIES. Rating:

2. When the odds are against me I FEEL LIKE CRYING

17. I believe that I have the ability to BE A RIGHT SORT OF MAN

32. My greatest weakness is I AM NOT SOUND IN MIND

47. When luck turns against me I HATE GOD

INTERPRETATIVE SUMMARY: These last two sentences deserve consideration.
XIII. ATTITUDE TOWARD PAST. Rating:

9. When I was a child I HATED STUDY
24. Before I came to college, I WAS IN SCHOOL
39. If I were young again HOW HAPPY I WOULD BE
54. My most vivid childhood memory IS OF KINDER GARDEN

INTERPRETATIVE SUMMARY: He misses happy childhood. Life has been anything but kind to him. Life has defeated him.

XIV. ATTITUDE TOWARD FUTURE. Rating:

5. To me the future looks FULL OF GOOD AND BAD
20. I look forward to BE GOD (?)
35. Some day I WILL GET MY GOAL
50. When I am older I LOVE CHILDHOOD

INTERPRETATIVE SUMMARY: He does not feel confident about the future. He misses childhood.

XV. GOALS. Rating:

3. I always wanted to BE A BUSINESSMAN
18. I could be perfectly happy if FULFIL MY AMBITION
33. My secret ambition in life IS TO BECOME DEVOTEE TO GOD
49. What I want most out of life I GO TO GOOD HOTELS

INTERPRETATIVE SUMMARY: A mixture of material and spiritual goals.
GENERAL SUMMARY:

1. PRINCIPAL AREAS OF CONFLICT AND DISTURBANCE:
   Family, women heterosexual relationships, fears, abilities.

2. INTERRELATIONSHIPS AMONG THE ATTITUDES:

3. PERSONALITY STRUCTURE:
   a) Mode of response:
   b) Emotional adjustment:
   c) Maturity:
   d) Reality level:
   e) Manner in which conflicts are expressed:

INTERRELATIONSHIPS AMONG THE ATTITUDES

The general tone of the test has the ring of introversion. The subject is a good, kindly soul, very sentimental and affect-starved. The death of his mother has probably affected his emotional life very deeply. The impact of life on his sensitive soul has made him close in and retreat into himself. His personality hardly emerges to the surface. He finds it difficult to express his thoughts and reactions, partly because of his poor English.

He is profoundly religious. There are two or three reactions which suggest anxiety and call for help and care:

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129 In the group Rorschach administered to him about six months later, the Erlebnistyp still remains undecided, the ratio being M: C = 3:2.5, though this time the higher M slightly tips the balance to the introversion side.
"My sex life is not happy." "When luck turns against me, I hate God." "My greatest weakness is I am not sound in mind."

The Rorschach and the SSCT compared. The Rorschach record of this subject is one of an inhibited, impoverished personality. No wonder then to find in the SSCT that "His personality hardly emerges to the surface." From his behaviour in handling the Rorschach test and from his responses to shading, he appears to be a sensitive, shy and frightened individual. From the scarce information provided by his completions in the SSCT we gather that we are dealing with a very sentimental and affect-starved person. In the Rorschach test he shows several signs of neurotic disturbance. In the SSCT there are three completions which suggest anxiety and call for care.

A review of the case studies. The records just presented are intended to be prototypes of the categories in which we have grouped the protocols. They are random examples of the group, yet they are typical in the sense that they represent the group to which they belong.

We have been able to see the close correspondence between the Rorschach and the SSCT, though they are two different kinds of personality description. We could safely assert that, since they coincide in the main
lines, they validate each other.

The similarity of both descriptions is patent. There are, however, certain aspects of one which are either accentuated or underemphasized in the other. To use an analogy from the pictorial art, we could say that the two tests are like two pictures of the same reality painted in different styles. The Rorschach test would be closer to abstract painting, not less expressive because of its abstraction, though it requires a more trained eye to appreciate the art. The SSCT is more in the line of the classical style which translates reality in its true forms and colours.

It is understandable that certain aspects of the personality such as disturbance, guilt feelings, and feelings of inadequacy, are underemphasized in the SSCT. This test exacts a good deal of spontaneity and sincerity with oneself and with the examiner which some subjects are not able to muster. Inhibited personalities will find it difficult to break the dam of constriction and let the flow of feeling run through the pen and end each sentence with a spontaneous completion. It is more likely that they will repress the spontaneous response and will produce a completion tailored according to the accepted standards of behaviour prevailing.
in the society in which they live. On the whole it is surprising that so much of their inner world has been allowed to escape through the sentences of the test.

Validity of the results. What is the validity of the results obtained? We have already mentioned that the Rorschach test and the SSCT have produced similar results.

The investigator contrasted the Rorschach protocols with characterological questionnaires administered to the same group of students by another research worker. Since the various aspects of personality and character measured by the Rorschach test and by the characterological questionnaires cannot be easily compared, the investigator restricted his study to the basic personality, introversion-extroversion. 83 percent of the subjects showed a common basic-personality structure in both tests.

At their own request, the investigator interviewed a number of subjects who had submitted to the tests and were interested in knowing the results. All the subjects interviewed agreed that the results were objective. They used various expressions as "Hundred per cent true," "All true", "Ninety per cent true". A few disagreed sometimes on particular items. The confirmation by the subjects covered the results of both the Rorschach and the SSCT.
The investigator does not attach too great a probative value to the confirmation by the subjects. It is well known how impressionable young people are and how readily they accept "in toto" the verdict of some one who has revealed to them something of their secret preserve, chiefly if they see around him the aura of the psychologist. They attribute a sort of magical power to a psychological test. For all these reasons, the present writer would not dare take the testimony of the subjects as a sound criterion of the validity of the tests. Klopfer however, presents a protocol of a normal subject and prefaces the interpretation of the record with the following remark: "As a form of 'clinical validation' the following interpretation was submitted to the subject and her husband and was accepted by both in all details."  

One of the methods of validating Rorschach results is consistent observation of behaviour over an adequate period of time.  

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130 Klopfer and Kelley, *op. cit.*, p. 309

131 F. S. Freeman, *op. cit.*, p. 524.
knowledge of the subjects, he knows them well enough to guarantee that the results of the test coincide with the overall impression of the individuals.

The sociometric test. In this situational test the subjects were asked to imagine themselves in four different situations in which they had to arrange the sociometric setting in the way best suited to their personal preferences. In each situation they were asked to choose four "socii" in order of preference. A description of the four situations as they were presented to the subjects is given in page 205.

Dr. Prabhu pointed out that the third and fourth criteria do not provoke interpersonal relationships in the same degree as the first and the second. From the wording of the third criterion it is apparent that it fails to call forth that cohesive force or "tele" uniting the individual choosing and the individuals chosen. The subject choosing may be linked to the subjects chosen by admiration, esteem or any other relation different from the interpersonal relation. From the answers written under the third criterion it is patent that they have chosen not the "socius" but those whom they judged best suited objectively to represent the class.
N.B. You may choose any four of your class-mates and only class-mates.

1. Whom would you choose as companions in a class picnic?
   
   First choice:
   Second choice:
   Third choice:
   Fourth choice:

2. Whom would you like to sit with in class?
   
   First choice:
   Second choice:
   Third choice:
   Fourth choice:

3. If you were asked to choose representatives of your class for an inter-college social gathering, whom would you choose?
   
   First choice:
   Second choice:
   Third choice:
   Fourth choice:

4. If you were to take part in a football, hockey or cricket tournament, whom would you like to have as members of your team? 132
   
   First choice:
   Second choice:
   Third choice:
   Fourth choice:

132 In the thesis proper the third and fourth situations, "criteria", were adapted in a manner presumed to bring out interpersonal relationships. Cf. infra, p.
In the fourth criterion it is the type of games suggested that fails to bring out interpersonal relationships. The situation has become too specialized. In this situation the sociometric status and sociometric scores of the sportsmen and athletes have sky-rocketed, to the detriment of the poor players and, consequently, of interpersonal relationships.

To obviate these difficulties the investigator has divided the test into two halves: the first two criteria which reflect genuine interpersonal relationships and the last two criteria which reveal some other relations originating from two qualities which we name leadership (corresponding to the third criterion) and physical eminence or physical powers (corresponding to the fourth criterion). Table V (p. 207) presents the results of the full test and of the two separate divisions of the test.

In the sociometric matrix, p. 208, the number of choices under each criterion may be seen marked against "Totals on each criterion."

A separate sociometric matrix has been plotted, p. 209, to show the genuine interpersonal relationships elicited by the first two criteria.
| Class | Criteria | 1-2 Class | Age: range: 12-14
N: 26 boys |
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| Class | Criteria | 1-2 Class | Age: range: 12-14
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<table>
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<tr>
<th>TABLE VII</th>
<th>SOCIO-METRIC MATRIX</th>
<th>(English medium)</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Criteria 1</td>
<td>Criteria 2</td>
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<table>
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<th>Class 1</th>
<th>Criteria 1</th>
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The subjects fell into four sociometric levels according to their sociometric status; the highest level or quarter is reserved for these subjects who obtain a sociometric status significantly above chance (SAC). The second quarter comprehends the subjects who obtain a number of choices above chance or average. The third quarter embraces the subjects who are sociometrically below chance, and the lowest quarter is reserved for subjects whose choices are significantly below chance (SBC).

Since not all the choices have been used, the present investigator has calculated the chance or average by dividing the number of choices received inside the group by the number of subjects of the group. The chance or average in the four-criterion test is 15.4.

The distribution of subjects in the four levels or quarters is as follows:

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<th>Choices received</th>
<th>Number of subjects</th>
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<td>7 &amp; below (significantly below chance)</td>
<td>= 6</td>
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<tr>
<td>8 to 15 (below chance)</td>
<td>= 10</td>
</tr>
<tr>
<td>16 to 23 (above chance)</td>
<td>= 5</td>
</tr>
<tr>
<td>24 &amp; above (significantly above chance)</td>
<td>= 5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>= 26</strong></td>
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</tbody>
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It may be noted that the number of students taking the sociometric test was 26, while the number of students of the same group taking the Rorschach and the SSCT was 23.
When a battery of tests is administered, only the subjects who have gone through all the tests are normally considered to make up the sample. In our case, however, a sociometric test was given to the class as such (26 subjects), which was taken as the original sample. All 26 subjects answered the sociometric test. If we had considered only the 23 subjects who completed all the tests, a certain number of sociometric choices given in the class would have been wasted, and so we would have been able to find only the approximate sociometric status of the subjects and an approximate distribution of the "socii" into sociometric levels. To obviate this difficulty it was decided to keep all the 26 subjects of the class. The fact the 3 subjects did not complete all the tests had no adverse effect in the study of the relationship between personality and sociometric status. (See Table II, p. 91)

The distribution of the 23 subjects in the four-criterion test and in the two divisions of the test may be seen in Tables VI and VII (pp. 208 and 209).

Findings of the sociometric test. Taking the highest and the lowest sociometric levels in the four-criterion test, we find subject 16-S, whose Rorschach and SSCT have been reported above, topping the list with 42 choices.
Next comes subject 22-U with the highest sociometric status, 37 choices, a constricted, impoverished personality full of inhibitions, fears and anxiety. Next comes subject 15-S with 35 choices, a rich personality, but again disturbed. Trailing far behind, though still in the highest sociometric level, comes subject 13-P with 25 choices, a very rigid, inhibited personality, depressed and lacking in self-confidence. The SSCT described him as a tame, colourless personality, with low emotional tone and a dead weight of inhibitions. Last in the list of the sociometric élite is subject 21-T with 24 choices, a shallow constricted personality, with low emotional tone; he is, however, self-confident and socializes well.\footnote{Each subject is symbolized by a number and a letter. The number is the serial number given to the subject, and the capital letter is the initial letter of his name. The names of the subjects have been arranged in alphabetical order with the exception of the last name.}

There is an apparent anomaly in the fact that poor personalities obtain such a high number of choices. We shall try to give an explanation of this anomaly at the end of this chapter.

In the lowest sociometric level we find 6 subjects: 2-B with 7 choices, 4-D with 3 choices, 8-M with 4 choices,
10-M with 3 choices, 20-S with 4 choices, and 26-K with 5 choices.

Subject 26-K has no Rorschach or SSCT records.

Subject 2-B obtains the highest number of choices in his group, and is a border-line case. One more choice would have put him in the below-chance group. His Rorschach record places him in the medium personality group, and describes him as a slow, lifeless individual, with labile affectivity and little intellectual control, cautious, affect-starved and depressed. In the SSCT the picture grows still darker; he has not made a good adjustment in practically any area. The general summary of the SSCT is worth copying:

He does not love his mother: "My mother HAS NOT MUCH COMMON SENSE" "I like my mother but I DON'T LOVE HER." He despises his father: "I feel that my father is LACKS COMMON SENSE." He does not sound very complementary to women: "I think most girls ARE NOT FAITHFUL TO THEIR HUSBAND OR MORALLY DOWN-TRODDEN." His friends are selfish, religion is a myth. He is confused and disorganized in his mental and emotional life. He has a feeling of inadequacy; as a compensation, he dreams of what he could do, the hero he would like to be. And as defense-mechanism he projects his feelings of inadequacy on others. He certainly needs care.

As for the other four, one description will cover them all. At least here there is uniformity. All of them have an impoverished personality, lack self-confidence
and competitiveness; all of them have shocks and other pathological signs. The records of subject 20-S have been studied earlier in this chapter.

If we examine the sociogram of the first two criteria separately from the other two criteria, we discover that changes have taken place in all the sociometric levels. Two of the high rankers, 16-S and 15-S with 42 and 35 choices respectively, lose their high sociometric status and fall from the "Significantly above chance" group to the "Above chance" group. It is clear, therefore, that the fact that they climbed to the top level was due to the leadership and physical eminence criteria.

The new distribution according to the first two criteria may be seen in the sociogram and in Table VII (p.209).

Comparing the first sociogram, which includes all four criteria, with the second sociogram which includes only two, we notice that the highest ranking subject and the third highest have lapsed to the second group. They happen to be placed in the rich-personality group. The other three subjects keep their places in the top level. A new subject 6-F makes the grade to the top level. He is an extrovert with a medium personality and a good intelligence.

In the lowest quarter there is one change. Subject
8-M barely manages to scrape through into the below-average group and remains on the border line. He is replaced by subject 14-R, whose sociometric status was above average in the four-criterion sociogram. This subject is ambivalent, with a medium personality, self-confident, rather impulsive and domineering. He is the best sportsman and athlete in the college.

Conclusions. Observing first the sociometric élite, we conclude that there is no single Rorschach personality pattern applicable to all: poor and rich personalities, anxious or undisturbed personalities may attain sociometric distinction. The fact that the two subjects with a rich personality have fallen into the second group seems to prove that those who shine on account of their qualities of leadership and personal worth, that is, those who are followed or admired most, are not necessarily liked best. In fact one of the fallen stars, 15-S, finishes one of the sentences of the SSCT as follows: "People who work with me usually HATE ME OR DO NOT LIKE MY VAST AUTHORITY AND HIGH POSITION."

Compliant, non-competitive personalities are likely to be more popular than the independent, self-confident, aggressive individuals.
The group at the lowest end of the sociometric scale in the four-criterion test shows common characteristics, namely, poor and rigid personality (except one), lack of self-confidence, inferiority complex, shyness, depression, and they seem to be more seriously disturbed than the middle and upper group. Two of them have rejection of cards to their account, and this is a pathological symptom by itself; a third one shows a schizoid type of patterning.

In our case the high or low sociometric status should not be strictly taken as an index of social adjustment. The reason is that while a good number of the students in the group have been together for many years in the same school, and have had ample time and chances to build richer interpersonal relationships, others are relatively new comers, the latter being clearly at a disadvantage. Then there may be a few cases of boys who have fallen behind their companions in their studies and have formed their interpersonal relationships with students who are now one or two classes ahead of them. Some new-comers, however have obtained high sociometric scores.

The cliques are formed independently of the sociometric status, as may be seen in the sociogram. Nevertheless, the members of a clique are at a clear advantage
in relation to those who do not belong to any clique, for they are sure of the choices of the other members of the clique. That is why all those who form part of the two cliques marked in the sociogram belong either to the SAC group or to the above-chance group. This is the reason, in the investigator's opinion, why some of the students with a poor personality have managed to scale the heights of the top group. Two out of four high rankers in the two-criterion sociogram are members of a clique and both have a poor personality.

Sociometry and religious groups. It is worth nothing, though it is beyond the scope of this study, that caste and religion are no barriers for sociometric choices. Since Hindus make up more than half of the group, it is only natural to find them present in every subgroup. Hindus choose across the barriers of caste and creed no less than other religious denominations. One of the cliques is formed by two Hindus, one Jain, one Sikh and one Hindu Rajput. The other clique is made up by one Hindu Brahmin, one Hindu Punjabi and two Parsis.

It is common in this sample to find subjects whose choices run through nearly the whole gamut of races and religious denominations. For instance, in the four-criterion
test subject 3-D gives his choices to two Hindus, two Christians, two Jains, one Mohammedan and one Parsi.

Subject 6-F, a Christian, gives his choices to four Hindus, two Jains, two Mohammedans, one Christian and one Parsi. Subject 15-S, a Hindu, chooses four Mohammedans, two Hindus, two Jains, and one Christian.

The subjects of the highest level, or sociometric aristocracy, have a wide range of choices, embracing all races and creeds. Subject 16-S, a Jain, with 42 choices in the four-criterion test, a rich personality, has given his choices to four Hindus, two Christians, one Sikh and one Mohammedan. In the two-criterion test he chooses three Hindus and one Sikh. Subject 15-S, a Hindu with 35 choices and a rich personality, has given his choices, in the four-criterion test, to four Mohammedans, two Hindus, two Jains and one Christian. In the two-criterion test he chooses three Mohammedans, two Hindus, two Jains and one Christian.

Subject 22-U, a Mohammedan with the second highest sociometric status and a poor personality, gives his choices in the four-criterion test to two Christians, two Mohammedans, one Hindu and one Jain. In the two-criterion test he chooses one Mohammedan and one Christian. Subject 13-P, a Hindu Punjabi, with 25 choices, a poor personality, has given his choices in the four-criterion test to two Mohammedans, two
Parsis, one Hindu and one Christian. In the two-criterion test he chooses two Parsis, one Hindu and one Christian. Subject 21-T, a Hindu, with 24 choices, a poor personality, has given his choices, in the four-criterion test, to four Hindus, one Jain and one Sikh. In the two-criterion test he has chosen three Hindus, one Jain and one Sikh. Subject 6-F, a Christian who joins the sociometric highest level in the two-criterion test, has given his choices, in the four-criterion test, to four Hindus, two Jains, two Mohammedans, one Christian and one Parsi. In the two-criterion test he chooses two Hindus, two Mohammedans, one Jain and one Parsi.

The choices of the underchosen in the four-criterion test may be seen in the sociogram Table VI (p. 208). For the sake of brevity we only give here their choices in the two-criterion test which expresses pure interpersonal relationships: Subject 10-M, a Hindu, chooses 4 Hindus, one Mohammedan, one Jain and one Parsi. Subject 4-D, a Hindu, chooses three Hindus and one Jew. Subject 20-S, a Hindu, chooses three Hindus, one Mohammedan and one Jew. Subject 14-R, a Christian, chooses two Hindus and one Christian.

We conclude that the choices of the subjects belonging to the two extreme groups cut across religious and racial distinctions. The underchosen seem to confine themselves
to their religious group more than the overchosen. The number, however, is too small to make any valid generalizations.

Race and religion, therefore, in this sample, which is made up of all the major religious denominations in India, is no barrier to interpersonal relationships. This is also a clear proof of how human differences and cleavages, as deep as those created by caste, race and religion, are being bridged by education and mutual contact and understanding.

A summary of the findings of the Pilot study

An exploratory work was undertaken to gauge the full possibilities of the original plan. It helped outline the plan of the thesis in greater detail and to use the instruments more confidently.

Three tests were administered to the subjects, namely the Rorschach (individual form), a Sentence Completion Test, and a sociometric test.

The following is a summary of the results. The sample of the pilot study is conspicuous for the high number of constricted, "impersonal" personalities, represented by the high percentage of pure form responses (F). 87% of the subjects have an F% higher than 50%. A high number of FM
(animal movement) is a sign of immaturity if it is significantly higher than M (perception of human movement). The proportions of averages of FM and M per subject in this sample is 5 FM to 3 M. On the other hand, the number of form (F) responses, in most subjects, is in direct proportion to the number of M responses. These ratios allow us to conclude that in the sample under investigation, constricted personalities (high F%) remain at the child level in their emotional development and are definitely less mature than those with a lower F%.

Two findings of the Rorschach were submitted to further research, namely, the high proportion of introverts and the signs of poor adjustment in a great number of subjects.

To validate the proportion of introverts, an introversion-extroversion questionnaire was administered to the class to which the subjects of the research belonged. The purpose of giving the questionnaire to the whole class which included boys and girls, was double: the primary purpose was to validate the high proportion of introverts among the subjects of the study, the secondary to find how boys compared with girls on an introversion-extroversion basis.

The results of the questionnaire confirmed our findings in the Rorschach test. The percentage of introverts is higher among the girls than among the boys.
As far as the adjustment of the subjects is concerned; the Sentence Completion test gives a less gloomy picture of the group than the Rorschach test. In the Rorschach 21 subjects (91%) appear to be disturbed. In the Sentence Completion test only 13 subjects (56.5%) fall into that category.

The surprising fact of finding so many disturbed subjects in the group, led the research worker to conduct a further inquiry into this phenomenon. He designed a questionnaire purported to help bring to light the problems which were likely to affect the students. He took as basis for the questionnaire a list of common psychological problems reported by American students.

The findings show that the subjects of this study are affected by many problems with various degrees of intensity. Some of the complaints are common to most boys of their age independently of culture, others are probably culture-bound. Some of the anxiety producing problems are the opposite sex, inferiority complexes, religion, day-dreaming, marriage, problems with parents, and fear of criticism.

The findings of the pilot study were validated by interviewing a number of subjects who had undergone the tests and were eager to know the results. All the subjects interviewed agreed that the results were, to a great extent, objective.
The present writer contrasted the Rorschach protocols with characterological questionnaires administered to the same group of students by another research worker. The comparative study was restricted to the basic personality of the subjects. 83% of the testees showed a common basic personality in both tests. One of the methods of validating results is consistent observation of behaviour over an adequate period of time. The present investigator taught for one full year in the Intermediate Arts class, to which the subjects tested belong, and though he cannot claim a complete knowledge of the subjects, he knows them well enough to guarantee that the results of the test coincide with the overall impression of the individuals.

Studying now the particular findings of the sociometric test and their relation to the Rorschach, we draw the following conclusions: a) There is no single Rorschach personality pattern applicable to all the subjects who have achieved sociometric distinction: poor and rich personalities, anxious and undisturbed personalities have a place in the top sociometric level. b) Compliant, non-competitive personalities are likely to be more popular than the independent, self-confident, aggressive individuals. c) The group at the lowest end of the sociometric scale shows common characteristics, namely poor and rigid personality, lack of self-confidence, inferiority complex, shyness, depression, and they seem to be more seriously
disturbed than the middle and upper groups. d) The cliques are formed independently of the sociometric status. e) Caste and religion are no barriers to sociometric choices.