

A COMPARISON OF CERTAIN EXPERIENCES BY LIFE
STAGES OF SELECTED GROUPS OF SELF-ACTUALIZED,
MODAL, AND LOW-FUNCTIONING COLLEGE STUDENTS

By
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Abstract of Dissertation Presented to the Graduate Council
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AND LOW-FUNCTIONING COLLEGE STUDENTS

By

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The purpose of this study was to compare the life experiences and situational variables of samples of self-actualized, modal and low-functioning subjects. It was hoped that commonalities of experience or personal background might be found particularly among the self-actualizing subjects.

Four hundred and seventy-eight undergraduate and graduate students were given the Personal Orientation Inventory (Shostrom, 1964). From these, 30 self-actualizing, 30 modal and 30 low-functioning students were selected for further study. The Personal Orientation Inventory was the criterion for all three groups. Each of the 90 subjects completed a Personal Data Questionnaire and a Structured Autobiography. The Personal Data Questionnaire asked about

personal background in terms of family location, religion, occupational and educational status and mental health of parents, spouses and subjects.

The Structured Autobiography solicited experiences from the preschool, elementary, junior high, high school, undergraduate and graduate/adult life periods. Each experience was rated by a trained graduate student whose reliability had been established. It was rated for focus (self, interpersonal or environmental), type (positive, positive-negative, negative or negative-positive), subtype of positive experience as described in 1961 by Landsman (conquest, excitement, beauty, completion, interpersonal, earned success or mystical), and subtypes of negative experience (failure, sickness/pain, interpersonal, boredom, loneliness, escape/disgust, fear, violence, death, anger/hostility, mystical/drugs). In addition the raters designated the principal sharer and the location of each experience where possible.

In this study there was no relationship between the individual type of reported experience and the level of functioning. However, when the patterns of experience were compared, important differences emerged. The low-functioning subjects reported a consistently negative oriented pattern while the modals reported a consistently positive oriented pattern. The self-actualizing subjects were more like the low-functioning when the total life was considered, but showed

considerable fluctuation among the life stages. When individual types of experience were examined there seemed to be a consistent trend toward larger positive scores from preschool through undergraduate for the self-actualizing subjects although the scores never attained significance.

It seemed that the peers and the school were the most potent sources for positive experiences and the home and family were most potent for negative experiences. This holds some implications for the role of the school in the development of superb human beings. Unfortunately, there was a higher rate of negative than positive experiences with teachers.

It appeared that the low-functioning and self-actualizing samples were most alike and the modal sample stood apart. It may be that there is no single continuum from low-functioning to modal to self-actualized in the mental health model. It is hypothesized from these data that there are, in fact, two developmental continua of mental health. One is the low-functioning to self-actualized continuum. This continuum begins in pain and is marked by coping and struggle for health. The other continuum begins in a healthy self-concept and is marked by the gradual unfolding of self through a much less painful developmental process. The end result of the former continuum is hypothesized as a sense of unity of self with self and others and

the world. The end result of the latter is contentment with self and a sense of tranquility. Both are hypothesized as positive forms of mental health.

CHAPTER I

INTRODUCTION AND REVIEW OF THE LITERATURE

After many years of preoccupation with mental illness and adjustment, a growing number of psychologists and educators are beginning to study the superbly functioning individual. At present, too little is known of the extreme positive end of the human growth continuum. Maslow (1962), Rogers (1961) and others have developed some descriptive criteria. Shostrom (1964) has published the Personal Orientation Inventory which effectively identifies persons who fit the criteria of superb functioning or self-actualization. Landsman has looked at various types of human experience and has hypothesized that self-actualization is essentially the product of positive human experience (Landsman, 1968). However, the bridge between positive human experience and self-actualization has not been empirically established. The purpose of this study was to start with a sample of self-actualized people and look at their experiences to see if and when their significant experiences differed from those of samples of modal and low-functioning people. This is an attempt to answer the question: Are the remembered and reported life events of identified self-actualized persons

in fact different from the remembered and reported life events of modal and low-functioning persons?

Rationale

A growing number of people are interested in actualizing their potential. The popularity of the various kinds of growth groups is an indication of this. Carl Rogers (1961), Abraham Maslow (1962), Ted Landsman (1968), Everett Shostrom (1967) and others have suggested that there is a definite link between positive human experiences, constructive interpersonal relationships and self-actualization. However, some data indicate that certain types of experience popularly thought related to superb functioning (religious activity, family stability, etc.) are not related at all (Gibbs, 1968). Human experience and self-actualization theory at this point needs some descriptive studies in which the experiences of low-functioning, normal and superbly-functioning people can be compared and significant differences noted.

Related Literature

The work of two men, Dr. Abraham Maslow (1962) and Dr. Ted Landsman (1968) directly influenced this research. Maslow (1962) outlined a theory of self-actualization which in essence says that once the basic biological and emotional needs of an individual are met, he is free to unfold his

own unique self. Maslow sees the self as interacting constructively with its environment. It is highly self-aware, inner-motivated and able to fulfill its own growth needs.

Based on the study of positive human experience, Landsman postulates a "beautiful and noble person" who is a product of many positive experiences. While both the self-actualized and the beautiful and noble persons are essentially the same, the latter appears to be more compassionate and spiritual. Landsman prefers his title because it is an external view of postulated internal characteristics. A beautiful and noble person is one who seems so to others. Self-actualization, Maslow's term, appears to use the inner experience as the complete referent.

Other writers are also interested in this sphere of inquiry, and have coined their own descriptive titles for it. Carl Rogers (1961) speaks of the "fully-functioning person." This person is one who is not static, but is fluid and growing. Fully-functioning for Rogers is a process of becoming. It is an openness to experience and an ability to live in the present moment. The fully-functioning person is one who is able to trust his own motivations.

C. W. Morris (1948) was one of the earlier persons to wonder about abundant mental health. While much of his

writing is preoccupied with a comparison to body types (Sheldon's typology of ectomorphy, endomorphy and mesomorphy), he sees the really healthy individual as one who is first of all responsible for his own individual growth and who is open to the possibility of change and growth. Morris advocates self-creation within an open society. Everett Shostrom has contributed to humanistic psychology by building upon the work of Maslow, Rogers and Perls. He has amplified the concept of synergy, which Maslow described in *Toward a Psychology of Being* (1962) and in "Further Notes on the Psychology of Being" (1964). Synergy is one's ability to transcend the opposites in life, particularly within one's own personality. Shostrom sees the self-actualized person as being able to experience and integrate the opposites in his own existence. Specifically, the self-actualized person is able to express at the appropriate times anger, tenderness, caring, lust, weakness, power, etc. These opposites are part of every individual. However, the low-functioning person cannot recognize, or finds unacceptable, parts of his personality and thus cannot fully use himself.

Within the general study of self-actualization other writers have made unique contributions. Clark Moustakas (1961) lifts up the value of loneliness for the development of the full person. This is an existential loneliness rather than the anxiety-loneliness of the neurotic.

Neurotic loneliness results from an absence of values, convictions, beliefs and from the fear of isolation. Existential loneliness is the loneliness of the Self through which one comes into contact with his own inner being. Moustakas says that this may be a very creative experience and notes that many composers, artists and writers must be alone occasionally to reconstitute themselves. One of the characteristics of self-actualized people is their reoccurring need of solitude. They cannot constantly be in the company of others.

Sidney Jourard (1964) emphasized the need for self-disclosure in the development of self-actualization. He believes that it is only in the process of being fully known and accepted that one can completely experience his own being. The self-actualized person is in touch with himself and, as Shostrom says, able to live out all the dimensions of his personality.

Victor Frankl (1963) sees self-actualization as the result of purposeful living and warns that preoccupation with self-actualization is a deterrent to finding it. He says that one must lose oneself in a greater quest before he can become self-actualized. In his book, *Man's Search for Meaning*, Frankl described the Twentieth Century neurosis which has resulted from lives without meaning, purpose or goals.

Leonard Gibbs (1968) investigated the effect of sex, home and educational background, work experience and extracurricular activities on the self-actualization of college students. His findings are rather curious. With an N of 97 males and 153 females, he found that within this sample of self-actualized college students: (1) there were significantly more females than males, (2) parents had a high school education plus some formal training, (3) there were 1-3 siblings in the family, (4) the mothers worked full time, (5) there was little or no formal religious training, (6) the subjects were not presently practicing their religion, (7) they came from high school graduating classes of 101-500 students, (8) they attended a large state university for the first two years of their collegiate experience, (9) they were enrolled in a liberal arts college, (10) they were not working part time in college, (11) they had been exposed to work experience prior to college and (12) they had been involved in high school and extracurricular activities more than nine hours per week. Those variables depicting few or no significant mean differences were: (1) whether or not the parental home was broken or intact, (2) whether or not the parental home was nuclear or extended, (3) the amount of time the father traveled or was away from home, (4) religious affiliation of the parents and (5) the amount of time worked while in high school. This study is interesting insofar as it

questions some commonly held opinions about the value of traditional home, family and religious life upon the development of self-actualization.

There have been several studies of the self-actualizing process. Jane Rosenthal (1968) examined the self-actualizing process of university freshman women. She found that: (1) on the average, university freshman women students do experience positive growth in self-actualization during their first year in college, (2) the Personal Orientation Inventory scale measuring inner-directedness is the best single indicator of the quality and level of the self-actualization, (3) inferences from interview and autobiographical data suggest that students who scored high on the Personal Orientation Inventory other-directed scale experience more frustration in their routine activities, (4) students who scored high on the total Personal Orientation Inventory may expect a growth pattern showing the greatest change in those concepts in which they scored low at the beginning of their college career; the students who scored low on the Personal Orientation Inventory may expect a growth pattern which shows similar changes in relation to most of the concepts of self-actualizing over a period of one year in college and (5) positive relationships exist among data obtained from the Personal Orientation Inventory, the interview and the autobiographical techniques.

E. J. Green (1967) examined the relationship of self-actualization to achievement in nursing students. In her studies, she correlated the Personal Orientation Inventory (1964) scales with the Scholastic Aptitude Test (1961), the cumulative grade point average, sophomore nursing grade, the clinical practice grade, and the composite score on a satisfaction questionnaire. She found that her student nurses scored lower than the general adult norms on the Personal Orientation Inventory. She also found that time competence, spontaneity, synergy and self-regard as measured by the Personal Orientation Inventory scales were significantly correlated with her achievement measures. The aggression and time competence scales were the only ones positively correlated with the instructor's ratings for personal qualities and attitudes of the student nurses.

Elizabeth Drew (1965) correlated the level of self-actualization with general academic achievement and extracurricular activities among high school students. She found that of 1,000 senior high school students, superior girls were more often involved in art and music as producers and consumers, read more books, held 5-6 times more school offices and saw themselves as potentially creative in their future professions, creative arts and intellectual disciplines. Those scoring in this way were also inclined towards self-actualization, and tested higher on learning

motivation, openness to psychological growth and tolerance of diversity, complexity and ambiguity. She gives no specific suggestions for helping the low-achieving student become more self-actualized.

Puttick (1964) developed a scale which identified the upper 10 percent of a teacher's college population in terms of mental health. Since his standardizing sample was limited to an all female teachers college population, he suggested that his scale should be used cautiously with a more heterogeneous group. Puttick's scale was seriously considered as the criterion instrument for this dissertation. It was developed for use in a factor analytic study of positive modes of experiencing and behaving. Puttick found that a basic factor was "trust in the inner self" which appears to be directly related to the "inner directed" scale on the Personal Orientation Inventory (1964) used in this dissertation.

Fred McKinney (1967) developed a sentence completion blank for assessing student self-actualization. The stems were designed to elicit answers which would help the practitioner assess the student's effectiveness in meeting personal needs, his openness to trial and error learning, his openness to new experience, his sense of personal responsibility and his democratic social interest and adaptive behavior. McKinney's scale is not directly built on the self-actualization constructs germane to this study,

and therefore, his test was not considered useful for this particular research.

For the purposes of this study, the Shostrom Personal Orientation Inventory (1964) was used as the criteria for self-actualization. It is the only one to date which is specifically constructed to measure those characteristics associated with self-actualization as described by Maslow, Rogers and others. Its two ratio scales identify the time competence and inner-directedness of the individual. Time competence refers to the self-actualizing ability to live most fully in the "now," unburdened by guilt or anxiety, finding joy in living the present moment fully. Inner-directedness refers to the self-actualizing life style in which one's motives, morals and goals come from within rather than from peers, family or culture. However, the test is sensitive to the self-actualizing awareness of the thoughts, needs, and desires of other people. There are ten subscales measuring self-actualizing values, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance nature of man, synergy, acceptance of aggression and capacity for intimate contact.

Where many tests are negatively oriented, the Personal Orientation Inventory purports to give the level of health in terms of self-actualization. In clinical use it shows the patient his relative personality strengths. In

research it can be used to select samples of self-actualized, modal and low-functioning (in terms of self-actualization) persons.

Aside from the theoretical base of self-actualization, this dissertation was built directly upon the experience research done by Landsman (synopsis 1968), Privette (1964), Lynch (1968), Fuerst (1965), McKenzie (1965), Blough (1969) and Hayes (1969). These individuals have pioneered in the exploration and taxonomy of human experience of all kinds.

Landsman (1961) has been most concerned with positive human experiences which he has categorized into conquest, excitement, beauty, completion, earned success, human relation and supernatural relationship experiences. These experiences can also be studied in terms of whether they happened primarily with oneself, with another or others or with the environment. The *conquest experience* is one in which the individual for the first time accomplishes a skill or overcomes a problem. The *excitement experience* is closely related to the conquest experience. One person might spend his evening sitting home watching television while another is racing across an open prairie on a motorcycle. It is impossible to adequately describe the excitement and abandon one experiences when the wind is whipping around him and his life is literally in his hands as he negotiates a tricky terrain on a powerful cycle. Of

the two people mentioned, the latter will have the most intense positive experience (providing his skill is adequate, of course). The *beauty experience* is one of the intense positive experiences. A young lady described an experience in an Art Gallery. Since early adolescence she had had a copy of a certain painting on the wall of her bedroom. One day while strolling through the Gallery, she happened upon the original of that painting and was so overwhelmed with its beauty and magnificence that she stood and wept before it. The *completion experience* is that moment when the end of a difficult task is reached. It is generally an experience in which there has been a good bit of self-investment. The *earned success experience* is knowing that one has succeeded and done a good job, and incidentally, knowing that any praise received is worthy praise. The *human relationship experience* as used in the positive experience category is that experience in which two individuals are caring for and open to each other from a brief instant of time to a lifetime together. The intensity of the experience may vary from a very slight touching of two lives to the deep human-to-human experience which Buber (1958) called the "I-Thou." The *supernatural relationship experience* involves those experiences which are of a religious-mystical dimension. These may be difficult to categorize in each instance, for they may involve an intense awareness of the Deity, or they may just involve a special, transcendent

relationship with the physical world, but the quality of the experience itself would categorize it as a supernatural relationship experience.

In addition to his study of positive experience Landsman (1966) reports the following factors to be related to higher levels of personal functioning:

1. That *solitude* during the functioning is more facilitative than the presence or cheering on of others, even of the important others.
2. That a solid foundation of early *positive human experiences* is necessary.
3. That during *negative experiences* the availability of a helping person facilitates the 'uses of such adversity.'
4. That the existence of a deep seated, powerful *yearning* may often be involved.
5. That one can learn to be or not to be one's best. (*ennoblement*).
6. That the worst and the best can reside in the same self.

A study of experiences in terms of intensity and personal involvement was reported by Lynch (1968). He categorized intense experiences into four groups: pleasure, suffering, bitter-sweet and sweet-bitter. He found that the preponderance of reported intense experiences were suffering experiences. Pleasure and bitter-sweet experiences tended to open the individual to even broader involvement with his world. Suffering and sweet-bitter experiences tended to close off the individual. Lynch also found an apparent

relationship between high self-esteem and the quality of openness.

Negative experiences and their outcome whether negative or positive were studied by McKenzie (1967). He felt that there had been an uneven emphasis on the role of positive experience whereas Lynch had shown the preponderance of negative intense experiences. McKenzie looked at negative-negative and negative-positive experiences. The negative-negative experience is one in which the impact on the subject was negative and continued to be negative. The negative-positive experience is one in which the original impact was negative but the ultimate effect was positive. McKenzie's one significant finding ($< .01$) was that the presence of a helping person could change a very negative experience into a negative-positive experience. McKenzie's second task was to develop a taxonomy of negative experience. He tried to use the opposites of Landsman's positive experiences but found this unsatisfactory. While he suggested a rather involved alternative, he was not able to develop a practical system.

A study of experiences which caused the subsequent life flow to change its direction was reported by Fuerst. Turning-point experiences were viewed in terms of whether they were positive or negative in their subsequent effects upon the subjects. A turning-point experience was classified positive if the subject "said it was positive and

reported beneficial results" (Fuerst, 1965). The four most common positive turning-point experiences were reported in this order of frequency: illness or death of relative, moving to a distant city, engagement or marriage and influence of a significant other. It is interesting to note that the most common positive turning-point experience is loaded with negative possibilities. This is true of many positive turning-point experiences.

Privette (1964) looked at those experiences in which a person functioned "beyond his predictable modal level" and called these transcendent experiences. Through the use of factor analysis she was able to show that transcendent functioning is a describable psychological entity. The principle psychological components of transcendent functioning are a clear focus on Self and Object, the relationship between the two, and intense involvement and commitment in the situation.

Those interpersonal experiences which opened or closed the elementary school child to further interpersonal experiences were investigated by Blough (1969). He found that positive-positive experiences would be reported as opening more frequently than any other of the negative and positive combination. He also found that the continuing relationship experience was more opening, and the brief, terminal or single interpersonal experience was more closing.

However, he was not able to identify a causal relationship between past and present experiencing.

Black and white young males were compared in terms of their positive and negative manhood experiences (Hayes, 1969). No significant difference in frequencies of positive manhood experiences were reported by black and white males. Forty-five percent of the positive manhood experiences were with Self in relation to the environment. Twenty-six percent occurred with others in a reciprocal loving and caring relationship. Thirty-six percent of the positive interpersonal relationships were with female peers. The largest number of positive manhood experiences occurred between ages 15 and 17 for whites, and 18 and 20 for blacks.

Hayes did find significant differences in the negative manhood experiences of black and white males. The white subjects reported more negative interpersonal experiences in which they felt unloved and uncared for. Black males reported more physical abuse and personal humiliation. White males reported more personal inadequacy experiences.

Reports of peak and nadir experience were collected by Thorne (1963). He asked subjects to complete a sentence beginning with "The most exciting experience of my life was when . . ." or, "The worst experience of my life was when. . . ." Thorn grouped his peak experiences into six

categories: sensual, emotional, cognitive, conative, self-actualizing and climax experiences. He suggests that nadir experiences may be classified as polar opposites.

Jones, Allen and Haupt (1964) borrowed Thorne's sentence completion technique to gather and study nadir experiences. They used the polar opposites of Thorne's peak experience categories. They found that nadir reports usually involve experiences with death, illness, tragedy, loss and degradation of self.

A study of vivid experiences (both peak and nadir) was reported by Margoohes and Litt (1966). They asked samples of institutionalized psychotics and normal college students to report the experiences they recalled most vividly. The college students reported more peak experiences, but their descriptions were more flat and stereotyped. The psychotics reported their experiences more vividly.

One problem is to discover what kinds of interpersonal experiences are not only constructive but amenable to being constructed. Landsman (1966) reports a study done by Mary Baggett in which she experimentally attempted to create ennoblement experiences for a group of 12-year-olds. Twenty-one sixth-grade boys and girls were given the opportunity to help a group of kindergarten through second-grade children with such things as reading practice, playground supervision, escort service to the nurse's office, etc.

The experimental group was compared with a matched group of controls. When the children were asked to rate a series of experiences on a -5 to +5 scale, they ranked the helping experience at +4.47 as compared to lots of homework at a -2.0 and going to camp at +4.29, so at least in this one instance a positive helping or ennoblement experience was created.

There is a basic assumption which underlies the theory and research thus far presented and the research later to be presented in this dissertation: There is a direct relationship between life experiences and the level of mental health. Somehow, the individual is a product of his experiences, and considering the various studies reported by Landsman (1968), nearly 50 percent of the significant positive experiences are interpersonal experiences. Still, it has not been ascertained just what experiences are most crucial for the development of self-actualization. It is hoped that the study to be presented in the following pages will shed some light on this area of humanistic inquiry.

CHAPTER II

PROCEDURES

The purpose of this study was to investigate the life experiences and personal backgrounds of three sample groups: a self-actualized group, a modal group and a low-functioning group. This was an attempt to identify experience and situational variables related to the above levels of human effectiveness.

Definition of Terms

Self-actualization

There is no common nomenclature nor even exact agreement as to what goes into a supernormal individual. In the interest of consistency those characteristics which the Personal Orientation Inventory measures will be accepted as the characteristics of self-actualization. These are commonly accepted characteristics, although different researchers might add certain things which seem more important to them.

1. The self-actualized person is *time-competent*; he lives in the present rather than the past or future. He is not burdened by guilt over past deeds or anxiety and worry about future events. His greatest joy is in the moment.
2. He is *inner-directed*, as opposed to other-directed. This means that he tends to be independent and self-supportive. He lives more to please himself than others.

3. He is *flexible* in the application of his value system.
4. He is *sensitive* to his own needs and feelings.
5. He is *spontaneous*.
6. He *values himself*.
7. He has a capacity for *intimate contact*, warm interpersonal relationships.
8. He can *accept himself* in spite of his weaknesses.
9. He sees man as *essentially good*.
10. He can see the *opposites* and superficially antagonistic things of life as *meaningfully related*.
11. He is able to *accept* and use his *anger* and hostility.

Modal Personality

This term is used to denote those persons who are normal or average in their level of self-actualization. The term was chosen in preference to normal, which implies that anything above or below it is abnormal; or average, which has a rather negative connotation. The modal personality is one which represents the midpart of the normal population continuum of adjustment.

Low-functioning Person

This is the person whose personality profile represents the opposites of self-actualization. Basically, these persons are not time-competent, are bound up by a good deal of anxiety and guilt, tend to be governed by the desires and wishes, values and goals of their peers or family

and in all other areas seem to reflect a very low level of functioning. The term low-functioning was chosen in preference to neurotic which carries with it a more medical-diagnostic connotation.

Positive Experience

This is an experience which is perceived by the subject as good, desirable, worthwhile and constructive.

Negative Experience

This is an experience which is perceived by the subject as undesirable, bad and destructive.

Positive-negative Experience

This experience is first perceived by the subject as positive but for some reason is later perceived as negative.

Negative-positive Experience

This experience is first perceived by the subject as negative but for some reason is later perceived as positive.

Limitations of This Study

The greatest limitation of this study was in the identification of superbly functioning people. Selection had to be done either by self-report, clinical judgment, objective tests or combination of all three. The objective

test was chosen as the most reliable method. The Personal Orientation Inventory (Shostrom, 1964) is the most carefully standardized test of this type. It was specifically designed to make the desired selections. Published data suggest it is valid for identifying self-actualized persons (Knapp, 1965; Knapp & Shostrom, 1964; Shostrom, 1964).

It is recognized that neither the modal, self-actualized nor low functioning groups were randomly selected. It is conceded that the relatively small N and the lack of randomness limits the applicability of this study.

The use of the autobiographical report presents a problem common to all self-report measures. It is impossible to assess the impact of subject bias on these reports. An attempt was made to minimize subject bias by assuring confidentiality and by being candid as possible in explaining the purpose of the research. Jourard (1969) has shown that candor on the researcher's part helps to minimize subject defensiveness and response distortion. However, it is impossible to assess the amount of distortion in this data due to subject bias.

Research Hypotheses

1. There will be differences among the personal backgrounds (geographic location, characteristics of parental home, religion, marital status) of the three sample groups.

2. The frequency of positive experiences will be related to self-actualization at each of the various age levels.
3. Self-actualizers will report a greater percentage of positive experiences than will modals, and modals will report a greater percentage of positive experiences than will the low-functioning persons.
4. Self-actualizers will report a greater percentage of negative-positive experiences than modals, and modals will report a greater percentage of negative-positive experiences than will the low-functioning group.
5. The low-functioning group will report a greater percentage of negative experiences than the modal, and the modals will report a greater percentage of negative experiences than the self-actualizers.
6. The three levels of mental health will have different patterns of experience (positive, positive-negative, negative and negative-positive) at the various age levels and for the total autobiographies.
7. There will be differences in the number of experiences related by each of the three sample groups (Self-actualizing, Modal and Low-Functioning).
8. The elementary school years will show more crucial experiences than the other age groups.

Assumptions

1. There is a level of personal-emotional-mental functioning which is above that of normal, ordinary people.
2. Experience can be studied and, to a certain extent, quantified for purposes of comparison.

Subjects

Subjects for this research came from the University of Florida's University College courses in Social Science, College of Education courses in Educational Psychology, Santa Fe Junior College's beginning course in Behavioral Science, and University of Florida graduate level College of Education courses in Educational Psychology and Counseling. After securing the cooperation of the instructors, the researcher visited the classes, explained that he was doing research on the life styles of self-actualizing people and would like for the class to take the Personal Orientation Inventory. Those persons whose scores were within the self-actualizing, modal and low-functioning categories as defined by the manual were asked to participate further. The students were not informed that scores in the modal and low-functioning range would be included. After all the instruments were completed, interpretation of individual Personal Orientation Inventory profiles was offered. This interpretation was given in class or by individual appointment.

A total of 486 students (184 males, 302 females) were administered the Personal Orientation Inventory. It was given until 30 profiles were found in which the two basic ratio scores were within the self-actualizing range, 30 within the modal range and 30 within the low-functioning range. This gave a total of 90 subjects who participated

in the research by completing a personal data questionnaire and a structured autobiography. Of the 90 subjects 26 were men and 64 were women. The male-female division was 9 to 21, 9 to 21, and 8 to 22 for the self-actualized, modal and low-functioning samples respectively.

Table 1 shows the number of male and female students from the various Junior College and University Classes as they were included in the three sample groups.

The experiences were categorized by three trained raters, all of whom were graduate students in Counselor Education at the University of Florida. The researcher worked with the raters for six hours (three hours in two evenings one week apart) until acceptable (.80) reliabilities were obtained. In training the raters, structured autobiographies not included in the research were used. After the various categories were explained and discussed, individual experiences were rated independently and discussed until a high rate of agreement was reached. Then a series of structured autobiographies were rated independently to establish reliability.

Rosenthal (1964, 1966) has shown that experimenter expectancy can bias the outcome of research. Thus, in an effort to prevent rater expectancy bias, the raters did not know whether the experiences they were judging were from modal, low-functioning or self-actualizing persons. Furthermore, they were given equal numbers from all three

Table 1

Sources of Male and Female Subjects in Each Sample Group

| | Junior College Behavioral Science Classes | | Social Science Classes, University College | | Junior Level Educational Psychology Classes | | Senior Level Guidance Classes | | Graduate Courses in Counseling Education | | Graduate Courses in Educational Psychology | |
|------------------|---|--------|--|--------|---|--------|-------------------------------|--------|--|--------|--|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Self-Actualizing | 0 | 0 | 1 | 4 | 1 | 2 | 3 | 7 | 3 | 6 | 1 | 2 |
| Modal | 0 | 1 | 4 | 3 | 1 | 4 | 1 | 8 | 2 | 5 | 1 | 0 |
| Low-Functioning | 0 | 0 | 6 | 0 | 0 | 6 | 0 | 7 | 1 | 5 | 1 | 4 |
| Totals | 0 | 1 | 11 | 7 | 2 | 12 | 4 | 22 | 6 | 16 | 3 | 6 |

samples in order to avoid the development of a response set. Each rater judged one-third of the data and his third came equally from the three samples.

Rater Reliability

Interrater reliability was established by using the Winer (1962) method based on analysis of variance, $r = 1 - \frac{\text{mean square within people}}{\text{mean square between people}}$. The following reliabilities were established (see Table 2 for details): Focus of Experience, .85; Type of Experience, .89; subtypes of positive experiences, .84; subtypes of negative experiences, .84. In addition the raters were asked to record the principal sharer of each experience and the location of each experience.

Focus of Experience

The focus of experience refers to whether the experience is primarily with the individual self, with other people, or with the external environment. Dividing experiences among these categories follows the precedent reported by Landsman (1968), McKenzie (1965), Lynch (1968) and Fuerst (1965). It would appear to be important to the understanding of experience and its relationship to Self-actualization to know how an individual's experiences divide among these categories.

Table 2
Interrater Reliabilities

| Source | Focus of Experience | | | |
|-------------------|---------------------|----|--------|-----|
| | SS | df | MS | r |
| SS Between people | 39.7889 | 29 | 1.3720 | .85 |
| SS Within people | 12.6667 | 60 | .2111 | |
| SS Between judges | 1.0889 | 2 | .5444 | |
| SS Residual | 11.5778 | 58 | .1996 | |
| SS Total | 52.4556 | 89 | | |

| Source | Type of Experience | | | |
|-------------------|--------------------|-----|--------|-----|
| | SS | df | MS | r |
| SS Between people | 225.08 | 47 | 4.7800 | .89 |
| SS Within people | 50.67 | 96 | .5278 | |
| SS Between judges | 2.54 | 2 | 1.2700 | |
| SS Residual | 48.13 | 94 | .5120 | |
| SS Total | 275.75 | 143 | | |

Subtypes of Positive Experience

| Source | Subtypes of Positive Experience | | | |
|-------------------|---------------------------------|----|--------|-----|
| | SS | df | MS | r |
| SS Between people | 209.2778 | 23 | 9.0990 | .84 |
| SS Within people | 68.0000 | 48 | 1.4166 | |
| SS Between judges | .1944 | 2 | .0972 | |
| SS Residual | 67.8056 | 46 | 1.4740 | |
| SS Total | 277.2778 | 71 | | |

Subtypes of Negative Experience

| Source | Subtypes of Negative Experience | | | |
|-------------------|---------------------------------|----|---------|-----|
| | SS | df | MS | r |
| SS Between people | 547.4546 | 21 | 26.0692 | .84 |
| SS Within people | 180.6667 | 44 | 4.1060 | |
| SS Between judges | 27.8485 | 2 | 13.9242 | |
| SS Residual | 152.8182 | 42 | 3.6385 | |
| SS Total | 728.1213 | 65 | | |

The following is a "Self" experience. Although there was an interpersonal component in the experience, basically it involved a young coed's reformulation of her personal identity.

One of the biggest disappointments that I've had in college was being rejected by a sorority. I feel that the details are unimportant. I learned a lot about people, this university, but more about myself. When I didn't get in a sorority I thought about not being elected to school offices and I really felt insecure and inadequate. I couldn't imagine what there was about me that could allow these things to happen to me. I thought about myself and about what I had hoped to be. Rationalization or not, I redefined my goals and aspirations and I started to be more of an individual, doing more of what I wanted to do. Also, until recently I'd degrade sorority girls not realizing that its the system thats wrong, not the people so much. In a way, not being in a sorority made me be more independent and being an independent gave me freedom to move in any direction I chose and with anyone also. I move with different groups of people learning from and enjoying the variety and freedom. I'm not confined to a certain group nor to standards that I should maintain.

The following are two Interpersonal experiences. They were from different persons. The first experience was positive and the second was negative.

In January of my senior year in highschool I was very depressed. I had never had a date, my figure was not really developed much (at least not to my satisfaction) and I felt terrible. I was convinced no boy would ever take me out. I went to see my optometrist, still extremely depressed; in fact I burst into tears in his office. He asked me what the trouble was and I told him. I was shy, underdeveloped, boys didn't like me, life was miserable. He was very reassuring, and said that it was difficult for him to talk to people too, that he didn't have many friends either. He said that my breasts *were* satisfactory, and made me feel that I wasn't such a freak as I had convinced myself. His kindness really helped me to regain some of my perspective.

And last, the experience of N____. Some background needs to be given before explaining two major incidents. N____ was an art student I met who at first I had no particular interest in. Then he started coming over all the time and we were living together, spending every second together, and sleeping in the same bed *every* night for six months without making love. So every night I would lay there as he was sleeping, thinking that I must be the most sexless, ugly person in the whole world. Then I thought since I have no sexual experience whatsoever, am the least forward person in the world, etc., N____ must perceive this. So one night after planning for about two weeks, I mustered all my strength and told N____ one night when we were being in the woods, "N____ if I spend all this time with you, I have to get something more out of it than this to make me sure its worthwhile." I didn't even mean sex as much as I meant some reassurance of affection other than a willingness to see me all the time. I remember I even wrote myself a poem about it and in one line I said,

Not attraction, not repulsion
Love for me has this compulsion
I must know.

But N____ said, "well then you shouldn't spend so much time with me." Consequences: when you're shot down you start, or I start thinking of why you are inadequate. This time I was totally willing to give everything to a person who I thought was accepting all of me, and it was rejected. After dropping out of school and two more months in a hospital, I saw N____ and he told me that he felt he must tell me something. Since I was amazed that he thought he had anything to say to me, I said, "OK." "J____, I'm a homosexual."

Consequences: renewed suspiciousness, renewed feelings that I am a naive fool who has not ever gone through adolescence and may never. Belief that I am as disturbed as N____ for sustaining an obviously pathological relationship for over six months.

The following are two accounts of Environmental experiences. They are from different people. The first is a positive Environmental experience and the second is negative.

I'll never forget the first snow. It was so white, so soft, so clean and unspoiled. K____ and I ran all the

way down to Huron River and played and played in it. We did not see another soul outside. When we finally returned to our apartment, we were completely exhausted, delightfully happy, and almost frozen!

I loaded atomic bombs aboard planes while on an aircraft carrier in the Mediterranean near Russia (during the Cuban Crisis). I was sure that the world was on its last legs. Interesting feeling of being near so much power, enough to blow us to the stars. Need to pray was urgent. "There are no atheists in the foxholes!"

Type of Experience

Type of experience means whether the experience was rated positive, positive-negative, negative or negative-positive.

The following is an experience rated positive.

One particular event which was of great significance to me was observing a clinical psychologist work with an emotionally disturbed child. This occurrence involved simply the child handing the clinical psychologist a mutilated piece of orange with saliva dripping from it and having the clinical psychologist accept it as a gift, appreciatively, and actually take a bite of it. Upon observing the child's reaction, it became obvious that the psychologist's action had been the correct one. I then resolved to be like that clinical psychologist.

The following is an experience rated positive-negative.

I fell in love with J____. It was a beautiful but very, very sad thing to happen to me. J____ became pregnant after graduating and (the child *not* being mine) we broke off.

The following are three experiences rated negative. Two of the experiences are of particular interest since they deal with the same traumatic event, the assassination

of President Kennedy. The first experience was born in the horror of the German Holocaust. All the experiences are from different people.

A man came to live with us for three months. He had studied in Europe with my father before WWII. His name was L_____ and he was German. I was afraid of him for reasons I couldn't fathom. One night we had chicken for supper—roast chicken. There were three adults and three children to eat it, so we ate it *all*—only the carcass was left. I was dancing in the kitchen with the carcass dangling from my hands. My sister was laughing with joy. L_____ came into the kitchen. He hit me. He took the carcass and yelled at me in German. My sister ran out but he got me in a corner and yelled and yelled. My mother and father came and made L_____ sit down. I went streaking up the back stairs and hid in my closet. My parents came up and explained that L_____ was Jewish and had been in a concentration camp—and this had destroyed him in a way. He had come to live with us to try to recover, and he saw my playing with a carcass as making light of starvation.

Later I sneaked down the back stairs and peeked out the crack in the door. I could see L_____ sitting at the table eating tiny bits of the carcass. I cried silently thinking now I know what war is—what evil is—that all that is evil in humanity created what I was seeing in L_____, and that I wanted to find and embrace the good in people.

I wondered why people hated each other because of religion.

November 22, 1963 I came into Spanish class from physical ed. One boy said something about the president being shot. I thought it was a cruel joke but said nothing. Then the intercom came on with a confirmation of the announcement. It wasn't until I got on the bus and noticed tears that I discovered that Kennedy was dead. When I went home, I went to my room, closed the door, and wrote a long letter to my friend about it. Wasn't that a hellish weekend?

I never will forget the day John F. Kennedy was shot. I cried the rest of the day. I made a scrapbook of clippings concerning the death (the first time I had ever made a scrapbook).

The following experience is rated negative-positive:

I returned to school in September, but began getting headaches and pains more frequently. I went twice to the infirmary where they issued pain pills and began a test for "mono". One night in the first week of October the pain was so bad I was rushed to the infirmary. I had taken the maximum of pain pills and was using three heating pads. The next day I was to call home to let my parents (and F____) know where I was. I fainted in the phone booth. Needless to say my parents and F____ were up the next day.

I grew weaker and more nervous. I couldn't walk. My father and F____ returned home Sunday night. That night one side of my face lost all muscular control and I couldn't hold things in my fingers, though I still had gross movement. A specialist was called in. The diagnosis was polyneurites, an inflammation of the spinal cord. Doctors know very little of this disease. They don't know what causes it, how to treat it, or how to tell how far it will go. In fact, I was only the third case they had heard of in [that] Hospital. Well, it continued to get worse. The doctors explained that the paralysis should stop at some point (though they knew not where), would plateau, then begin getting better.

I went in the hospital on a Sunday night. By the next Saturday I was in an iron lung. They were treating me with cortizone and nerve relaxers. Have you ever had a part of your body fall asleep and then it felt like needles. *When* I felt, it was like that. I couldn't possibly eat and was being "fed" intravenously. That second Sunday night I required a tracheotomy to enable me to get air to my lungs. Two days later an infection in my lungs set in.

I could go on and on about details—but what is more important is what it *meant to me*. I'm not sure whether it was the way I perceived things or the fact I was so doped up, but only once did I cry. I got so choked up literally, I almost died—decided right then and there that there was no point or help in such display. I had complete confidence in my doctors. I knew they were doing all that was possible including someone from New Orleans, although I knew there was little they could do. My family, including F____ were always close by. In fact they had to do such things as close my eyes, or wipe the saliva from my mouth. I've always thought that mentally it was harder on them. They feared for my thoughts and life but (heaven knows why) I didn't.

I stayed in the iron lung two and a half weeks. Somehow, the paralysis never reached my heart or brain.

A few weeks later I returned to my home; stayed in the hospital two more months. By this time I could stay seated when put there, but could not move under my own power. My paralysis was gone, though there was no strength in my muscles and I was in an extreme nervous condition. After all, my entire nervous system was in an uproar!

Everyone was wonderful. Flowers had covered my room and letters were coming each day. I can't begin to say all the thoughtful things so many people did. It was so stabilizing. It restored my faith in humanity. People do care I survived—perhaps I was worth living. People do have feelings. Love can carry you through ordeals. So on and on.

By summer I was walking again—not my old muscular self, but a much slimmer, less coordinated self. I've improved! I seem to be more nervous, or else just more aware of it. I think of my experience often, but there is no fear or regret. It has not inhibited me in any way. I have developed emotionally and feel quite independent again. One point though, I tend to think in terms of before and after this experience. (It was this experience, rather than marriage, in which my husband and I grew and developed so much).

Subtypes of Positive Experiences

The following is an example of the Conquest experience. The young lady in this experience is a victim of cerebral palsy.

A very significant and traumatic experience was my moving away from my parents (at age 25) to live in a house in the same town with some other graduate girls. I did it only after more than a year of careful consideration about its effects on both my parents and myself. My parents were very upset—almost unbelievable so even though I knew it would be very hard for them to accept. They could not appreciate my driving need to prove my independence and also feared "what will people think". For me, there was no other way to become a person in my own right. I knew I had to decide: to move out on my own or sit in the safety of my parents home and live and become less and less of my own person. I have never regretted the move. My parents adjusted

slowly but well, and now are probably glad, although I haven't pushed them to admit it. After I moved, I found real companionship in the three other girls in the new house. I enjoyed the feeling of independence and equality.

The following is an example of the Success experience:

I remember when I was between 8th and 9th grades (summer) I was playing Pony League baseball. I made a fine running, one handed catch (running from center field to short right) on one play to end the inning.... I ran so hard that my cap fell off! Well, I received applause, and upon returning to the bench, was referred to by one assistant coach as "Willy Mays". I felt real good—especially since I hadn't played much due to poor hitting that summer. (It was really bad not to hit well, since I always was very good hitter prior to that year....it was the first year I wore glasses, incidentally).

The following is an example of the Beauty experience.

I went to the Chicago museum of art. I was wandering through it in a state of great happiness when I suddenly found myself standing in front of a painting of a nude called "Egyptian Girl". Years before I had cut a print of this out of a Sunday supplement, framed it in cardboard, and hung it in my room. (people made fun of me because it was a nude). I never realized the difference between a painting and a print before. I had thought my little print was beautiful—but the beauty of the original was almost more than I could stand. I burst into tears and several worried ladies tried to help me—but I could only say to them that there was nothing wrong and I would be allright.

The following is an example of the Excitement experience.

As I have mentioned earlier, I felt quite insecure in my relationships with others in junior high. I had many friends, but no real confidants—except three friends who were equally naive. At our 9th grade prom they made announcements of "notables". I was so afraid that I would get "most athletic". I had doubts about my feminine appeal, and was rather husky. Well as if

it were a dream, I did not get "most athletic" but "best all-around". This meant that many students had found in me something worthwhile. Perhaps I did have a purpose in life. Perhaps I was worthwhile. People meant alot to me--for they had done alot for me.

The following is a Completion experience. This experience follows several others, including an unhappy marriage, divorce and a readjustment of life styles.

I graduated with honors. My parents came to graduation and were pleased to see me so happy. I had a good feeling about everything that had happened the past four years, and didn't feel diminished by the unfortunate situations because they made me a more sensible and sensitive person.

The following is a positive Interpersonal experience.

I came back and met J _____. J _____ was 25 also (one of E _____'s "friends". I lived with J _____ for one year. During that year I learned more, grew more, changed more, laughed and cried more than ever before.

The following is an example of the positive Mystical type Religious experience.

That week in camp I had what Maslow would probably call a "peak experience" (we called it "mountain top" in a religious sense way back in 1949). I made a commitment (not conversion) to do God's will in my life from that time on. I know this has influenced my actions ever since. As I look back over two decades since then, I see definitely that full surrender to God is not contrary to self-fulfillment; rather it is the greatest and surest means of fulfillment making use of resources transcending more human potential. I consider this week one in which I truly began to "be" independent of my parents, both in a physical and spiritual sense.

The following is an account of a positive Drug experience. There were not many of these, and since they involved a kind of transcendent relationship to reality, they were included among the mystical experiences. The

inclusion of the drug with the mystical experience is not intended as a polemic for drugs or an equation of the two. However, it appeared to this writer in terms of described experiences that the two can be included together as para-normal or mystical.

During the festival I also tripped on mescaline for the first time and I'm convinced that for me it was one of the best things that have happened to me. I learned so much again, about people, myself (my faults, good points, ideas), about my environment. I appreciate nature now; little things make me happy. When I trip I'm conscious of every second, of everything I do or say or think. Nothing goes by unnoticed. I've tried to keep this consciousness or awareness with me then when I'm not tripping because I try now to do as much as I can to live everything intensely. Also, I'm more conscious of my environment—socially, politically, ecologically. I guess it takes different experiences for different people to let them see, really see, to let them wake up. I think that I was asleep until I was 16 or 17 and wasn't really awake until I entered college. Now, I feel that I'm really doing what I want, with certain restrictions, I guess. I couldn't go to California tomorrow because of my responsibilities and the investment of my parents money. About tripping and drugs in general, I feel that they have been good for me. Also, I'm not as nervous as I used to be. I'm not in a hurry to do things. I'm more tolerant of other people. There's been just so much good for me from drugs. I know I have a good head and so I'm not afraid of getting too involved in it. There are other things to do more important to me than drugs, so I know I won't let anything like that run my life. The people that I've met are of a different mind than the sorority/fraternity/jock format. Granted, some people get hung-up but more of the people that I know aren't. Turned on people seem more sensitive in every way, more honest and they accept you for what you are. Individuality is prized.

I just re-read my spiel on drugs. I hope it doesn't seem like an over emphasis on such an important part of my daily life. Its the results that are important to me.

Subtypes of Negative Experience

This is an example of Failure experience.

One experience that stands out in my mind particularly is when I tried out for cheerleading at age twelve. I was particularly vulnerable at this time as most adolescents are and the whole process of training and trying out was quite traumatic as I was anxious to be "in" with a certain group of girls. I was too shy to even practice at home where my teenage brother (an unsatiated tease) would be watching. I failed miserably and was hurt, embarrassed and resentful of the girls who had won. I never tried out for cheerleading again and just decided that I was too shy for large groups as a rationale for my failure.

This is an example of the Sickness/Pain experience.

Actually this was the week after I graduated. I was due to start registration at the University that Thursday after graduation. Well, I was awakened Wednesday morn with a lot of pain. I got to the hospital and was given a shot. Well the next morning the doctor told me I couldn't start school. I went through a lot of tests that showed I had gall stones...I got admitted to the hospital on a Sunday a week and a half later for an operation, but on Monday, the day before the operation, the tests showed no stones. Well, the doctor didn't know what had happened...He said it could have been nerves. He really couldn't be sure.

This is an example of the negative Interpersonal experience.

In the second grade my teacher told all the gentiles and all the Jews to line up on either side of the room. Then she asked the gentiles as she picked off the Jews one by one, whether they thought the particular Jewish person was quiet or not. All of them were voted unquiet and the teacher then said, "This just goes to show how Jews are an uncivilized, unrefined etc. etc. etc." And the implications were my first experiences about why I had to be born Jewish, discriminated against etc.

This is an example of the Boredom experience.

In my senior year I really hated school. Most of my class time and assignments were a waste of time. I

actually got sick three times at school that year and had to stay out a few days each time. I think my sickness was brought on by my mental condition. Near the end of the year I stopped doing a lot of assignments because I worked and had less time and because I had stopped trying.....Graduation was a big disappointment even though I was able to wear an honor cord.

This is an example of the Escape/Disgust experience.

My parents offered a neighbor boy our car if he would take me to the movies. I threw up!

This is an example of the Fear experience.

I was going home from choir practice and some boys I knew who were my age chased me and threatened to take my bicycle away. I was very frightened and cried. Then they left me alone.

This is an example of the Violence/Hostility experience.

I was jumped on my way from the elevated train to White Sox Park on the South Side of Chicago. It is a five block walk. It was 3:00 on a Friday afternoon when a black youth about 1-2 years my junior approached me and asked for a dime. Anyways (after telling him truthfully that I had nothing), I was jumped from behind by three other black youths (same age approximately as the other).

I chased the four youths across a four lane busy street and stopped short when I saw about 20 youths (friends of theirs) sitting on the front steps of the "asphalt jungle" highrise that the four boys ran into. Ten or so of the boys approached me. I stood my ground (dont ask me why) and was punched in the mouth, upon which I turned around and ran to the El station. A black cop filled out a report and we drove by the highrise. When he asked me to point out the boys who did it I said "they all look the same to me" or something very similar. *The point*—I was pissed off—yet, in retrospect I empathize with the poor kids of "asphalt jungles" everywhere who have no recreational facilities to speak of (that they can afford), and live in cramped, poorly constructed highrises.

The following is an example of the Death experience.

My grandmother was killed in an automobile accident when I was in high school. The police called and told us that she was hurt and asked us to come to the hospital. When we got there (the whole family) he told us that she was dead. Even my father cried, and I cried because my father cried. (The same thing happened at her funeral). My brother didn't cry.

The following is an example of the negative Drug experience.

I had a bad trip on LSD. I lost touch with reality—there were only electric particles left. I would never take the drug again unless under supervised conditions.

The following is an example of the Loneliness experience.

I didn't have many close girl friends during this period and one time I saw two classmates (girls) together and one girl pretended to duck the other into the water-fountain. I wanted to be their friend so I went over and ducked the girl too but I pushed too hard and she began to cry. The playground teacher came over and slapped my face. I rarely allowed myself to cry but I did cry then.

Research Instruments

The criterion used for selecting the three sample groups was the Personal Orientation Inventory developed by Everett Shostrom in 1964. Where many personality tests are negatively oriented, this one purports to give the level of mental health. It consists of 150 forced value judgments based on the types of judgments patients were making at the Institute of Therapeutic Psychology. It draws on the theories of Carl Rogers, Abraham Maslow, Eric Fromme, Karen Horney and others.

Reliability scores were from .91 to .93. It was validated on 650 freshmen at the Los Angeles State College, 75 members of the sensitivity training program at UCLA, and 15 school psychologists in a special training program. Retested after training, the latter two groups showed definite growth in inner-directedness.

The Personal Orientation Inventory was also tested on three other groups: 160 normal adults, 29 relatively self-actualized adults, and 34 relatively nonself-actualized adults as nominated by the clinical psychology societies of Orange and Los Angeles Counties, California. The test does discriminate between the self-actualized and nonself-actualized persons on 11 of 12 scales according to Shostrom (1964).

Robert Knapp (1965) compared the Personal Orientation Inventory with the Eysenck Personality Inventory. The Eysenck measures neuroticism-stability and extraversion-introversion. High- and low-neurotic students were selected out from 136 undergraduates on the basis of their Eysenck Personality Inventory scores, and then the Eysenck Personality Inventory was correlated with the Personal Orientation Inventory. Low-neurotic students tended toward self-actualization as did extroverted students. The Personal Orientation Inventory and Eysenck Personality Inventory are from different theoretical frames of reference, but seem to be tapping a common core. Knapp and Shostrom (1964)

correlated the Personal Orientation Inventory with the MMPI and found high correlations between the Personal Orientation Inventory and the Si and D scales of the MMPI.

The manual gives high reliability correlations of .91 to .93. An independent retest (fifty-week interval) study gave a much more modest correlation of .55 for the Tc and .71 for the I scale. The mean correlation for the subscales was .58. Although this is not as high as would be desirable, it is well within the range of reliability similarly established for the Edwards Personal Preference Schedule and the MMPI (Ilardi and May, 1966). On the basis of the above studies it was felt that the Personal Orientation Inventory would be a valid instrument for this research.

The demographic questionnaire or personal data sheet was developed specifically for this research, and was intended to elicit personal information so that comparisons could be made between the three sample groups.

The Personal Data Sheet elicits the following information (see Appendix A):

1. Marital status of the subjects
2. Subject's number of children.
3. Whether or nor subjects' parents are living.
4. Marital status of subjects' parents.
5. Age of subjects at time of parents' death.
6. Age of subjects at time of parents' divorce.

7. Subjects' evaluation of the level of their parents' marital happiness.
8. Subjects' evaluation of their own marital happiness.
9. Level of fathers' and mothers' education.
10. Fathers' and mothers' occupations.
11. Subjects' evaluation of fathers' and mothers' level of emotional functioning.
12. Subjects' evaluation of spouses' level of emotional functioning.
13. Subjects' self evaluation of emotional functioning.
14. How much the subjects' parents pushed them for academic success.
15. How much the subjects enjoy competition.
16. Urban or Rural background of subjects.
17. Religious background and present religious activity of subjects.

The structured autobiography asks the subject to describe an important experience or experiences, good or bad, which happened to him during seven specific life stages:

1. Birth through preschool.
2. First through sixth grade.
3. Seventh through ninth grade.
4. Tenth through twelfth grade.
5. Undergraduate college.
6. Graduate school.
7. Post 21 years of age, but while not in college or graduate school.

Number 7 proved not to be useful as a separate stage because the subjects were too young to have had graduate school/adult experiences. Therefore, 7 was combined with 6 for the analysis.

Previous experiential studies had asked for no more than three experiences from any one subject. This study asks some very personal questions in the data sheet and also asks for many experiences to be remembered and reported in the structured autobiography. There was some question as to whether enough subjects would cooperate in this research by taking time to complete the total research packet. A pilot study was made to study the feasibility of these instruments. Thirty-five students in an introductory course to guidance and counseling were given the Personal Orientation Inventory, the personal data questionnaire and the structured autobiography. While the number of students who clearly met the Personal Orientation Inventory criteria was very small, too small to make any statistical analysis of differences. The subjects' willingness to respond on the research instruments suggested that the personal data sheet and the structured autobiography were indeed useful and would give the kind of information needed.

*Scoring the Personal Data Sheet
and the Structured Biography*

Scoring for the personal data sheet was simply a frequency count of responses which would be fed into a Chi Squared analysis. For instance, the following illustration shows the Chi Squared table for responses to the question: Are you from a rural/small town____city/metropolitan____ background?

| | Rural/Small town | City/Metropolitan | Total |
|-----------------|------------------|-------------------|-------|
| Self-Actualized | 4 | 24 | 28 |
| Modal | 9 | 21 | 30 |
| Low-Functioning | 14 | 15 | 29 |

Expectancies for the most part were based on the modal sample distribution under the assumption that this group did, in fact, closely approximate the normal population. A Chi Squared comparison of the modal sample and the mean Personal Orientation Inventory scores for 478 University of Florida students showed no significant differences (see Table 5, Chapter III).

Scoring for the structured autobiography was more complicated. A way was needed to establish statistically usable positive, positive-negative, negative, and negative-positive values for each life stage and for the total autobiography. For each life stage of each subject the four scores represent the percentage of his experiences for

that stage falling within the particular cell (negative, positive, etc.). For the total autobiography, the four scores again are percentages for the whole life history. Each percentage was multiplied by 100 to give values ranging from 0 to 100.

For instance, subject #29 had a 43.7 percent of her junior high school experiences rated positive, 6.3 percent rated positive-negative, 43.7 percent rated negative, and 6.3 percent rated negative - positive. Of her total autobiography, 49.5 percent were positive, 5.7 percent positive-negative, 43.8 percent negative and 1.0 percent negative-positive. Each score was multiplied by 100 to give whole numbers. Her chart, then, for six life stages plus Total autobiography was:

| <u>Subject 29, Female</u> | | | | |
|---------------------------|-----------------|--------------------------|-----------------|--------------------------|
| <u>Stage</u> | <u>Positive</u> | <u>Positive-Negative</u> | <u>Negative</u> | <u>Negative-Positive</u> |
| Preschool | 36.4 | 9.1 | 54.5 | 0.0 |
| Elementary | 54.5 | 9.1 | 36.4 | 0.0 |
| Junior High | 43.7 | 6.3 | 43.7 | 6.3 |
| High School | 66.7 | 0.0 | 33.3 | 0.0 |
| Undergraduate | 61.6 | 7.7 | 30.7 | 0.0 |
| Graduate/Adult | 23.5 | 0.0 | 76.5 | 0.0 |
| Total Life | 49.5 | 5.7 | 43.8 | 1.0 |

Because these were actually percentage scores, analysis of variance was not appropriate. Thus, the Kruskal-Wallis

analysis of variance by ranks,

$$H = \frac{12}{N(N+1)} \sum \left(\frac{R_k^2}{n_k} \right) - 3(N+1),$$

was used to test for sample differences at each life stage and the total autobiographies. The patterns of experience by each life stage and the total autobiographies were compared by Chi Squared,

$$\chi^2 = \frac{(O - E)^2}{E}.$$

Summary of Procedures

The research methods used consisted of identifying sample groups of self-actualized, modal, and low-functioning college students by use of the Personal Orientation Inventory. The sample groups were then given a research packet consisting of a personal data sheet and structured autobiography. The experiences were categorized by three independent raters with previously established acceptable reliability. The information from the data sheet and the experiences from the biographies were compared and analyzed by the use of Chi Squared and the Kruskal-Wallis analysis of variance by ranks.

CHAPTER III
ANALYSIS OF THE DATA

The purpose of this study was to compare the personal backgrounds in terms of objective and subjective data of self-actualized, modal and low-functioning persons. The Personal Orientation Inventory was the criterion instrument for selecting the thirty subjects in each of the three groups. Each subject also completed a personal data questionnaire and a structured autobiography. Three trained judges rated each experience in the structured autobiography for its focus (self, interpersonal or environmental), type (positive, negative, positive-negative, or negative-positive), subtypes of positive experience (conquest, excitement, beauty, completion, interpersonal, earned success, religious/mystical), and subtypes of negative experience (failure, sickness-pain, interpersonal, boredom, loneliness, escape /disgust, fear, violence, death, hostility, mystical/religious/drug). In addition, the raters designated the principal sharer and the location of each experience. While these two items were not part of the original design, it was desirable to include them for future reference in designing self-actualization research, especially of an experimental nature.

Use of the Personal Orientation Inventory

The manual suggests that time-incompetence/time competence and other-directed/inner-directed ratios be used to select subjects for the three groups. Time competence is a measure of how fully one lives in the present moment as opposed to being burdened about guilt for the past or anxiety for the future. However, the totally time competent person would not be realistic in setting goals and would not have a healthy sense of responsibility for past deeds. Therefore, a self-actualized person is one who is basically time-competent but also has a small but healthy amount of time-incompetence. This is expressed in a ratio form, time incompetence:time competence.

The same pattern holds for the other-directed:inner-directed ratios. The self-actualized person is basically motivated and reinforced from within himself. However, he is also open to input from other people. Thus, his level of functioning in this area is reflected in the other-directed:inner-directed ratio.

The manual directs that self-actualizing time incompetence:time competence ratios (hereafter designated $T_i:T_c$) are between 1:6 and 1:22. The remaining $T_i:T_c$ ratios are given below in Table 3.

The manual designates self-actualized other-directed:inner-directed ratios (hereafter referred to as O:I) between 1:2.9 and 1:6.4, meaning one part other-directed to between

2.9 and 6.4 parts inner-directed. The remaining 0:1 ratios are given in Table 3. Each subject fitted within the appropriate ratio boundaries for his group on both ratios.

TABLE 3.

Personal Orientation Inventory Time Incompetence:Time
Competence and Other-Directed:Inner-Directed Ratios

| | Time incompetence:Time competence | Other-directed:Inner- directed |
|-----------------|--------------------------------------|-----------------------------------|
| Self-actualized | 1:6 to 1:22 (1:12.4*) | 1:2.9 to 1:6.4 (1:3.8*) |
| Modal | 1:3 to 1:5.1 (1:4.1*) | 1:2 to 1:2.8 (1:2.4*) |
| Low-functioning | 1:0 to 1:2.9 (1:1.6*) | 1:0 to 1:1.9 (1:1.3*) |

*Mean ratios for self-actualizing, modal and low-functioning samples used in this study.

It was important for the purpose of this study to establish the statistical similarity of the Modal sample and the Mean Personal Orientation Inventory scores of the 478 students who were the pool from which all three samples were drawn. A Chi Squared analysis of the 12 scale patterns of the modal sample and the 478 students was performed and no differences were found (see Table 5). A t test comparing the time competence scales of both groups, and a t Test comparing the inner-directed scales of both groups was performed (see Table 4). There were no differences. Therefore, it was assumed that the modal sample was statistically representative of the average of the 478 students. t tests were not appropriate for the remaining 10 scales of the Personal Orientation Inventory as these are subscales

of the two basic scales. The manual directs that for statistical purposes, the time competence and inner-directed scales should be used.

TABLE 4

t Tests for Differences Between the Means of the Modal Sample and 478 Students on the Personal Orientation Inventory Time Competence and Inner-directed Scales

| Time Competence Scales | Inner-directed Scales |
|---|---|
| $\bar{X}_{\text{mod}} = 18.3990$ | $\bar{X}_{\text{mod}} = 88.8694$ |
| $\bar{X}_{478} = 17.1600$ | $\bar{X}_{478} = 86.4400$ |
| $\bar{X}_{\text{mod}} - \bar{X}_{478} = 1.2390$ | $\bar{X}_{\text{mod}} - \bar{X}_{478} = 2.4294$ |
| Std. Error = .7834 | Std. Error = 3.1140 |
| df = 506 | df = 506 |
| t = 1.5815 | t = .7801 |
| p = n.s. | p = n.s. |

In studying the data one of the basic statistical procedures was the Chi Squared analysis. It was important to see how the self-actualizing and low-functioning samples differed from the modal (normal, average) sample. Since the modal sample was shown to be representative of the averages of the total subject pool, it was decided to use the modal distribution to form expectancies for the self-actualized and low-functioning samples wherever possible in the Chi Squared analyses. Any significant differences then would be

TABLE 5

Chi Squared Comparison of Personal Orientation Inventory
Mean Profile (478 Students) and the Modal Sample

| | Modal | | 478 Students | |
|----------------------------------|-------|-------|--------------|-------|
| | E | O | E | O |
| Time Competence | 18.05 | 18.40 | 17.46 | 17.16 |
| Inner-directed | 89.07 | 88.87 | 86.19 | 86.44 |
| Self-actualizing Values | 20.23 | 20.3 | 19.58 | 19.55 |
| Existentiality | 21.32 | 20.76 | 20.63 | 21.21 |
| Feeling Reactivity | 16.73 | 16.77 | 16.19 | 16.15 |
| Spontaneity | 13.4 | 13.7 | 12.97 | 12.68 |
| Self-regard | 12.48 | 12.53 | 12.08 | 12.06 |
| Self-acceptance | 16.99 | 16.93 | 16.44 | 16.53 |
| Nature of Man | 12.64 | 12.87 | 12.23 | 12.00 |
| Synergy | 7.07 | 7.06 | 6.84 | 6.86 |
| Acceptance of Aggression | 16.73 | 16.7 | 16.19 | 16.26 |
| Capacity for Intimate Contact | 18.97 | 18.93 | 18.36 | 18.41 |

$\chi^2 = .0668, df = 11, p = n.s.$

differences from the figures for the modal group rather than from some generated percentage.

Where the Chi Squared tables involved more than one degree of freedom and any expectancy cells were less than 5, the smaller cells were combined with larger ones. If there was only one degree of freedom, the Yates Correction Factor,

$$\chi^2 = \frac{(O - E - .5)^2}{E} \text{ was used.}$$

Personal Data Questionnaire Results

Geographic Background

There was a difference among the three groups in terms of their geographical background. Eighty-six percent of the self-actualizing group and 70 percent of the modal groups came from a city or metropolitan background. Only 52 percent of the low-functioning group came from a city or metropolitan background. Table 6 shows the Chi Squared distribution of the three groups. The difference was significant (< .01 level). Seen separately, the self-actualizing group did not differ from the modal but it differed from the low-functioning group (< .01 level). The low-functioning group differed from the modal at the .05 level.

The Role of Competition

The subjects were asked if they enjoyed competition. The differences among the samples were slight and did not attain significance. Individual comparisons were not performed since the total Chi Squared table showed no differences (see Table 7).

TABLE 6

Geographical Backgrounds

Self-actualized and Low-functioning samples vs. the Modal sample

| | Rural | | Urban | | |
|-----------------|-------|----|-------|----|-------|
| | E | O | E | O | Total |
| Self-actualized | 8.4* | 4 | 19.6* | 24 | 28 |
| Low-functioning | 8.7* | 14 | 20.3* | 15 | 29 |

df = 1, $\chi^2 = 7.90$, p = < .01.

(A)

Self-actualized sample vs. Modal sample

| | Rural | | Urban | | |
|-----------------|-------|---|-------|----|-------|
| | E | O | E | O | Total |
| Self-actualized | 8.4* | 4 | 19.6* | 24 | 28 |

df = 1, $\chi^2 = 3.29$, p = n.s.

(B)

Low-functioning sample vs. Modal sample

| | Rural | | Urban | | |
|-----------------|-------|----|-------|----|-------|
| | E | O | E | O | Total |
| Low-functioning | 3.7* | 14 | 20.3* | 15 | 29 |

df = 1, $\chi^2 = 4.61$, p = < .05.

*The expectancies in the above tables were based on the actual modal sample in which 9 were from rural and 21 were from urban backgrounds. Thus 30 percent of the total in each table was expected to be rural and 70 percent, urban.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used and the expectancies were generated in the usual way, i.e. Rural Expected = $18/57 \times 28 = 8.84$.

TABLE 6(C)--Continued

Self-actualized sample vs. Low-functioning sample

| | Rural | | Urban | | Total |
|-----------------|-------|----|-------|----|-------|
| | E | O | E | O | |
| Self-actualized | 8.84 | 4 | 19.16 | 24 | 28 |
| Low-functioning | 9.16 | 14 | 19.84 | 15 | 29 |
| Total | 18 | 18 | 39 | 39 | 57 |

df = 1, $\chi^2 = 7.61$, p = < .01.

TABLE 7

Do you Enjoy Competition?

| | Raw Data | | |
|-----------------|----------|----|------|
| | Yes | No | Some |
| Self-actualized | 13 | 3 | 13 |
| Modal | 17 | 2 | 11 |
| Low-functioning | 13 | 6 | 11 |

(A)

Chi Squared Analysis, Self-actualized and Low-functioning samples vs. the Modal sample

(For this analysis the "no" and "some" cells were combined. The "no" cells had to be combined with "some" because a "no"- "yes" combination would be a contradiction in terms.)

| | Yes | | No/Some | | Total |
|-----------------|--------|----|---------|----|-------|
| | E | O | E | O | |
| Self-actualized | 16.43* | 13 | 12.57 | 16 | 29 |
| Low-functioning | 17* | 13 | 13* | 17 | 30 |

df = 1, $\chi^2 = 3.83$, p = n.s.

*The expectancies in the above table were based on the actual modal sample in which 17 were "yes" and 13 were "no/some." Thus 57 percent of the total was expected to be "yes" and 43 percent, "no/some."

Parental Push for Grades

The role of the parents in pushing the subjects to make good grades was investigated. More parents of the low-functioning sample were reported as having pushed for good grades than were parents of the other two groups. There was a significant difference when the self-actualizing and low-functioning groups were compared to the modal. However, the self-actualizing and modal group did not differ significantly nor did the self-actualizing and low-functioning group differ significantly. When compared individually, only the low-functioning versus the modal samples differed (see Table 9).

Childhood Religious Training

No statistically significant differences were reported among the samples regarding childhood religious training. The self-actualized sample gave the only "no training responses. Individual comparisons were not performed since the total Chi Squared table showed no differences (see Table 8).

TABLE 8
Childhood Religious Training

| Raw Data | | | |
|-----------------|-----|----|------|
| | Yes | No | Some |
| Self-actualized | 24 | 2 | 4 |
| Modal | 23 | 0 | 6 |
| Low-functioning | 27 | 0 | 3 |

(A)

Chi Squared Analysis, Self-actualized and Low-functioning samples vs. Modal sample

(For this analysis, the "no" and "some" cells were combined because both were small.)

| | Yes | | No/Some | | Total |
|-----------------|--------|----|---------|---|-------|
| | E | O | E | O | |
| Self-actualized | 23.79* | 24 | 6.21* | 6 | 30 |
| Low-functioning | 23.79* | 27 | 6.21* | 3 | 30 |

df = 1, $\chi^2 = 2.303$, p = n.s.

*The expectancies in the above table were based on the actual modal sample in which 23 were "yes" and 6 were "no/some." Thus 79 percent were expected to be "yes" and 21 percent, "no/some."

TABLE 9
Perceived Parental Pressure for Grades

| | Yes | No | Some |
|-----------------|-----|----|------|
| Self-actualized | 7 | 11 | 12 |
| Modal | 4 | 11 | 15 |
| Low-functioning | 13 | 10 | 7 |

TABLE 9(A)--Continued

Comparison of Self-actualizing and Low-functioning samples vs. Modal sample

(Chi Squared Analysis of "yes/some" vs. "no.")

| | Yes/Some | | No | | Total |
|-----------------|----------|----|-----|----|-------|
| | E | O | E | O | |
| Self-actualized | 15* | 18 | 15* | 12 | 30 |
| Low-functioning | 15* | 23 | 15* | 7 | 30 |

df = 1, $\chi^2 = 9.73$, p = .01.

(B)

Self-actualized vs. Modal sample

| | Yes/Some | | No | | Total |
|-----------------|----------|----|-----|----|-------|
| | E | O | E | O | |
| Self-actualized | 15* | 18 | 15* | 12 | 30 |

df = 1, $\chi^2 = 1.20$, p = n.s.

(C)

Low-functioning vs. Modal sample

| | Yes/Some | | No | | Total |
|-----------------|----------|----|-----|---|-------|
| | E | O | E | O | |
| Low-functioning | 15* | 23 | 15* | 7 | 30 |

df = 1, $\chi^2 = 8.53$, p = .01.

*The expectancies in the above tables were based on the actual modal sample in which 15 were "yes/some" and 15 were "no."

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 9(D)--Continued

Self-actualized vs. Low-functioning sample

| | Yes/Some | | No | | Total |
|-----------------|----------|----|-----|----|-------|
| | E | O | E | O | |
| Self-actualized | 20.5 | 18 | 9.5 | 12 | 30 |
| Low-functioning | 20.5 | 23 | 9.5 | 7 | 30 |

df = 1, $\chi^2 = 1.93$, p = n.s.

Religious Preference

Differences in religious preference were reported between the self-actualizing and modal samples. The self-actualizing sample reported less protestants, about the expected number of Catholics and Jews, but more "other" (atheist, agnostic, etc.) than did the modal. The small cell sizes of the "Catholic," "Jew" and "other" categories prohibited the use of Chi Squared Analysis unless the small cells were combined. However, by combining all the nonprotestant cells one may infer how protestantism relates to the three levels of functioning. There were significant differences when the low-functioning group and the self-actualizing group was compared to the modal. However, when all the groups were compared two at a time only the self-actualizing and modal groups differed significantly (see Table 10).

TABLE 10
Religious Preference

| | Protestant | Catholic | Jew | Other |
|-----------------|------------|----------|-----|-------|
| Self-actualized | 12 | 6 | 5 | 6 |
| Modal | 20 | 4 | 4 | 2 |
| Low-functioning | 18 | 6 | 2 | 3 |

(A)

Self-actualized and Low-functioning
samples vs. the Modal sample

(A Chi Squared Analysis of Protestants and Nonprotestants.)

| | Protestant | | Nonprotestant | | |
|-----------------|------------|----|---------------|----|-------|
| | E | O | E | O | Total |
| Self-actualized | 19.33* | 12 | 9.67* | 17 | 29 |
| Low-functioning | 19.30* | 18 | 9.67* | 11 | 29 |

df = 1, $\chi^2 = 8.62$, p = .01.

(B)

Self-actualized sample vs. the Modal sample

| | Protestant | | Nonprotestant | | |
|-----------------|------------|----|---------------|----|-------|
| | E | O | E | O | Total |
| Self-actualized | 19.33* | 12 | 9.67* | 17 | 29 |

df = 1, $\chi^2 = 8.35$, p = < .01.

TABLE 10(C)--Continued

Low-functioning Sample vs. the Modal sample

| | Protestant | | Nonprotestant | | Total |
|-----------------|------------|----|---------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 19.33* | 18 | 9.67* | 11 | 29 |

df = 1, $\chi^2 = .28$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which 20 were protestant and 10 were nonprotestant.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(D)

Self-actualized sample vs. the Low-functioning sample

| | Protestant | | Nonprotestant | | Total |
|-----------------|------------|----|---------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 15 | 12 | 14 | 17 | 29 |
| Low-functioning | 15 | 18 | 14 | 11 | 29 |

df = 1, $\chi^2 = 2.49$, p = n.s.

Religious Activity

The modal and low-functioning samples were dissimilar in religious activity with the modal group being most inactive, and the low-functioning sample being most involved in religious activity. No attempt was made to define the type of activity represented (see Table 11).

TABLE 11

Active in Religion

Self-actualized and Low-functioning samples vs. the Modal sample

| | Yes | | No | | Partially | | Total |
|-----------------|-------|----|--------|----|-----------|---|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 8* | 9 | 17* | 13 | 4* | 7 | 29 |
| Low-functioning | 8.27* | 15 | 17.59* | 9 | 4.14* | 6 | 30 |

df = 2, $\chi^2 = 13.82$, p = < .01.

(A)

Self-actualized sample vs. Modal sample

| | Yes | | No | | Partially | | Total |
|-----------------|-----|---|-----|----|-----------|---|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 8* | 9 | 17* | 13 | 4* | 7 | 29 |

df = 2, $\chi^2 = 3.32$, p = n.s.

(B)

Low-functioning sample vs. Modal sample

| | Yes | | No | | Partially | | Total |
|-----------------|-------|----|--------|---|-----------|---|-------|
| | E | O | E | O | E | O | |
| Low-functioning | 8.27* | 15 | 17.59* | 9 | 4.14* | 6 | 30 |

df = 2, $\chi^2 = 10.50$, p = < .01.

*The expectancies in the above tables were based on the actual modal sample in which 8 were "yes," 14 were "no" and 4 were "partially."

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 11(C)--*Continued*

Self-actualized sample vs. Low-functioning sample

| | Yes | | No | | Partially | | Total |
|-----------------|------|----|-------|----|-----------|---|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 11.8 | 9 | 10.81 | 13 | 6.39 | 7 | 29 |
| Low-functioning | 12.2 | 15 | 11.19 | 9 | 6.61 | 6 | 30 |

df = 2, $\chi^2 = 2.29$, p = n.s.

Ability to Assess One's Own Mental Health

All subjects were asked to rank their own mental health according to personal criteria as either above average, average, or below average. It has been assumed that the self-actualizing subjects would be able to rate their own level of mental functioning more accurately than the other groups. The Personal Orientation Inventory was used as the criterion. Roughly 46 percent of the self-actualizing subjects were accurate, 50 percent of the modals were accurate, and only 10 percent of the low-functioning subjects were accurate. Only the low-functioning subjects were ever more than one level away from their level as measured by the Personal Orientation Inventory. No self-actualized or modal subjects rated themselves as below average. Table 12 gives the raw data and a reduced Chi Squared analysis of self rating. The self-actualized sample was not different from the modal

TABLE 12

Rating of One's Own Mental Health

| | Above Average | Average | Below Average |
|-----------------|---------------|---------|---------------|
| Self-actualized | 13 | 17 | 0 |
| Modal | 15 | 15 | 0 |
| Low-functioning | 8 | 19 | 3 |

(A)

Self-actualizing and Low-functioning samples vs. Modal sample

(Chi Squared Analysis with "average" and "below average" cells combined.)

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 15* | 13 | 15* | 17 | 30 |
| Low-functioning | 15* | 8 | 15* | 22 | 30 |

df = 1, $\chi^2 = 7.07$, p = < .01.

(B)

Self-actualizing sample vs. Modal sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 15* | 13 | 15* | 17 | 30 |

df = 1, $\chi^2 = .53$, p = n.s.

TABLE 12(C)--Continued

Low-functioning sample vs. Modal sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|---|-----------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 15* | 8 | 15* | 22 | 30 |

df = 1, $\chi^2 = 6.53$, p = < .05.

*The expectancies in the above tables were based on the actual modal sample in which 15 were "above average" and 15 were "average/below average."

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. Low-functioning sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 10.5 | 13 | 19.5 | 17 | 30 |
| Low-functioning | 10.5 | 8 | 19.5 | 22 | 30 |

df = 1, $\chi^2 = 1.83$, p = n.s.

or low-functioning sample. However, the low-functioning sample was significantly different from the modal in self rating and generally in the hypothesized direction.

Parents' Marital Happiness

Each subject was asked to rate the level of marital happiness in his parents' home. This was an attempt to

relate the parents' marital adjustment to the subjects' level of functioning. There were no significant differences (see Table 13).

TABLE 13
 Parents' Marital Happiness
 Self-actualized and Low-functioning
 samples vs. Modal sample

| | Happy | | Neutral | | Unhappy | | Total |
|-----------------|-------|----|---------|---|---------|---|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 20* | 20 | 4* | 6 | 6* | 4 | 30 |
| Low-functioning | 20* | 19 | 4* | 3 | 6* | 8 | 30 |

df = 2, $\chi^2 = 2.63$, p = n.s.

Parents' Divorced

A related question dealt with divorce among the subjects' parents. More subjects than usual did not reply to this question, possibly because of its negative implications. However, on the basis of the replies, the self-actualized and modal samples were very similar. More divorces were reported by the low-functioning subjects. However, the differences did not attain significance (see Table 14).

TABLE 14

Parents' Divorced

Self-actualized and Low-functioning
sample vs. Modal sample

| | Yes | | No | | Total |
|-----------------|-------|---|--------|----|-------|
| | E | O | E | O | |
| Self-actualized | 2.78* | 2 | 23.21* | 24 | 26 |
| Low-functioning | 3.11* | 6 | 20.53* | 23 | 29 |

df = 1, $\chi^2 = 2.07$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which 3 were "yes" and 25 were "no."

Death Among Parents

The subjects used in this study were too young to have had much experience with death. The self-actualizing sample reported more dead parents than did the other two samples. However, the self-actualizing sample was older than the other two samples although the age differences were not significant (see Table 50). The raw data is given below but a cell size of "1" precluded adequate analysis by Chi Squared.

TABLE 15

At Least One Parent Dead

| | Living | Dead |
|-----------------|--------|------|
| Self-actualized | 24 | 6 |
| Modal | 29 | 1 |
| Low-functioning | 29 | 1 |

Fathers' Education

The levels of the fathers' education were similar for the self-actualized and low-functioning samples. The "modal" fathers had a higher level of education with more college graduates and graduate work than the other two samples. However, none of the differences were significant (see Table 16).

TABLE 16
Fathers' Education

| | Less Than High School | High School | Some College | B.A. | B.A.+ |
|-----------------|--------------------------|----------------|-----------------|------|-------|
| Self-actualized | 5 | 8 | 9 | 3 | 4 |
| Modal | 2 | 7 | 4 | 9 | 7 |
| Low-functioning | 5 | 7 | 8 | 8 | 2 |

(A)

Self-actualized and Low-functioning
samples vs. Modal sample

(Chi Squared Analysis with cells combined into "no college" or "some college or more.")

| | No College | | Some College or More | | |
|-----------------|------------|----|----------------------|----|-------|
| | E | O | E | O | Total |
| Self-actualized | 9* | 13 | 20* | 16 | 29 |
| Low-functioning | 9.31* | 12 | 20.69* | 18 | 30 |

df = 1, $\chi^2 = 3.70$, p = n.s.

*The expectancies in the table were based on the actual modal sample in which 9 had no college and 20 had some college or more.

Fathers' Occupation

Some differences in the fathers' occupations (blue collar, clerical, business, or professional) among the three samples were reported. When the self-actualized and low-functioning samples were compared together with the modal significant differences emerged. When compared two samples at a time, the self-actualized and modal samples and the self-actualized and low-functioning samples did not differ. The low-functioning and modal samples did differ significantly (see Table 17).

TABLE 17

Fathers' Occupations

Self-actualized and Low-functioning samples vs. Modal sample

| | Blue Collar/ Clerical | | Business/ Professional | | Total |
|-----------------|--------------------------|----|---------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 4.48* | 8 | 23.52* | 20 | 28 |
| Low-functioning | 4.80* | 10 | 25.20* | 20 | 30 |

df = 1, $\chi^2 = 10.00$, p = < .01.

TABLE 17(A)—Continued

Self-actualized sample vs. Modal sample

| | Blue Collar/ Clerical | | Business/ Professional | | Total |
|-----------------|--------------------------|---|---------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 4.48* | 8 | 23.52* | 20 | 28 |

df = 1, $\chi^2 = 3.29$, p = n.s.

(B)

Low-functioning sample vs. Modal sample

| | Blue Collar/ Clerical | | Business/ Professional | | Total |
|-----------------|--------------------------|----|---------------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 4.80* | 10 | 25.20* | 20 | 30 |

df = 1, $\chi^2 = 6.71$, p = < .05.

*The expectancies in the above tables were based on the actual modal sample in which 4 were blue collar/clerical and 21 were business/professional.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualizing sample vs. Low-functioning sample

| | Blue Collar/ Clerical | | Business/ Professional | | Total |
|-----------------|--------------------------|----|---------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 8.69 | 8 | 19.31 | 20 | 28 |
| Low-functioning | 9.31 | 10 | 20.69 | 20 | 30 |

df = 1, $\chi^2 = 2.16$, p = n.s.

Fathers' Mental Health

Each subject was asked to rate his father's mental health using the subject's personal criteria. Significant differences occurred. The modal group generally saw their fathers as more healthy. The low-functioning students saw their fathers as less healthy. The low-functioning sample differed from the modal sample significantly. The self-actualized sample did not differ significantly from either the modal or low-functioning samples (see Table 18).

TABLE 18
Fathers' Mental Health

| | Above Average | Average | Below Average |
|-----------------|---------------|---------|---------------|
| Self-actualized | 13 | 15 | 2 |
| Modal | 16 | 10 | 4 |
| Low-functioning | 7 | 19 | 3 |

(A)

Self-actualized and Low-functioning samples vs. Modal sample

(Chi Squared Analysis with "average" and "below average" cells combined.)

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 16.53* | 13 | 14.46* | 17 | 30 |
| Low-functioning | 15.47* | 7 | 13.53* | 22 | 29 |

df = 1, $\chi^2 = 11.14$, p = < .001.

TABLE 18(B)---Continued

Self-actualized sample vs. the Modal sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 16.53* | 13 | 14.46* | 17 | 30 |

df = 1, $\chi^2 = 1.20$, p = n.s.

(C)

Low-functioning sample vs. the Modal sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|---|-----------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 15.47* | 7 | 13.53* | 22 | 29 |

df = 1, $\chi^2 = 9.94$, p = < .01.

*The expectancies in the above tables were based on the actual modal sample in which 16 were above average and 14 were average/below average.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(D)

Self-actualized sample vs. Low-functioning sample

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 10.17 | 13 | 19.83 | 17 | 30 |
| Low-functioning | 9.83 | 7 | 19.17 | 22 | 29 |

df = 1, $\chi^2 = 2.42$, p = n.s.

Mothers' Education

There were no significant differences among the three samples regarding the level of their mothers' education (see Table 19).

TABLE 19
Mothers' Education

| | Less Than High School | High School | Some College | B.A. | B.A.+ |
|-----------------|--------------------------|----------------|-----------------|------|-------|
| Self-actualized | 2 | 13 | 7 | 7 | 1 |
| Modal | 2 | 13 | 9 | 4 | 2 |
| Low-functioning | 1 | 18 | 4 | 5 | 1 |

(A)

Self-actualized and Low-functioning
samples vs. the Modal sample

(Chi Squared Analysis with cells combined into "no college" or "some college+.")

| | No College | | Some College/Plus | | Total |
|-----------------|------------|----|-------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 15* | 15 | 15* | 15 | 30 |
| Low-functioning | 14.5* | 19 | 14.5* | 10 | 29 |

$df = 1, \chi^2 = 2.79, p = n.s.$

*The expectancies in the above table were based on the actual modal sample in which 15 had no college and 15 had some college or more.

Mothers' Occupations

Important differences in the mothers' occupations were reported among the three samples. The differences had nothing to do with the type of job the mothers held outside the home, but whether or not the mothers worked outside the home. Mothers of the modal group tended to be homemakers. Mothers of the self-actualized and low-functioning groups tended to work outside the home. Both the low-functioning and self-actualized groups differed significantly from the modals, but did not differ from each other (see Table 20).

TABLE 20

Mothers at Home or Away from Home

Self-actualized and Low-functioning samples vs. the Modal sample

| | Homemaker | | Away from Home | | Total |
|-----------------|-----------|----|----------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 18.37* | 9 | 10.63* | 20 | 29 |
| Low-functioning | 19* | 12 | 11* | 18 | 30 |

df = 1, $\chi^2 = 20.07$, p = < .001.

(A)

Self-actualized sample vs. the Modal sample

| | Homemaker | | Away from Home | | Total |
|-----------------|-----------|---|----------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 18.37* | 9 | 10.63* | 20 | 29 |

df = 1, $\chi^2 = 13.03$, p = < .001.

TABLE 20 (B)—*Continued*

Low-functioning sample vs. the Modal sample

| | Homemaker | | Away from Home | | Total |
|-----------------|-----------|----|----------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 19* | 12 | 11* | 18 | 30 |

df = 1, $\chi^2 = 7.03$, $p = < .01$.

*The expectancies in the above tables were based on the actual modal sample in which 19 were homemakers and 11 were away from home.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualizing sample vs. Low-functioning sample

| | Homemaker | | Away from Home | | Total |
|-----------------|-----------|----|----------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 10.32 | 9 | 18.68 | 20 | 29 |
| Low-functioning | 10.68 | 12 | 19.32 | 18 | 30 |

df = 1, $\chi^2 = .52$, $p = \text{n.s.}$

Mothers' Mental Health

There were no differences among the groups regarding the reported level of their mothers' mental health (see Table 21).

TABLE 21

Mothers' Mental Health

| | Above Average | Average | Below Average |
|-----------------|---------------|---------|---------------|
| Self-actualized | 9 | 19 | 2 |
| Modal | 8 | 19 | 3 |
| Low-functioning | 7 | 18 | 5 |

(A)

Self-actualized and Low-functioning
samples vs. the Modal sample

(Chi Squared Analysis with "average" and "below average"
cells combined.)

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|---|-----------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 8* | 9 | 22* | 21 | 30 |
| Low-functioning | 8* | 7 | 22* | 23 | 30 |

df = 1, $\chi^2 = .34$, p = n.s.

*The expectancies in the above table were based on the actual modal sample in which 8 mothers were rated above average and 22 mothers were rated average or below.

Subjects' Marital Status

More self-actualizing subjects were married. The modal sample reported the least marriages. Divorces were reported only by the self-actualizing sample. The only significant differences were between the self-actualizing and modal samples (see Table 22).

TABLE 22
Subjects' Marital Status

| | Married | Single | Divorced |
|-----------------|---------|--------|----------|
| Self-actualized | 11 | 16 | 3 |
| Modal | 4 | 26 | 0 |
| Low-functioning | 7 | 23 | 0 |

(A)

Self-actualized and Low-functioning
samples vs. the Modal sample

(Chi Squared Analysis with "Married" and "Divorced" cells
combined.)

| | Married or Divorced | | Never Married | | Total |
|-----------------|---------------------|----|---------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 4* | 14 | 26* | 16 | 30 |
| Low-functioning | 4* | 7 | 26* | 23 | 30 |

df = 1, $\chi^2 = 31.44$, p = < .001.

(C)

Self-actualized sample vs. the Modal sample

| | Married or Divorced | | Never Married | | Total |
|-----------------|---------------------|----|---------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 4* | 14 | 26* | 16 | 30 |

df = 1, $\chi^2 = 28.85$, p = < .001.

TABLE 22(C)—Continued

Low-functioning sample vs. the Modal sample

| | Married or Divorced | | Never Married | | Total |
|-----------------|---------------------|---|---------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 4* | 7 | 26* | 23 | 30 |

df = 1, $\chi^2 = 2.60$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which 4 were married or divorced and 26 were never married.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(D)

Self-actualized sample vs. the Modal sample

| | Married or Divorced | | Never Married | | Total |
|-----------------|---------------------|----|---------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 10.5 | 14 | 10.5 | 16 | 30 |
| Low-functioning | 10.5 | 7 | 19.5 | 23 | 30 |

df = 1, $\chi^2 = 3.59$, p = n.s.

Subjects' Marital Happiness

When the reported marital happiness of the three samples was compared, apparent differences occurred. The modal group reported only happy marriages. The other two samples reported moderately happy marriages. Only one marriage was rated unhappy and that was in the self-actualized group. Both the self-actualized and low-functioning groups

differed from the modal but did not differ from each other in the level of reported marital happiness (see Table 23). Statistical analysis was inappropriate because of zero expectancy cells.

TABLE 23
Subjects' Marital Happiness

| | Very Happy | Moderately Happy | Unhappy |
|-----------------|------------|------------------|---------|
| Self-actualized | 8 | 5 | 1 |
| Modal | 4 | 0 | 0 |
| Low-functioning | 4 | 3 | 0 |

Spouses' Mental Health

Each subject rated the mental health of his spouse using personal criteria for mental health. There were no differences among the three groups (see Table 24).

TABLE 24
Spouses' Mental Health

| | Above Average | Average | Below Average |
|-----------------|---------------|---------|---------------|
| Self-actualized | 10 | 3 | 0 |
| Modal | 3 | 1 | 0 |
| Low-functioning | 1 | 2 | 1 |

TABLE 24(A)—*Continued*

Self-actualized and Low-functioning
samples vs. the Modal sample

(Chi Squared Analysis with "average" and "below average" cells combined and adjusted by Yates Correction Factor for small cell size.)

| | Above Average | | Average/Below Average | | Total |
|-----------------|---------------|----|-----------------------|---|-------|
| | E | O | E | O | |
| Self-actualized | 9.75* | 10 | 3.25* | 3 | 13 |
| Low-functioning | 3* | 1 | 1* | 3 | 4 |

df = 1, $\chi^2 = 3.03$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which 3 were above average and 1 was average or below.

Structured Autobiography Results

The Number of Experiences Related

The total number of experiences related by each sample in the structured autobiographies was compared. Highly significant differences (< .001) emerged between the self-actualized and modal samples, and between the modal and low-functioning samples. There was no difference between the low-functioning and self-actualizing samples. The self-actualizing and low-functioning samples related the greatest number of experiences (see Table 25).

TABLE 25

Total Number of Experiences Reported

| Self-actualizing | | Modal | | Low-functioning | | Total |
|------------------|-----|-------|-----|-----------------|-----|-------|
| E | O | E | O | E | O | |
| 468 | 504 | 468 | 389 | 468 | 511 | 1404 |

df = 2, $\chi^2 = 20.06$, $p = < .001$.

(A)

Self-actualized vs. Modal sample

| Self-actualized | | Modal | | Total |
|-----------------|-----|-------|-----|-------|
| E | O | E | O | |
| 446.5 | 504 | 446.5 | 389 | 893 |

df = 1, $\chi^2 = 14.80$, $p = < .001$.

(B)

Self-actualized vs. Low-functioning samples

| Self-actualized | | Low-functioning | | Total |
|-----------------|-----|-----------------|-----|-------|
| E | O | E | O | |
| 507.5 | 504 | 507.5 | 511 | 1015 |

df = 1, $\chi^2 = .04$, $p = \text{n.s.}$

(C)

Modal sample vs. Low-functioning sample

| Modal | | Low-functioning | | Total |
|-------|-----|-----------------|-----|-------|
| E | O | E | O | |
| 450 | 389 | 450 | 511 | 900 |

df = 1, $\chi^2 = 16.54$, $p = < .001$.

Number of Crucial Experiences

Each subject was asked to designate the "three most important experiences for making you what you are today." There was no significant difference among the samples regarding the number of crucial experiences reported (see Table 26).

TABLE 26
Number of Crucial Experiences

| Self-actualizing | | Modal | | Low-functioning | | Total |
|------------------|----|-------|----|-----------------|----|-------|
| E | O | E | O | E | O | |
| 67 | 76 | 67 | 58 | 67 | 67 | 201 |

df = 2, $\chi^2 = 2.42$, p = n.s.

Distribution by Life Stages of Crucial Experiences

When the crucial experiences were examined in terms of the life stage during which they happened, significant differences emerged. It had been hypothesized that the elementary years would produce the greatest number of crucial experiences but the data suggest that the senior high and undergraduate years are most productive of crucial experiences (see Table 27).

TABLE 27

Distribution by Life Stages of Crucial Experiences

| | E | O |
|----------------|------|-----|
| Preschool | 33.5 | 13 |
| Elementary | 33.5 | 26 |
| Jr. High | 33.5 | 24 |
| Sr. High | 33.5 | 55 |
| Undergraduate | 33.5 | 63 |
| Graduate/Adult | 33.5 | 20 |
| Total | | 201 |

df = 5, $\chi^2 = 62.13$, $p = < .001$.

The Focus of Experience

The experiences of the three samples were divided by focus, i.e., primarily with the self, primarily interpersonal, or primarily with the environment. Further, they were categorized as Focus positive or Focus negative. For all three samples the interpersonal experience was by far the most common, both positive and negative.

Table 28 gives the Chi Squared comparison of the frequency count of the *positive and negative foci* among the three samples. The self-actualized sample differed from the modal but not from the low-functioning sample. The modal and low-functioning samples did not differ. Figure 2 shows the percent of each sample in the positive and negative aspects of the three foci experience. There is a strong

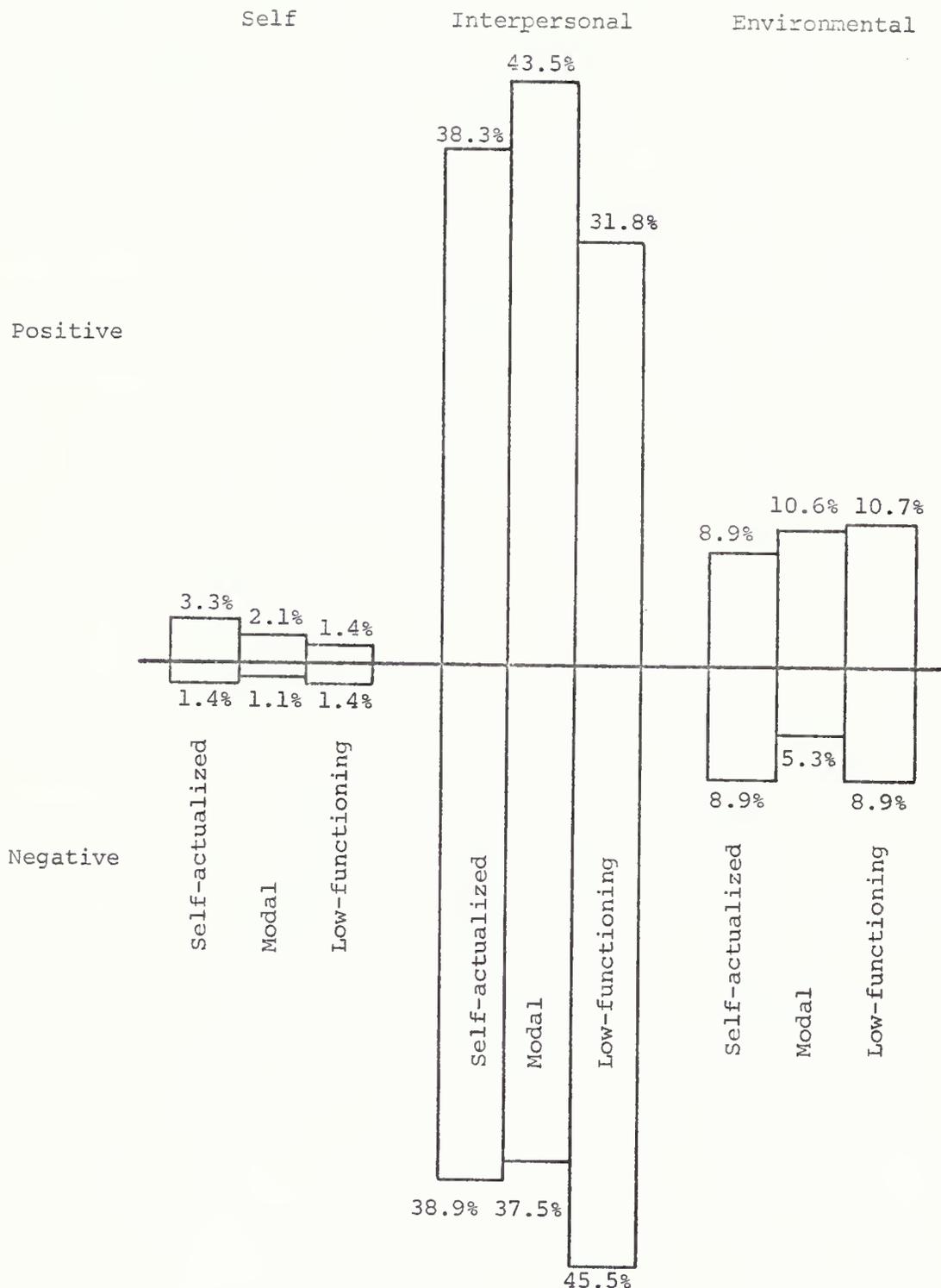


Figure 2. Three samples; focus of experience—percentages compared. Ninety subjects (30 in each group).

Self-actualized sample = 480 experiences
 Modal sample = 379 experiences
 Low-functioning sample = 483 experiences
 Total = 1342 experiences

similarity among the patterns of the three groups even though the self-actualized versus modal did attain significance.

When the patterns of *positive foci* are examined for the three samples, the self-actualized and low-functioning groups taken together differ significantly from the modal. Yet, when compared self-actualized versus modal, or low-functioning versus modal, or self-actualized versus low-functioning, they do not attain significance (see Table 29). In this comparison the self actualized and low-functioning subjects reported less interpersonal experiences and more environmental experiences than the modals, and self-actualized subjects reported more self experiences than either the modals or low-functioning subjects.

The patterns of *negative foci* also show differences. When the low-functioning and self-actualized samples together are compared to the modal sample, differences at the $< .01$ level emerge. However, when compared in pairs, only the self-actualized and modals are significantly different. The difference between them follows the same pattern as that of the positive foci comparison. The self-actualized subjects had more self experiences, less interpersonal and more environmental experiences than the modal subjects (see Table 30).

TABLE 28

Focus of Experience (Positive and Negative)

Self-actualized and Low-functioning samples vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|--------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 15.17* | 23 | 388.81* | 371 | 75.98* | 86 | 480 |
| Low-functioning | 15.26* | 14 | 391.23* | 374 | 76.46* | 95 | 483 |

df = 2, $\chi^2 = 11.54$, p = < .01.

(A)

Self-actualized sample vs. Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|--------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 15.17* | 23 | 388.81* | 371 | 75.98* | 86 | 480 |

df = 2, $\chi^2 = 6.18$, p = < .05.

(B)

Low-functioning sample vs. Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|--------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Low-functioning | 15.26* | 14 | 391.23* | 374 | 76.46* | 95 | 483 |

df = 2, $\chi^2 = 5.36$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which there were 12 self experiences, 307 interpersonal experiences and 60 environmental experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 18.44 | 23 | 371.34 | 371 | 90.22 | 86 | 480 |
| Low-functioning | 18.56 | 14 | 373.66 | 374 | 90.78 | 95 | 483 |

df = 2, $\chi^2 = 2.65$, p = n.s.

TABLE 29

Focus of Positive Experiences Alone

Self-actualized and Low-functioning samples vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 9.17* | 16 | 189.13* | 184 | 44.70* | 43 | 243 |
| Low-functioning | 8.04* | 7 | 165.78* | 154 | 39.18* | 52 | 213 |

df = 2, $\chi^2 = 10.46$, p = < .01.

(A)

Self-actualized sample vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 9.17* | 16 | 189.13* | 184 | 44.70* | 43 | 243 |

df = 2, $\chi^2 = 5.31$, p = n.s.

TABLE 29 (B)—Continued

Low-functioning sample vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|---|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Low-functioning | 8.04* | 7 | 165.13* | 154 | 39.18* | 52 | 213 |

df = 2, $\chi^2 = 5.17$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which there were 8 "self" experiences, 165 interpersonal experiences and 40 environmental experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|----|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 12.25 | 16 | 180.12 | 184 | 50.62 | 43 | 243 |
| Low-functioning | 10.74 | 7 | 157.88 | 154 | 44.37 | 52 | 213 |

df = 2, $\chi^2 = 5.09$, p = n.s.

TABLE 30

Focus of Negative Experiences Alone

Self-actualized and Low-functioning samples vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|---|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 5.69* | 7 | 202.73* | 187 | 28.53* | 43 | 237 |
| Low-functioning | 6.48* | 7 | 230.96* | 220 | 32.51* | 43 | 270 |

df = 2, $\chi^2 = 12.80$, p = < .01.

TABLE 30 (A)—Continued

Self-actualized vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|---|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 5.69* | 7 | 202.73* | 187 | 28.53* | 43 | 237 |

df = 2, $\chi^2 = 8.86$, p = < .05.

(B)

Low-functioning sample vs. the Modal sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|-------|---|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Low-functioning | 6.48* | 7 | 230.96* | 220 | 32.51 | 43 | 270 |

df = 2, $\chi^2 = 3.95$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which there were 4 self experiences, 142 interpersonal experiences and 20 environmental experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. Low-functioning sample

| | Self | | Interpersonal | | Environmental | | Total |
|-----------------|------|---|---------------|-----|---------------|----|-------|
| | E | O | E | O | E | O | |
| Self-actualized | 6.54 | 7 | 190.25 | 187 | 40.2 | 43 | 237 |
| Low-functioning | 7.45 | 7 | 216.75 | 220 | 45.8 | 43 | 270 |

df = 2, $\chi^2 = .53$, p = n.s.

Distribution of Positive Experiences

The 785 positive experiences were divided by raters among categories proposed by Landsman (1961). Figure 3 presents the percentages of each of the three samples under each subtype of positive experience. A Chi Squared comparison of the three samples showed differences between the modal and low-functioning groups, but no differences between the self-actualized and modal or self-actualized and low-functioning samples (see Table 31).

When Landsman's sample containing 1833 experiences was compared to the three samples in this study, differences emerged between Landsman's sample and each of the three samples here reported, there were also differences (basically in the completion and interpersonal categories) when all of the samples were considered together (see Table 32).

Distribution of Negative Experiences

The 747 negative experiences were divided by raters among the categories developed for this research. These categories came from opposites of Landsman's subtypes of positive experiences and from the data itself. The researcher and the raters agreed that these categories seemed to be adequate for the rating of the negative experiences found in this data. Figure 4 presents the comparison of the percentages of each sample in each category of negative experience. Table 33 presents a Chi Squared analysis of differences among the samples. Both the self-actualized and low-functioning

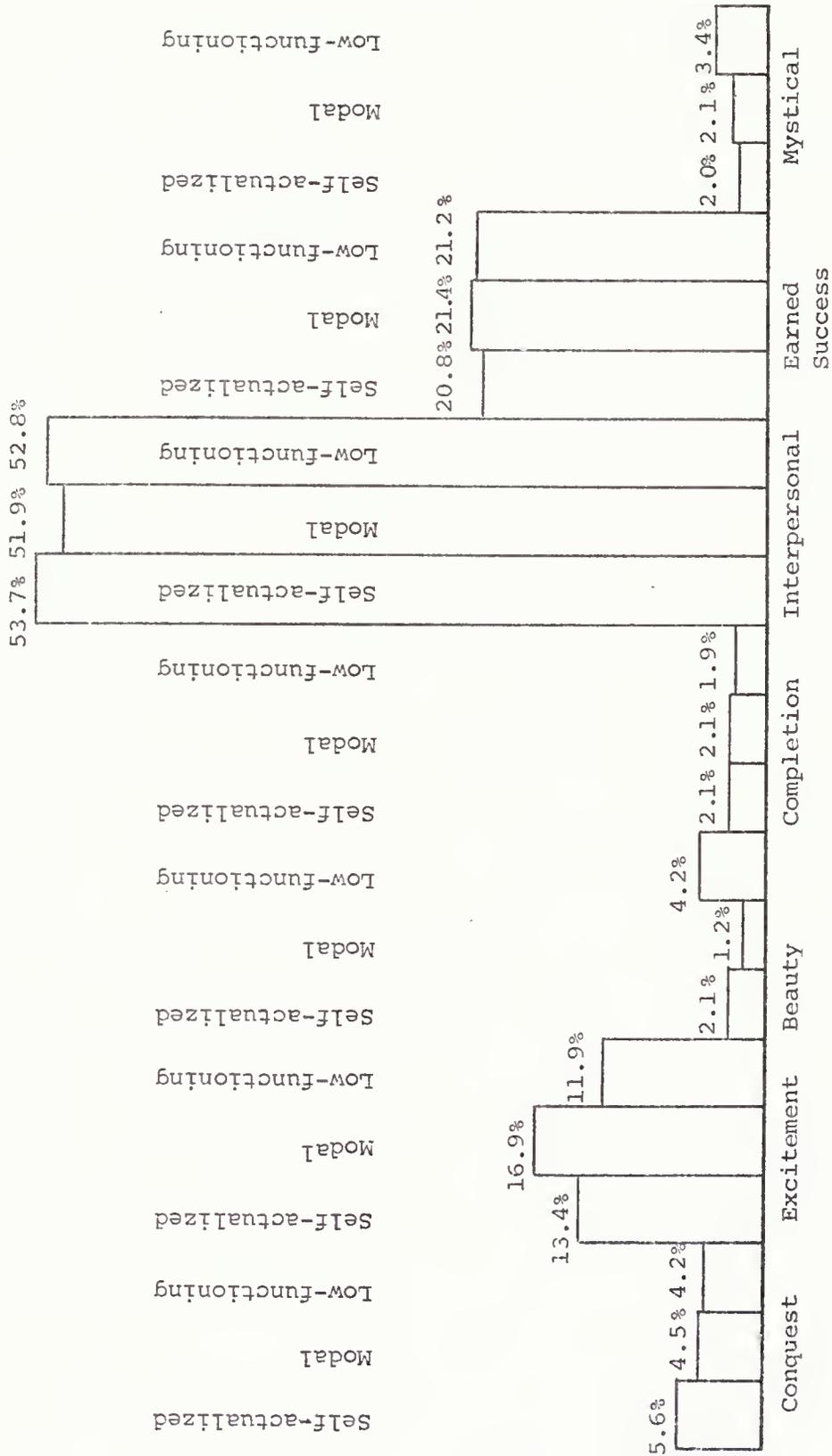


Figure 3. Three samples' percentages of positive experiences distribution compared. Ninety subjects (30 each in the Self-actualized, Modal and Low-functioning groups).

Number of experiences reported by each group:

Self-actualized = 283 experiences

Modal = 243 experiences

Low-functioning = 259 experiences

Total = 785 experiences

samples differed from the modal sample but not from each other. The self-actualized and low-functioning samples had more failure experiences and less negative religious/mystical/drug* experiences than the modal sample.

TABLE 31

Subtypes of Positive Experiences

Self-actualized and Low-functioning samples vs. the Modal sample

| | Self-actualized | | Low-functioning | |
|---------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Conquest | 12.79* | 16 | 11.71* | 11 |
| Excitement | 47.74* | 39 | 43.69* | 31 |
| Beauty | 3.48* | 6 | 3.19* | 11 |
| Completion | 5.80* | 6 | 5.31* | 5 |
| Interpersonal | 146.74* | 152 | 134.29* | 137 |
| Success | 60.53* | 59 | 55.40* | 55 |
| Mystical | 5.80* | 5 | 5.31* | 9 |
| Total | | 283 | | 259 |

df = 6, $\chi^2 = 30.11$, $p = < .001$.

*The inclusion of the drug experience with the religious/mystical experiences does not come from Landsman's taxonomy.

TABLE 31(A)—Continued

Self-actualized sample vs. the Modal sample

| | Self-actualized | |
|---------------|-----------------|-----|
| | E | O |
| Conquest | 12.79* | 16 |
| Excitement | 47.74* | 39 |
| Beauty | 3.48* | 6 |
| Completion | 5.80* | 6 |
| Interpersonal | 146.74* | 152 |
| Success | 60.53* | 59 |
| Mystical | 5.80* | 5 |
| Total | | 283 |

$df = 6, \chi^2 = 4.57, p = n.s.$

(B)

Low-functioning sample vs. the Modal sample

| | Low-functioning | |
|---------------|-----------------|-----|
| | E | O |
| Conquest | 11.71* | 11 |
| Excitement | 43.69* | 31 |
| Beauty | 3.19* | 11 |
| Completion | 5.31* | 5 |
| Interpersonal | 134.29* | 137 |
| Success | 55.40* | 55 |
| Mystical | 5.31* | 9 |
| Total | | 259 |

$df = 6, \chi^2 = 25.54, p = < .001.$

*The expectancies in the above tables were based on the actual modal sample in which there were 11 conquest, 41 excitement, 3 beauty, 5 completion, 126 interpersonal, 52 success and 5 mystical experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 31(C)---Continued

Self-actualized sample vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|---------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Conquest | 14.09 | 16 | 12.90 | 11 |
| Excitement | 36.54 | 39 | 33.44 | 31 |
| Beauty | 8.86 | 6 | 8.11 | 11 |
| Completion | 5.72 | 6 | 5.23 | 5 |
| Interpersonal | 150.9 | 152 | 138.1 | 137 |
| Success | 59.51 | 59 | 54.47 | 55 |
| Mystical | 7.30 | 5 | 6.68 | 9 |
| Total | | 283 | | 259 |

df = 6, $\chi^2 = 4.42$, p = n.s.

TABLE 32

Subtypes of Positive Experiences
(Duncan and Landsman Samples)

Self-actualized sample vs. Landsman sample

| | Self-actualized | | Landsman | |
|---------------|-----------------|-----|----------|------|
| | E | O | E | O |
| Conquest | 16.84 | 16 | 109.06 | 110 |
| Excitement | 32.88 | 39 | 212.99 | 207 |
| Beauty | 11.35 | 6 | 73.5 | 79 |
| Completion | 18.45 | 6 | 119.51 | 132 |
| Interpersonal | 137.34 | 152 | 889.55 | 875 |
| Success | 54.14 | 59 | 350.65 | 346 |
| Mystical | 11.89 | 5 | 76.99 | 84 |
| Total | | 283 | | 1833 |

df = 6, $\chi^2 = 20.93$, p = < .01.

TABLE 32 (A)—Continued

Modal sample vs. the Landsman sample

| | Modal | | Landsman | |
|---------------|--------|-----|----------|------|
| | E | O | E | O |
| Conquest | 14.14 | 11 | 106.68 | 110 |
| Excitement | 29.01 | 41 | 218.86 | 207 |
| Beauty | 9.57 | 3 | 72.22 | 79 |
| Completion | 16.01 | 5 | 120.79 | 132 |
| Interpersonal | 117.15 | 126 | 883.69 | 875 |
| Success | 46.58 | 52 | 351.39 | 346 |
| Mystical | 10.4 | 5 | 78.45 | 84 |
| Total | | 243 | | 1833 |

df = 6, $\chi^2 = 24.82$, p = < .01.

(B)

Low-functioning sample vs. the Landsman sample

| | Low-functioning | | Landsman | |
|---------------|-----------------|-----|----------|------|
| | E | O | E | O |
| Conquest | 14.97 | 11 | 105.95 | 110 |
| Excitement | 29.45 | 31 | 208.41 | 207 |
| Beauty | 11.14 | 11 | 78.82 | 79 |
| Completion | 16.94 | 5 | 119.88 | 132 |
| Interpersonal | 125.28 | 137 | 886.62 | 875 |
| Success | 49.62 | 55 | 351.2 | 346 |
| Mystical | 11.5 | 9 | 81.39 | 84 |
| Total | | 259 | | 1833 |

df = 6, $\chi^2 = 13.51$, p = < .05.

TABLE 32(C)—Continued

Self-actualized, Modal and Low-functioning samples vs. the Landsman sample

| | Self-actualized | | Modal | | Low-functioning | | Landsman | |
|---------------|-----------------|-----|--------|-----|-----------------|-----|----------|------|
| | E | O | E | O | E | O | E | O |
| Conquest | 15.99 | 16 | 13.73 | 11 | 14.63 | 11 | 103.56 | 110 |
| Excitement | 34.36 | 39 | 29.50 | 41 | 31.44 | 31 | 222.53 | 207 |
| Beauty | 10.70 | 6 | 9.19 | 3 | 9.79 | 11 | 69.29 | 79 |
| Completion | 15.99 | 6 | 13.73 | 5 | 14.63 | 5 | 103.56 | 132 |
| Interpersonal | 139.43 | 152 | 119.73 | 126 | 127.61 | 137 | 903.12 | 875 |
| Success | 55.33 | 59 | 47.51 | 52 | 50.63 | 55 | 358.35 | 346 |
| Mystical | 11.12 | 5 | 9.55 | 5 | 10.18 | 9 | 72.04 | 84 |
| Total | | 283 | | 243 | | 259 | | 1833 |

df = 18, $\chi^2 = 53.88$, $p = < .001$.

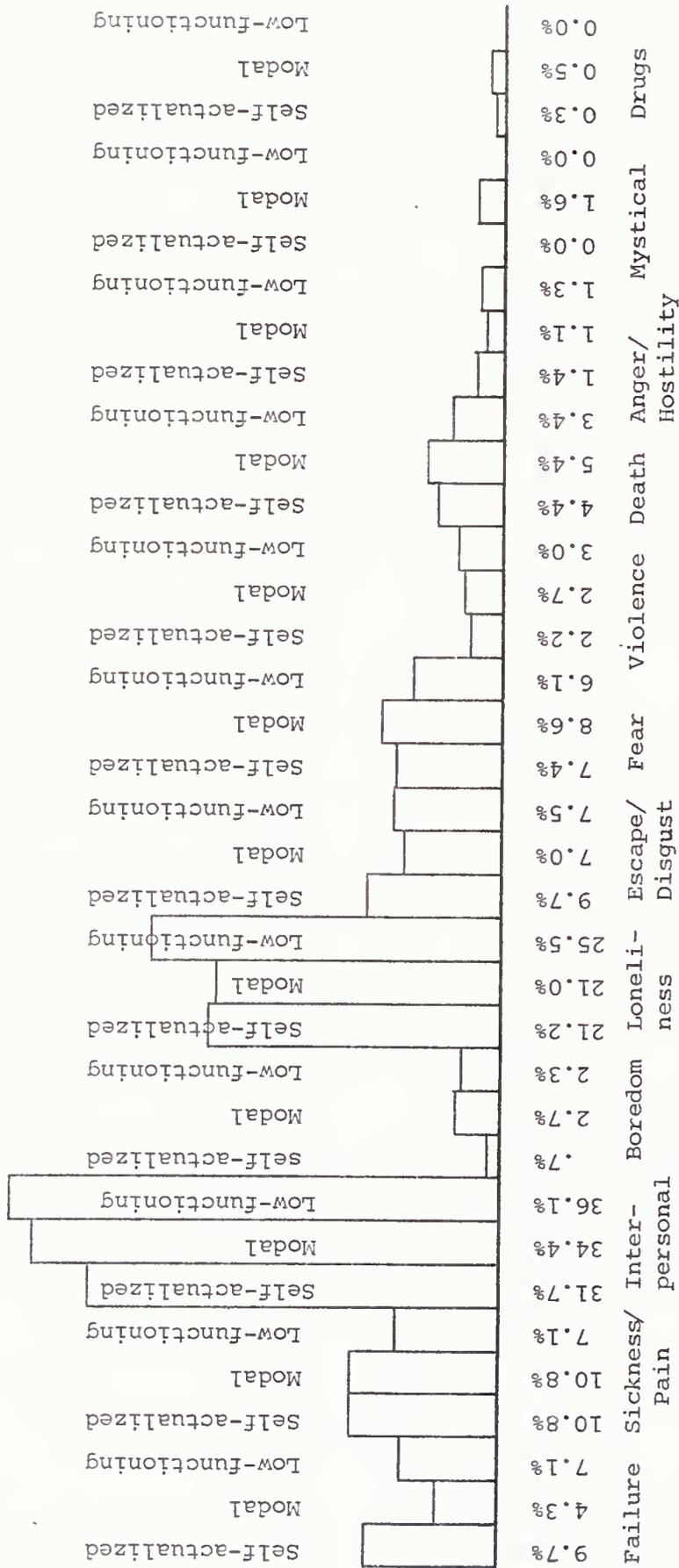


Figure 4. Three samples' percentages of negative experiences distribution compared. Ninety subjects (three groups of 30 each).

Self-actualized = 268 experiences
 Modal = 186 experiences
 Low-functioning = 293 experiences
 Total 747 experiences

TABLE 33

Subtypes of Negative Experiences

Self-actualized and Low-functioning
samples vs. the Modal sample

| | Self-actualized | | Low-functioning | |
|--------------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Failure | 11.52* | 26 | 12.60* | 21 |
| Sickness/Pain | 28.81* | 29 | 31.50* | 21 |
| Interpersonal | 92.19* | 85 | 100.79* | 106 |
| Boredom | 7.18* | 2 | 7.85* | 7 |
| Loneliness | 56.17* | 57 | 61.41* | 75 |
| Escape/Disgust | 18.71* | 26 | 20.45* | 22 |
| Fear | 23.05* | 20 | 25.20* | 18 |
| Hostility/Violence | 10.42* | 10 | 11.28* | 13 |
| Death | 14.39* | 12 | 15.73* | 10 |
| Mystical/Drugs | 5.95* | 1 | 6.44* | 0 |
| Total | | 268 | | 293 |

df = 9, $\chi^2 = 53.72$, p = < .001.

(A)

Self-actualized sample vs. the Modal sample

| | Self-actualized | |
|--------------------|-----------------|-----|
| | E | O |
| Failure | 11.52* | 26 |
| Sickness/Pain | 28.81* | 29 |
| Interpersonal | 92.19* | 85 |
| Boredom | 7.18* | 2 |
| Loneliness | 56.17* | 57 |
| Escape/Disgust | 18.71* | 26 |
| Fear | 23.05* | 20 |
| Hostility/Violence | 10.42* | 10 |
| Death | 14.39* | 12 |
| Mystical/Drugs | 5.95* | 1 |
| Total | | 268 |

df = 9, $\chi^2 = 30.28$, p = < .001.

TABLE 33(B)—Continued

Low-functioning sample vs. Modal sample

| | Low-functioning | |
|--------------------|-----------------|-----|
| | E | O |
| Failure | 12.60* | 21 |
| Sickness/Pain | 31.50* | 21 |
| Interpersonal | 100.79* | 106 |
| Boredom | 7.85* | 7 |
| Loneliness | 61.41* | 75 |
| Escape/Disgust | 20.45* | 22 |
| Fear | 25.20* | 18 |
| Hostility/Violence | 11.28* | 13 |
| Death | 15.73* | 10 |
| Mystical/Drugs | 6.44* | 0 |
| Total | | 293 |

df = 9, $\chi^2 = 23.44$, p = < .01.

*The expectancies in the tables were based on the actual modal sample in which there were 8 failure, 20 sickness/pain, 64 interpersonal, 5 boredom, 39 loneliness, 13 escape/disgust, 16 fear, 7 hostility/violence, 10 death and 4 mystical/drugs experience.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|--------------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Failure | 22.43 | 26 | 24.52 | 21 |
| Sickness/Pain | 23.88 | 29 | 26.11 | 21 |
| Interpersonal | 91.23 | 85 | 99.74 | 106 |
| Boredom | 4.29 | 2 | 4.69 | 7 |
| Loneliness | 63.03 | 57 | 68.91 | 75 |
| Escape/Disgust | 22.91 | 26 | 25.05 | 22 |
| Fear | 18.14 | 20 | 19.84 | 18 |
| Hostility/Violence | 10.96 | 10 | 11.98 | 13 |
| Death | 10.51 | 12 | 11.49 | 10 |
| Mystical/Drugs | .46 | 1 | .50 | 0 |
| Total | | 268 | | 293 |

df = 9, $\chi^2 = 10.32$, p = n.s.

Comparison of Positive-Negative and Negative-Positive Experiences

Experiences which were positive but later were seen by the subjects as negative, or were negative and became positive, were divided according to their focus (self, interpersonal or environmental). Figure 5 shows the percentages in each category and Table 34 gives the raw frequency data. Chi Squared analysis was not appropriate because of the small expectancy cells and degree of freedom > 1. The self-actualized sample was the only one reporting negative-positive self experiences, and there were twice as many negative-positive environment experiences among the low-functioning subjects as there were positive-negative experiences among the low-functioning subjects.

TABLE 34

Positive-Negative Experiences by Focus

| | Self | Interpersonal | Environmental |
|-----------------|------|---------------|---------------|
| Self-actualized | 0 | 28 | 2 |
| Modal | 0 | 14 | 2 |
| Low-functioning | 2 | 17 | 3 |

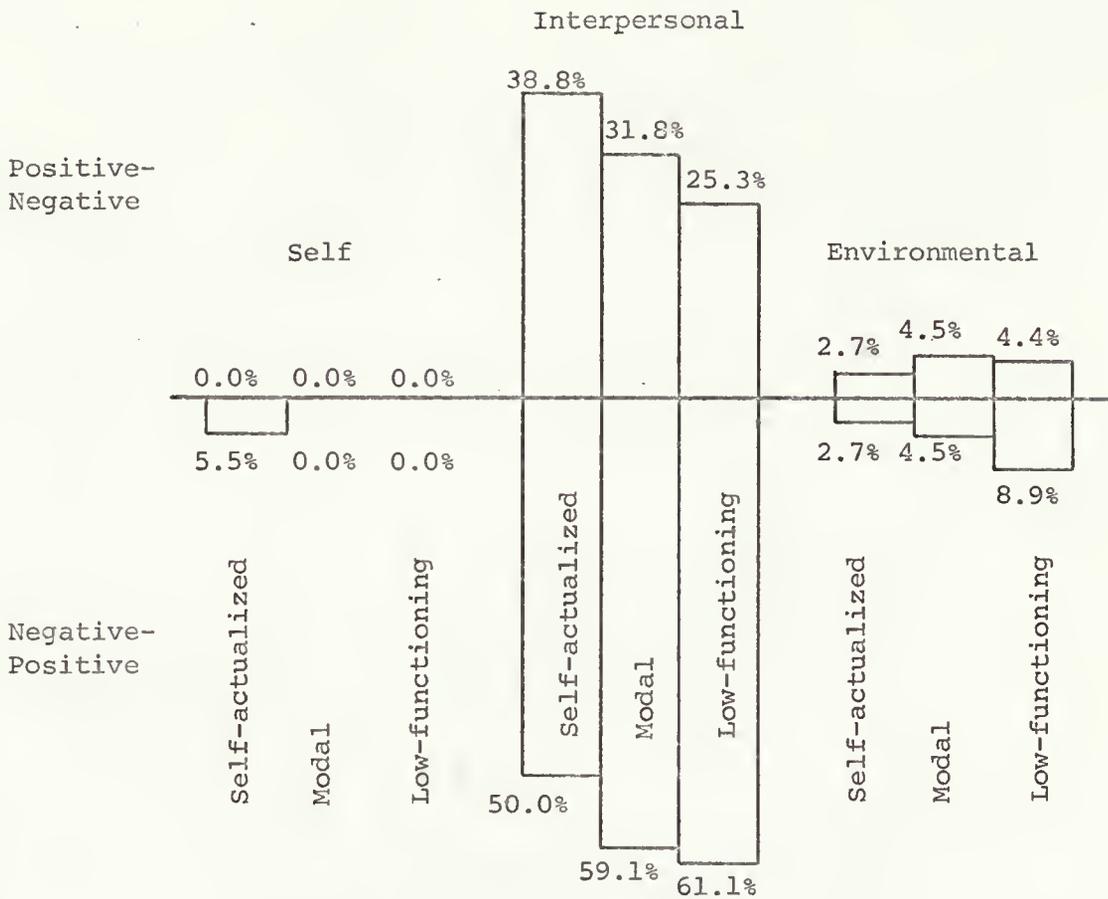


Figure 5. Three group comparison of experiences which changed from positive to negative or negative to positive. Ninety subjects (30 each in self-actualized, modal and low-functioning groups).

| | | | |
|-----------------|---|-----------|-------------|
| Self-actualized | = | 72 | experiences |
| Modal | = | 44 | experiences |
| Low-functioning | = | <u>67</u> | experiences |
| Total | = | 183 | experiences |

TABLE 34—*Continued*

Negative-Positive Experiences by Focus

| | Self | Interpersonal | Environmental |
|-----------------|------|---------------|---------------|
| Self-actualized | 4 | 36 | 2 |
| Modal | 0 | 26 | 2 |
| Low-functioning | 0 | 41 | 6 |

Sharers of Interpersonal Experience

Where there was a significant interpersonal aspect of an experience, whether or not the experience was rated as basically an interpersonal one, the sharer of that experience was recorded. Figure 6 shows the percentages of positive and negative experiences shared by the three sample groups with family, peers, teachers and all others. Experiences shared with the family were more often negative while experiences shared with peers were more often positive. This is constant for all three samples.

When the data for *positive experience sharers* were investigated separately, it was found that there were no statistically significant differences among the samples regarding the number of experiences shared with family, peers, teachers or others (see Table 35).

The comparison of *negative experience sharers* shows some highly stable differences with the self-actualizing and low-functioning samples differing in the same direction from the modal sample. The difference was contributed by the

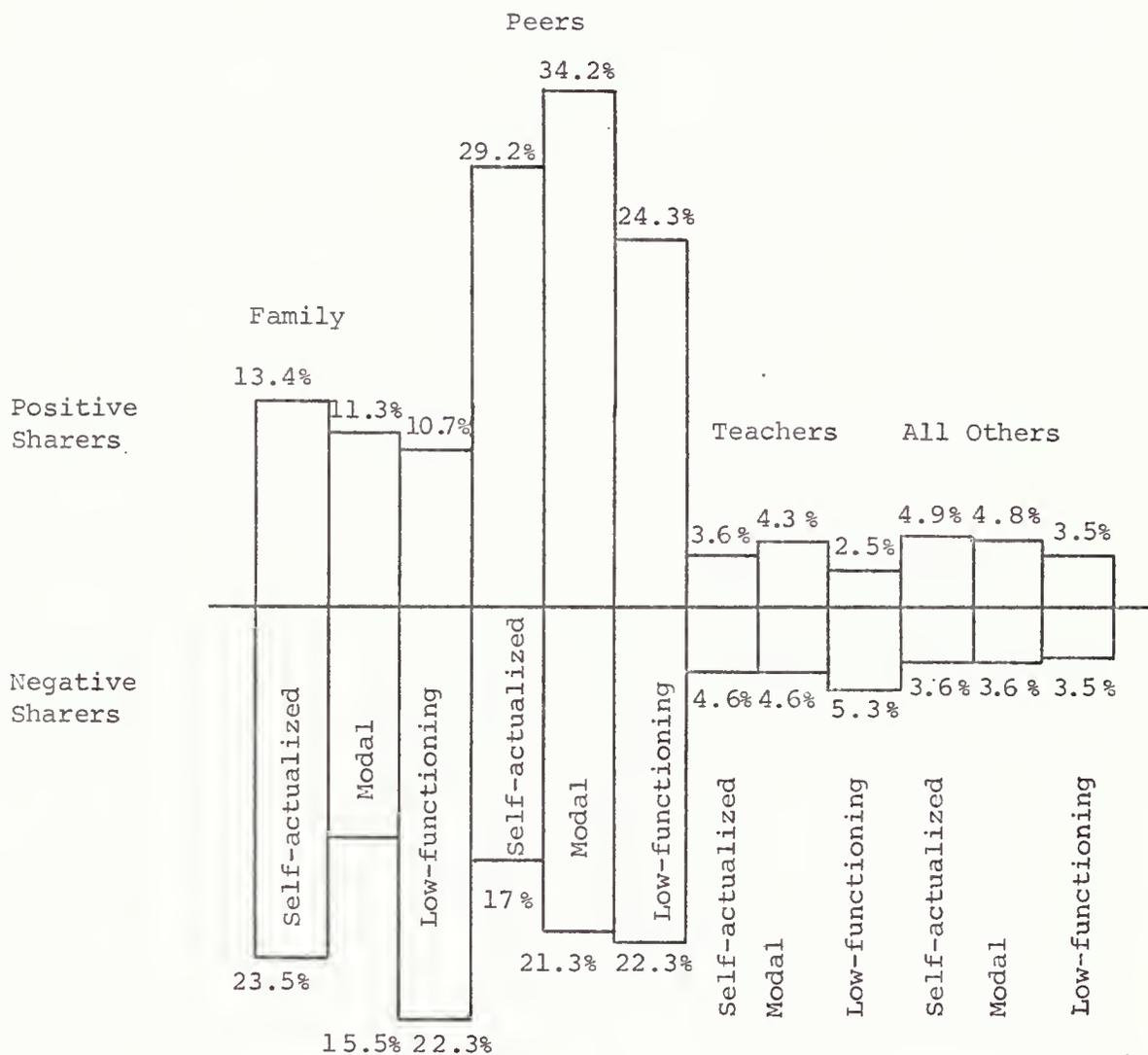


Figure 6. Percentages of sharers of experiences (positive and negative). Ninety subjects (30 in each of three sample groups).

Self-actualized = 387 sharers
 Modal = 310 sharers
 Low-functioning = 397 sharers
 Total = 1094 sharers

self-actualizing and low-functioning samples having more negative family experiences and less negative peer experiences than the modals. There were no differences between the self-actualizing and low-functioning samples (see Table 36).

TABLE 35
Sharers of Positive Experience
Self-actualized and Low-functioning
samples vs. Modal sample

| | Self-actualized | | Low-functioning | |
|----------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Family | 41.68* | 52 | 34.52* | 43 |
| Peers | 122.72* | 113 | 101.65* | 97 |
| Teachers | 16.20* | 14 | 13.42* | 10 |
| Others | 17.36* | 19 | 14.38* | 14 |
| Total | | 198 | | 164 |

df = 3, $\chi^2 = 6.95$, p = n.s.

TABLE 36
Sharers of Negative Experience
Self-actualized and Low-functioning
samples vs. Modal sample

| | Self-actualized | | Low-functioning | |
|----------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Family | 67.98* | 91 | 83.81* | 109 |
| Peers | 89.73* | 66 | 110.63* | 89 |
| Teachers | 20.39* | 18 | 25.14* | 21 |
| Others | 10.87* | 14 | 13.40* | 14 |
| Total | | 189 | | 233 |

df = 3, $\chi^2 = 23.54$, p = < .001.

TABLE 36 (A)—Continued

Self-actualized sample vs. the Modal sample

| | Self-actualized | |
|----------|-----------------|-----|
| | E | O |
| Family | 67.98* | 91 |
| Peers | 89.73* | 66 |
| Teachers | 20.39* | 18 |
| Others | 10.87* | 14 |
| Total | | 189 |

df = 3, $\chi^2 = 15.26$, $p = < .01$.

(B)

Low-functioning sample vs. the Modal sample

| | Low-functioning | |
|----------|-----------------|-----|
| | E | O |
| Family | 83.81* | 109 |
| Peers | 110.63* | 89 |
| Teachers | 25.14* | 21 |
| Others | 13.40* | 14 |
| Total | | 233 |

df = 3, $\chi^2 = 12.51$, $p = < .01$.

*The expectancies in the tables were based on the actual modal sample in which 50 were family, 66 were peers, 15 were teachers, and 8 were others.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 36(C)—*Continued*

Self-actualized sample vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|----------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Family | 89.57 | 91 | 110.42 | 109 |
| Peers | 69.4 | 66 | 85.56 | 89 |
| Teachers | 17.46 | 18 | 21.53 | 21 |
| Others | 12.53 | 14 | 15.45 | 14 |
| Total | | 189 | | 233 |

df = 3, $\chi^2 = .68$, p = n.s.

Opposite Sex Peers

It was thought that the opposite sex relationship might be important. Figure 7 shows that these relationships tended to be positive. Chi Squared analysis indicates that there are no significant differences in the opposite sex relationships among the three samples. This is true when the positive and negative relationships among the samples are examined together, and when the positive and negative relationships are examined separately (see Tables 37, 38 and 39).

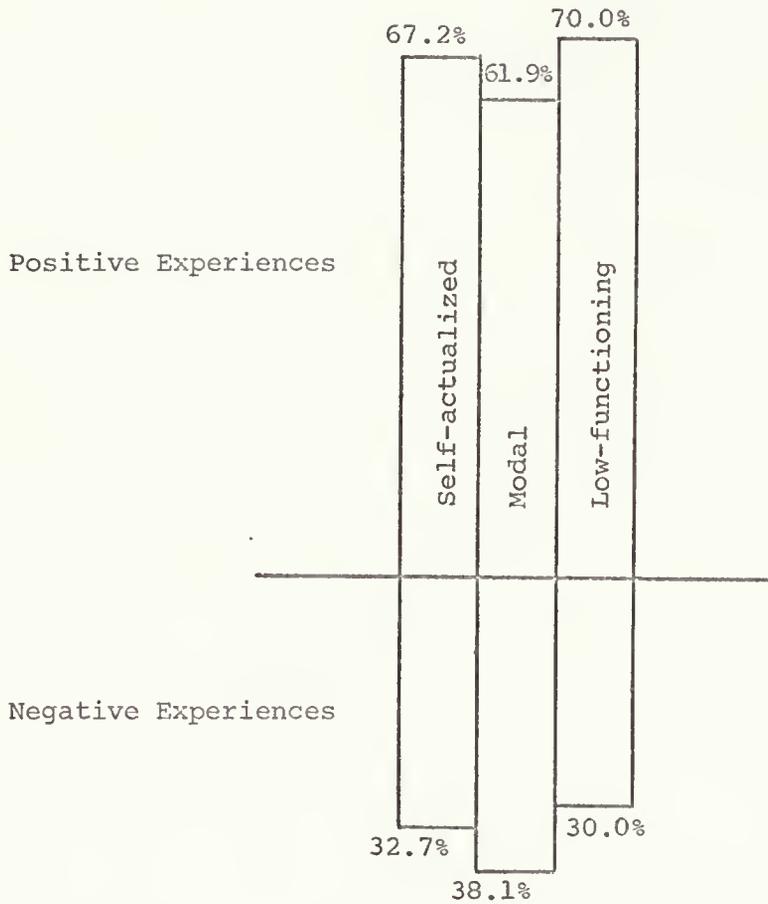


Figure 7. Percentages of positive and negative experiences with opposite sex peers. Ninety subjects (30 in each of three sample groups).

Self-actualized = 61 opposite sex experiences
Modal = 42 opposite sex experiences
Low-functioning = 50 opposite sex experiences
Total = 153 opposite sex experiences

TABLE 37

Experiences with Opposite Sex Peers
(Positive and Negative)

Self-actualized and Low-functioning
samples vs. Modal sample

| | Positive | | Negative | | Total |
|-----------------|----------|----|----------|----|-------|
| | E | O | E | O | |
| Self-actualized | 37.76* | 41 | 23.24* | 20 | 61 |
| Low-functioning | 30.95* | 35 | 19.05* | 15 | 50 |

df = 1, $\chi^2 = 2.12$, p = n.s.

TABLE 38

Opposite Sex Positive Experiences

| Self-actualized | | Modal | | Low-functioning | | Total |
|-----------------|----|-------|----|-----------------|----|-------|
| E | O | E | O | E | O | |
| 34 | 41 | 34 | 26 | 34 | 35 | 102 |

df = 2, $\chi^2 = 3.35$, p = n.s.

TABLE 39

Opposite Sex Negative Experiences

| Self-actualized | | Modal | | Low-functioning | | Total |
|-----------------|----|-------|----|-----------------|----|-------|
| E | O | E | O | E | O | |
| 17 | 20 | 17 | 16 | 17 | 15 | 51 |

df = 2, $\chi^2 = .8234$, p = n.s.

*These expectancies were based on the actual modal sample in which there were 26 positive and 16 negative.

For Tables 38 and 39 each expectancy is simply one-third of the total.

Location of Experiences

Where possible, the raters tabulated the location of each experience. A total of 1,277 experiences were reported in which the location was stated. The primary locations reported were the home, the play area/community, and the school. Work settings and travel were also mentioned frequently. For purposes of comparison the above locations and "other" were used. Upon examination, the educational setting was the locus of the majority of experiences (positive and negative) for all three samples. It is interesting to note that the home was the scene of more negative than positive experiences just as the family was the interpersonal sharer of more negative than positive experiences. Figure 8 shows the percentage distribution of the three samples' locations of significant experiences. The self-actualizing sample differed significantly from the modal sample in the pattern of *positive* "locations" by having more play area and less school locations. The low-functioning and modal did not differ nor did the self-actualizing and low-functioning samples (see Table 40).

Both the self-actualized and low-functioning samples differed from the modal regarding *negative* "locations." The self-actualizing and low-functioning samples did not differ from each other (see Table 41).

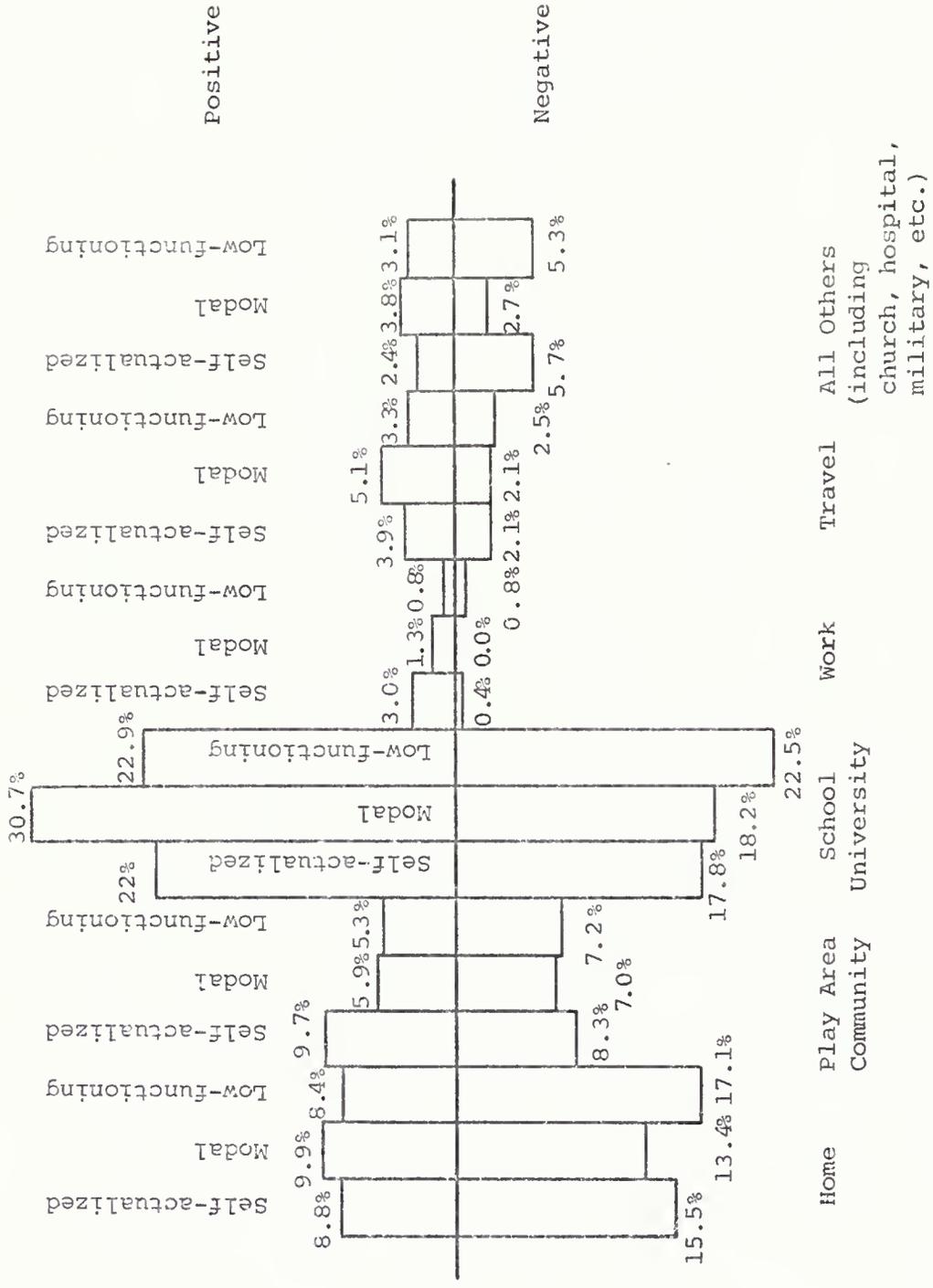


Figure 8. Location of significant experiences for three sample groups. Ninety subjects (30 subjects in each group).

Self-actualized = 432 locations
 Modal = 374 locations
 Low-functioning = 471 locations
 Total = 1277 locations

TABLE 40

Location of Positive Experiences

Self-actualizing and Low-functioning
sample vs. the Modal sample

| | Self-actualized | | Low-functioning | |
|--------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Home | 37.69* | 38 | 36.30* | 40 |
| Play | 22.40* | 42 | 21.57* | 25 |
| School | 117.15* | 95 | 112.82* | 108 |
| Work | 5.08* | 13 | 4.89* | 4 |
| Travel | 19.35* | 17 | 18.64* | 16 |
| Other | 14.26* | 11 | 13.73* | 15 |
| Total | | 216 | | 208 |

df = 5, $\chi^2 = 36.53$, p = < .001.

(A)

Self-actualized sample vs. Modal sample

| | Self-actualized | |
|--------|-----------------|-----|
| | E | O |
| Home | 37.69* | 38 |
| Play | 22.40* | 42 |
| School | 117.15* | 95 |
| Work | 5.08* | 13 |
| Travel | 19.35* | 17 |
| Other | 14.26* | 11 |
| Total | | 216 |

df = 5, $\chi^2 = 34.74$, p = < .01.

TABLE 40(B)—Continued

Low-functioning sample vs. Modal sample

| | Low-functioning | |
|--------|-----------------|-----|
| | E | O |
| Home | 36.30* | 40 |
| Play | 21.57* | 25 |
| School | 112.82* | 108 |
| Work | 4.98* | 4 |
| Travel | 18.64* | 16 |
| Other | 13.73* | 15 |
| Total | | 208 |

df = 5, $\chi^2 = 1.78$, p = n.s.

*The expectancies in the tables were based on the actual modal sample in which there were 37 home, 22 play, 115 school, 5 work, 19 travel and 14 other locations of positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|--------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Home | 39.72 | 38 | 38.25 | 40 |
| Play | 34.13 | 42 | 32.86 | 25 |
| School | 103.4 | 95 | 99.57 | 108 |
| Work | 8.64 | 13 | 8.32 | 4 |
| Travel | 16.8 | 17 | 16.18 | 16 |
| Other | 13.24 | 11 | 12.75 | 15 |
| Total | | 216 | | 208 |

df = 5, $\chi^2 = 10.47$, p = n.s.

TABLE 41

Location of Negative Experiences

Self-actualized and Low-functioning
samples vs. the Modal sample

| | Self-actualized | | Low-functioning | |
|------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Home | 66.66* | 67 | 81.16* | 81 |
| Play | 34.65* | 36 | 42.19* | 34 |
| School | 90.66* | 77 | 110.38* | 106 |
| Travel | 10.65* | 9 | 12.97* | 12 |
| Work/Other | 13.33* | 27 | 16.27* | 30 |
| Total | | 216 | | 263 |

df = 4, $\chi^2 = 29.90$, p = < .001.

(A)

Self-actualizing sample vs. the Modal sample

| | Self-actualized | |
|------------|-----------------|-----|
| | E | O |
| Home | 66.66* | 67 |
| Play | 34.65* | 36 |
| School | 90.66* | 77 |
| Travel | 10.65* | 9 |
| Work/Other | 13.33* | 27 |
| Total | | 216 |

df = 4, $\chi^2 = 16.38$, p = < .01.

TABLE 41(B)—Continued

Low-functioning sample vs. the Modal sample

| | Low-functioning | |
|------------|-----------------|-----|
| | E | O |
| Home | 81.16* | 81 |
| Play | 42.19* | 34 |
| School | 110.38* | 106 |
| Travel | 12.97* | 12 |
| Work/Other | 16.27* | 30 |
| Total | | 263 |

df = 4, $\chi^2 = 13.52$, p = < .01.

*The expectancies in the tables were based on the actual modal sample in which there were 50 home, 26 play, 68 school, 8 travel, and 10 work/other locations of negative experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. Low-functioning sample

| | Self-actualized | | Low-functioning | |
|------------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Home | 66.72 | 67 | 81.24 | 81 |
| Play | 31.56 | 36 | 38.42 | 34 |
| School | 82.51 | 77 | 100.47 | 106 |
| Travel | 9.46 | 9 | 11.52 | 12 |
| Work/Other | 25.68 | 27 | 31.27 | 30 |
| Total | | 216 | | 263 |

df = 4, $\chi^2 = 1.96$, p = n.s.

Life Stage Scores

Each subject completed a structured autobiography which elicited experiences from six life stages, preschool through adulthood. A score for positive, negative, positive-negative and negative-positive experiences was computed for each life stage and for the total autobiography. For any life stage the score was simply the percentage of each type of experience reported for that stage. The percentage was multiplied by 100 so that any score could range from 0 to 100. Thus, subject #88 for his undergraduate years had a positive experience score of 50.0, a negative experience score of 16.7, a positive-negative experience score of 16.7 and a negative-positive experience score of 16.7. For each of the following parts of Table 42, the graduate/adult stage scores are small because many of the subjects had just entered this stage and had nothing to report or were still undergraduates.

Positive Experience Scores

Mean positive experience scores were computed on all life stages and the total autobiography for the three samples. H ratios were computed from the Kruskal-Wallis Analysis of variance by rank. The modal sample scored significantly higher than the low-functioning sample during high school. During college the self-actualizing group approached significance (see Table 42). All other scores failed to attain significance. It is noted that the self-actualizing scores

increased from preschool through college. Even the graduate/adult scores were higher than the other two samples.

TABLE 42
Experience Scores Showing \bar{X} , Rank
and Kruskal-Wallis H

$$H = \frac{12}{N(N+1)} \sum \left(\frac{R_K^2}{n_K} \right) - 3(N+1): \quad N = 90, n = 30$$

Positive Experience Scores

| Stage | Self-actualized | | Modal | | Low-functioning | | |
|-------------|-----------------|--------|-------------|--------|-----------------|--------|-------|
| | \bar{X}_1 | R_1 | \bar{X}_2 | R_2 | \bar{X}_3 | R_3 | H |
| Total | 40.64 | 1269 | 46.37 | 1527 | 40.86 | 1299 | 1.94 |
| Preschool | 26.61 | 1325 | 37.70 | 1526.5 | 24.66 | 1243.5 | 2.46 |
| Elementary | 29.49 | 1284.5 | 38.97 | 1522.5 | 28.14 | 1288 | 1.82 |
| Jr. High | 33.51 | 1199 | 40.00 | 1402 | 46.27 | 1494 | 2.23 |
| Sr. High | 45.44 | 1328 | 60.84 | 1638 | 34.58 | 1129 | 6.79* |
| Ungraduate | 59.11 | 1563 | 48.73 | 1371 | 40.00 | 1161 | 4.17 |
| Grad./Adult | 25.51 | 1523 | 15.71 | 1252.5 | 17.30 | 1319.5 | 1.94 |

* $p < .05$.

TABLE 42—Continued

Negative-Positive Experience Scores

| Stage | Self-actualized | | Modal | | Low-functioning | | |
|-------|-----------------|--------|-------------|--------|-----------------|--------|------|
| | \bar{X}_1 | R_1 | \bar{X}_2 | R_2 | \bar{X}_3 | R_3 | H |
| T | 11.88 | 1442 | 8.83 | 1198 | 11.61 | 1455 | 2.09 |
| A | 9.00 | 1366.5 | 3.75 | 1273 | 12.78 | 1455.5 | .81 |
| B | 13.00 | 1385.5 | 11.80 | 1314.5 | 11.81 | 1395 | .19 |
| C | 13.65 | 1418 | 10.27 | 1385.5 | 6.25 | 1291.5 | .42 |
| D | 12.89 | 1462.5 | 3.33 | 1199.5 | 14.75 | 1433 | 2.03 |
| E | 5.55 | 1286 | 15.11 | 1408.5 | 8.40 | 1400.5 | .46 |
| F | 8.89 | 1464 | .95 | 1272 | 2.90 | 1359 | .90 |

Life Stage Experience Patterns

It is important to look at the total pattern of experiences (positive, positive-negative, negative, and negative-positive) among the sample groups. Although almost no differences were noted between the samples when the variances were measured for a single experience type, significant differences emerged when the total experience patterns were compared.

On the total autobiography (see Table 43) the self-actualized and low-functioning samples reported significantly less positive and more negative experiences than the modal samples, and the self-actualized sample professed to have had more positive-negative experiences than the modals.

TABLE 43

Total Autobiography

Self-actualized and Low-functioning
samples vs. Modal sample

| | Self-actualized | | Low-functioning | |
|-----------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Positive | 239.01* | 212 | 246.18* | 190 |
| Pos.-Neg. | 23.40* | 32 | 24.10* | 22 |
| Negative | 167.56* | 179 | 172.58* | 221 |
| Neg.-Pos. | 36.94* | 44 | 38.05* | 48 |
| Total | | 467 | | 481 |

df = 3, $\chi^2 = 37.53$, p = < .001.

(A)

Self-actualizing sample vs. Modal sample

| | Self-actualized | |
|-----------|-----------------|-----|
| | E | O |
| Positive | 239.01* | 212 |
| Pos.-Neg. | 23.40* | 32 |
| Negative | 167.56* | 179 |
| Neg.-Pos. | 36.94* | 44 |
| Total | | 467 |

df = 3, $\chi^2 = 8.35$, p = < .05.

TABLE 43 (B) — *Continued*

Low-functioning sample vs. Modal sample

| | Low-functioning | |
|-----------|-----------------|-----|
| | E | O |
| Positive | 246.18* | 190 |
| Pos.-Neg. | 24.10* | 22 |
| Negative | 172.58* | 221 |
| Neg.-Pos. | 38.05* | 48 |
| Total | | 481 |

df = 3, $\chi^2 = 29.19$, p = < .01.

*The expectancies in the above tables were based on the actual modal sample in which there were 194 positive experiences, 19 positive-negative experiences, 136 negative experiences and 30 negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|-----------|-----------------|-----|-----------------|-----|
| | E | O | E | O |
| Positive | 198 | 212 | 203.94 | 190 |
| Pos.-Neg. | 26.57 | 32 | 27.37 | 22 |
| Negative | 197.03 | 179 | 202.93 | 221 |
| Neg.-Pos. | 45.3 | 44 | 46.66 | 48 |
| Total | | 467 | | 481 |

df = 3, $\chi^2 = 7.44$, p = n.s.

TABLE 44

Preschool Years

Self-actualized and Low-functioning samples vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 36* | 28 | 35* | 43 | 71 |
| Low-functioning | 27.89* | 23 | 27.11* | 32 | 55 |

df = 1, $\chi^2 = 5.34$, p = < .05.

(A)

Self-actualized sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 36* | 28 | 35* | 43 | 71 |

df = 1, $\chi^2 = 3.61$, p = n.s.

(B)

Low-functioning sample vs. Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 27.89* | 23 | 27.11* | 32 | 55 |

df = 1, $\chi^2 = 1.74$, p = n.s.

* The expectancies in the above tables were based on the actual modal sample in which there were 36 positive and positive-negative experiences, and 35 negative and negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 44(C)—Continued

Self-actualized vs. Low-functioning sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 28.73 | 28 | 42.26 | 43 | 71 |
| Low-functioning | 22.26 | 23 | 32.74 | 32 | 55 |

df = 1, $\chi^2 = .07$, p = n.s.

TABLE 45

Elementary School Years

Self-actualized and Low-functioning samples vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 42.90* | 46 | 62.09* | 59 | 105 |
| Low-functioning | 44.95* | 42 | 65.04* | 68 | 110 |

df = 1, $\chi^2 = .7043$, p = n.s.

*The expectancies in the above table were based on the actual modal sample in which there were 38 positive/positive-negative experiences and 55 negative/negative-positive experiences.

TABLE 46

Junior High School Years

Self-actualized and Low-functioning samples vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 40.69* | 34 | 36.30* | 43 | 77 |
| Low-functioning | 47.04* | 39 | 41.95* | 50 | 89 |

df = 1, $\chi^2 = 5.25$, p = < .05.

(A)

Self-actualized sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 40.69* | 34 | 36.30* | 43 | 77 |

df = 1, $\chi^2 = 2.34$, p = n.s.

(B)

Low-functioning sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 47.04* | 39 | 41.95* | 50 | 89 |

df = 1, $\chi^2 = 2.92$, p = n.s.

*The expectancies in the above tables were based on the actual modal sample in which there were 37 positive/positive-negative experiences and 33 negative/negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 46(C) — *Continued*

Self-actualized sample vs. the Low-functioning sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 33.86 | 34 | 43.14 | 43 | 77 |
| Low-functioning | 39.13 | 39 | 49.86 | 50 | 89 |

df = 1, $\chi^2 = .00$, p = n.s.

TABLE 47

High School Years

Self-actualized and Low-functioning
samples vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 51.48* | 46 | 27.08* | 33 | 79 |
| Low-functioning | 55.20* | 41 | 28.80* | 43 | 84 |

df = 1, $\chi^2 = 12.54$, p = < .001.

TABLE 47(A)—Continued

Self-actualized sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 51.48* | 46 | 27.08* | 33 | 79 |

df = 1, $\chi^2 = 1.88$, p = n.s.

(B)

Low-functioning sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 55.20* | 41 | 28.80* | 43 | 84 |

df = 1, $\chi^2 = 10.66$, p = < .01.

*The expectancies in the above tables were based on the actual modal sample in which there were 46 positive/positive-negative experiences and 24 negative/negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized sample vs. the Low-functioning sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 42.16 | 46 | 36.83 | 33 | 79 |
| Low-functioning | 44.83 | 41 | 39.16 | 43 | 84 |

df = 1, $\chi^2 = 1.45$, p = n.s.

TABLE 48

College Years

Self-actualized and Low-functioning
samples vs. the Modal sample

| | Self-actualized | | Low-functioning | |
|-----------|-----------------|----|-----------------|----|
| | E | O | E | O |
| Positive | 50.77* | 59 | 42.56* | 38 |
| Pos.-Neg. | 6.35* | 9 | 5.32* | 6 |
| Negative | 26.65* | 26 | 22.34* | 32 |
| Neg.-Pos. | 15.23* | 5 | 12.77* | 7 |
| Total | | 99 | | 83 |

df = 3, $\chi^2 = 16.68$, $p = < .001$.

(A)

Self-actualized sample vs. the Modal sample

| | Self-actualized | |
|-----------|-----------------|----|
| | E | O |
| Positive | 50.77* | 59 |
| Pos.-Neg. | 6.35* | 9 |
| Negative | 26.65* | 26 |
| Neg.-Pos. | 15.23* | 5 |
| Total | | 99 |

df = 3, $\chi^2 = 9.33$, $p = < .05$.

TABLE 48(B)—Continued

Low-functioning sample vs. the Modal sample

| | Low-functioning | |
|-----------|-----------------|----|
| | E | O |
| Positive | 42.56* | 38 |
| Pos.-Neg. | 5.32* | 6 |
| Negative | 22.34* | 32 |
| Neg.-Pos. | 12.77* | 7 |
| Total | | 83 |

df = 3, $\chi^2 = 7.35$, p = n.s.

*The expectancies in the tables were based on the actual modal sample in which there were 40 positive experiences, 5 positive-negative experiences, 21 negative experiences and 12 negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

(C)

Self-actualized vs. the Low-functioning sample

| | Self-actualized | | Low-functioning | |
|-----------|-----------------|----|-----------------|----|
| | E | O | E | O |
| Positive | 52.76 | 59 | 44.23 | 38 |
| Pos.-Neg. | 8.16 | 9 | 6.84 | 6 |
| Negative | 31.54 | 26 | 26.44 | 32 |
| Neg.-Pos. | 6.52 | 5 | 5.47 | 7 |
| Total | | 99 | | 83 |

df = 3, $\chi^2 = 4.73$, p = n.s.

TABLE 49

Graduate School/Adult Years

Self-actualized and Low-functioning samples vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 45.88* | 27 | 14.11* | 33 | 60 |
| Low-functioning | 42.82* | 28 | 13.17* | 28 | 56 |

df = 1, $\chi^2 = 54.88$, p = < .001.

(A)

Self-actualized sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 45.88* | 27 | 14.11* | 33 | 60 |

df = 1, $\chi^2 = 33.05$, p = < .001.

(B)

Low-functioning sample vs. the Modal sample

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Low-functioning | 42.82* | 28 | 13.17* | 28 | 56 |

df = 1, $\chi^2 = 21.83$, p = < .001.

*The expectancies in the above tables were based on the actual modal sample in which there were 13 positive/positive-negative experiences and 4 negative/negative-positive experiences.

In the following table the self-actualized and low-functioning samples were analyzed for differences between them. The modal sample was not used.

TABLE 49(C)—*Continued*

| | Positive/ Pos.-Neg. | | Negative/ Neg.-Pos. | | Total |
|-----------------|------------------------|----|------------------------|----|-------|
| | E | O | E | O | |
| Self-actualized | 28.45 | 27 | 31.55 | 33 | 60 |
| Low-functioning | 26.55 | 28 | 29.44 | 28 | 56 |

$df = 1, \chi^2 = .29, p = n.s.$

Age Differences

It is interesting to note the age differences although about the same percentage in each sample came from the same populations. The mean ages were: self-actualized, 24.3; modal, 20.8; and low-functioning, 22.2. Analysis of variance reveals these differences to be nonsignificant (see Table 50). However, since they cover the crucial "marrying" years, they probably affect some of the tables presented earlier, particularly those dealing with marriage of the subjects.

TABLE 50

Analysis of Variance for Ages of the Three Samples

| Source | df | SS | MS | F | P |
|--------|----|-----------|---------|------|------|
| Among | 2 | 187.5449 | 93.7729 | 3.06 | n.s. |
| Within | 87 | 2662.3214 | 30.6015 | | |
| Total | 89 | 2849.8663 | | | |

Summary

Personal Data Questionnaire

Both the self-actualized and low-functioning samples differed from the modal sample in their personal backgrounds. Looking at these data generally, it is apparent that the self-actualizing sample was not often different from the other two. It differed from the low-functioning sample only once. The self-actualizers tended to come from urban backgrounds and the low-functioning group came about half and half from rural and urban backgrounds.

The self-actualizing sample differed from the modal sample in the following areas:

1. There were less protestants among the self-actualized sample and more Jews, Catholics and "other."
2. More of the "self-actualizing" mothers worked outside the home.
3. More of the self-actualizing sample were or had been married.

The low-functioning sample differed from the modal sample in the following areas:

1. More of the low-functioning sample came from rural backgrounds.
2. More of the "low-functioning" parents reportedly pushed their children to make good grades.
3. The low-functioning sample reported more religious activity.
4. The low-functioning sample was less able to accurately perform self rating of mental health.
5. More of the "low-functioning" fathers held blue collar or clerical jobs.

6. The low-functioning sample saw their fathers as being less mentally healthy than did the modal sample.
7. More of the mothers of the low-functioning sample worked outside the home.

Structured Autobiography

Again on the structured autobiography the self-actualized and low-functioning samples did not differ. Both, however, differed many times from the modal sample.

The self-actualized and modal samples differed in the following ways:

1. The self-actualized sample related a larger number of experiences.
2. The self-actualized group had more "self" and environmental experiences and less interpersonal experiences when both positive and negative experiences were grouped together.
3. While there were no differences when *positive* "self," environmental and interpersonal experiences were compared, the self-actualizers had more *negative* "self" and environmental experiences and less *negative* interpersonal experiences than the modal sample.
4. The self-actualizers differed in the pattern of subtypes of their *negative* experiences. The larger differences included having more failure, less *negative* interpersonal and more escape/digust experiences than did the modals.
5. While the self-actualizing and modal samples did not differ on the sharers of their *positive* experiences, the self-actualizing sample did have more *negative* family and less *negative* peer experiences.
6. The self-actualizing sample reported more locations for positive experiences in the play area/community, less positive school locations, and more positive work locations than the modals.
7. The self-actualizing sample reported less locations for negative experiences at school and more at work or "other."

8. When the patterns of experience (positive, positive-negative, negative and negative-positive) were considered for the total autobiography, the self-actualizing sample had considerably less positive experiences but more of the other three categories than did the modals.
9. During the college years the self-actualizers had more positive and positive-negative experiences and less negative-positive experiences than did the modals.
10. In the graduate school/adult years the self-actualizers had less positive and more negative experiences than did the modals.

The low-functioning and modal samples differed from each other in the following ways:

1. The low-functioning sample reported a larger number of experiences.
2. The low-functioning pattern of subtypes of *positive* experiences had more beauty and less excitement experiences.
3. The low-functioning pattern of subtypes of *negative* experiences had more failure, more sickness/pain, more negative interpersonal, more loneliness, less fear, less death and less drug experiences than did the modal pattern.
4. The low-functioning sample shared more negative experiences with family and less with peers.
5. The low-functioning sample had less negative experiences in the play area/community and more negative experiences at work and "other."
6. When the pattern of experience (positive, positive-negative, negative and negative-positive) was considered for the total autobiography, the low-functioning group had less positive and more negative experiences than did the modal sample.
7. In high school the low-functioning sample had less positive and more negative experiences than did the modal sample.
8. In the graduate/adult years the low-functioning sample had less positive and more negative experiences than did the modal sample.

9. When the types of experience were considered separately, the modal group had a significantly larger positive experience score than did the low-functioning group.

Considering the Personal Data Questionnaire results and the Structured Autobiography together, it appears that the low-functioning sample came from a lower status, upwardly mobile background. Their overall life experiences have been reported by them to be more negative than those of the modal group. The modal sample stood out from the other two by reporting a generally more positive history of experiences.

The self-actualizing group did not differ from the low-functioning group except in geographic background, but did differ from the modal group. If the three samples were placed on a negative-positive experience continuum, the polar positions would be held by the low-functioning and modal groups while the self-actualizing group would fluctuate. Generally it would be closer to the low-functioning end.

CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary of the Design

The purpose of this study was to compare the life experiences and situational variables of samples of self-actualized, modal and low-functioning subjects. It was hoped that commonalities of experience or personal background might be found particularly among the self-actualizing subjects. This study was done to test the theory that the individual's level of functioning is directly related to his past experiences. Accordingly, 478 undergraduate and graduate students were given the Personal Orientation Inventory (Shostrom, 1964). From these, 30 self-actualizing, 30 modal and 30 low-functioning students were selected for further study. The Personal Orientation Inventory was the criterion for all three groups. Each of the 90 subjects completed a Personal Data Questionnaire and a Structured Autobiography (see Appendix A). The Personal Data Questionnaire asked questions about the family background in terms of location, religion, occupational and educational status and interpersonal effectiveness of parents, spouses and subjects.

The Structured Autobiography solicited experiences from the preschool, elementary, junior high, high school, undergraduate and graduate/adult life periods. Each discrete experience was then rated by a trained graduate student whose reliability had been previously established. Each experience was rated as to Focus (self, interpersonal or environmental), type (positive, positive-negative, negative or negative-positive), subtype of positive experience as described in 1961 by Landsman (conquest, excitement, beauty, completion, interpersonal, earned success or mystical, and subtypes of negative experience (failure, sickness/ pain, interpersonal, boredom, loneliness, escape/disgust, fear, violence; death, anger/hostility, mystical/drugs). In addition the raters designated the principal sharer and the location of each experience where possible.

Summary of the Hypotheses and Results

Hypothesis I.—There will be differences among the personal backgrounds of the three sample groups.

This hypothesis was tested in a variety of ways.

Chi Squared analyses of the following were done:

- A. Geographic background
- B. Enjoyment of competition
- C. Parental pressure for academic success
- D. Childhood religious training
- E. Religious preference
- F. Religious activity
- G. Accuracy of self-assessment of personal mental health

- H. Parents' marital happiness
- I. Parental divorce
- J. Death of one or both parents
- K. Fathers' education
- L. Fathers' occupations
- M. Fathers' mental health
- N. Mothers' education
- O. Mothers' presence in the home
- P. Mothers' mental health
- Q. Subjects' marital status
- R. Subjects' marital happiness
- S. Mental health of subjects' spouses.

Hypothesis I-A, Geographic background.—The modal and self-actualizing subjects came more from urban than rural environments. The low-functioning subjects were split almost evenly between urban and rural. The geographical differences were significant. This was the only instance in which there was a significant difference ($< .01$) between the self-actualizing and low-functioning subjects.

Hypothesis I-B, Enjoyment of Competition.—The groups were not different in their reported enjoyment of competition.

Hypothesis I-C, Parental pressure for academic success.—The low-functioning students reported much more parental pressure for academic achievement than did the modal subjects.

Hypothesis I-D, Childhood religious training.—There were no differences in the number of subjects reporting religious training during their childhood.

Hypothesis I-E, Religious preference.—Many more of the modal subjects were protestant than nonprotestant

(Catholic, Jew or "other") as compared to the self-actualized subjects. Fifty-eight percent of the self-actualizing subjects were not protestant whereas about one third of the modals were not protestant.

Hypothesis I-F, Religious activity.—More of the low-functioning subjects were active in their religion. The modal subjects tended to be partially active or inactive in their religion. A significant difference was found between the low-functioning and modal samples.

Hypothesis I-G, Assessment of personal mental health.—More of the low-functioning students were inaccurate in assessing their own level of mental health than were the modal students. The Personal Orientation Inventory was the criterion against which their self-assessments were judged. Neither the self-actualizing and modal groups nor the self-actualizing and low-functioning groups differed in this respect. The difference was between the modal and the low-functioning groups.

Hypothesis I-H, Parents' marital happiness.—There were no differences among the samples in regard to their parents' reported marital happiness.

Hypothesis I-I, Parental divorce.—There were no differences among the three groups in the number of parental divorces reported.

Hypothesis I-J, Death of one or both parents.—

There were more deaths among the parents of the self-actualizing sample. The modal and low-functioning samples were exactly alike. However, this figure possibly reflects the fact that the self-actualizing sample was nearly four years older than the modal sample and that two of the self-actualizing sample were in their fifties. Statistical analysis was not appropriate.

Hypothesis I-K, Fathers' education.—The fathers' education was not related to either of the three levels.

Hypothesis I-L, Fathers' occupations.—The low-functioning sample had more fathers in the blue-collar/clerical occupations than did the modal sample. There were no differences between the self-actualizing and modal samples nor between the self-actualizing and low-functioning samples.

Hypothesis I-M, Fathers' mental health.—The modal subjects gave their fathers a higher rating on mental health than did the low-functioning subjects. It is noted that they were asked to use their own criteria, so no assertions can be made as to the validity of the ratings. However, it is important to note that two-thirds of the low-functioning sample saw their fathers as average or below average in mental health. There were no differences between the self-actualizing and modal or between the self-actualizing and low-functioning subjects.

Hypothesis I-N, Mothers' education.—There were no differences among the groups for this category.

Hypothesis I-O, Mothers' presence in the home.—In looking at whether or not the mothers worked away from home, it was found that the "modal" mothers tended to be home while the "self-actualizing" and "low-functioning" mothers worked. There were no statistical differences between the self-actualizing and low-functioning samples.

Hypothesis I-P, Mothers' mental health.—There were no differences among the samples for this category.

Hypothesis I-Q, Subjects' marital status.—More of the self-actualizing than modal subjects were or had been married. Again, this may have been a function of the age of the self-actualizing subjects. While the ages of the three samples were not significantly different, the small differences were crucial. The mean age of the modals was 20.8 and of the self-actualizing was 24.3. This age spread covered the years when many young people are getting married. In this instance a statistically nonsignificant age difference may be very significant.

Hypothesis I-R, Subjects' marital happiness.—There were apparent differences among all three samples in regard to reported marital happiness. The modal subjects reported only happy marriages. The low-functioning subjects reported about an equal number of happy and moderately happy marriages.

The self-actualizing subjects reported one unhappy marriage and a mixture of happy and moderately happy marriages. Statistical analysis was inappropriate.

Hypothesis I-S, Mental health of subjects' spouses.—There were no differences in the way the three samples reported the mental health of their mates.

Summary for hypothesis I

Except for geographical backgrounds there were no differences between the low-functioning and self-actualizing samples and few differences (the self-actualizers had less protestants, more working mothers, and reported more marriages) between the self-actualizing and modal samples on the personal background dimension. In other words, no clear picture of the self-actualizing group emerged.

The low-functioning and modal samples differed in several areas. The modals reported less pressure for good grades and less religious activity. They were better able to assess their own level of mental health as measured by the Personal Orientation Inventory. The modals reported a higher level of mental health for their fathers and also had more fathers in higher status jobs. The "modal" mothers tended to be at home whereas the "low-functioning" mothers worked away from home. Table 51 gives a visual representation of these data.

Hypothesis I was supported. There were differences in personal backgrounds among the three samples.

Hypothesis II

The reported frequency of positive experiences is directly related to self-actualization.

A Kruskal-Wallis analysis of variance by ranks was computed for positive experiences. All three samples were compared by total autobiographies and individual life stages. Differences were noted only in the senior high years when the modal sample had more positive experiences and the low-functioning sample had least.

Therefore, Hypothesis II was not supported.

Hypothesis III

Hypothesis III supposed a linear relationship from self-actualizing to modal to low-functioning in which the percentage of reported positive experiences would decrease in each sample in that order. This appeared to be true in the undergraduate years but did not attain significance.

Therefore, Hypothesis III was not supported.

Hypothesis IV

Hypothesis IV proposed a linear relationship of self-actualizing to modal to low-functioning in the percentage of reported negative-positive experiences in which the percentage would decrease in each sample respectively. This appeared to be true in the junior high years but did not attain significance. Hypothesis IV was rejected.

Hypothesis V

Hypothesis V assumed that the low-functioning sample would report the largest percentage of negative experiences and the modal and self-actualizing samples would follow in that order. This appeared to be true for the senior high years but did not attain significance. Hypothesis V was rejected.

Hypothesis VI

Hypothesis VI proposed that the patterns of reported experience (positive, positive-negative, negative, and negative-positive) would differ for the total autobiography and the individual life stages. This was partially true.

For the total autobiography the self-actualizing and low-functioning samples were similar in reporting more negative and less positive experiences than the modals. The low-functioning sample was most different.

There were no differences during the preschool, elementary or junior high school years.

The senior high years saw the low-functioning students reporting a more negative pattern of experiences than the modal students.

As undergraduates, the self-actualizing students reported having more positive experiences than the modals. The low-functioning sample did not differ from the modal or self-actualizing sample.

In the graduate/adult years the self-actualized students were back with the low-functioning students in reporting more negative and less positive experiences than the modals.

In summary, the modal group was consistently more positive than negative and the low-functioning group was consistently more negative than positive in their reported experience patterns. The self-actualizing group fluctuated back and forth. Only during the undergraduate years were the self-actualizers decidedly the most positive in their professed experience patterns. Hypothesis VI was partially supported. There were differences in the reported experience patterns of some life stages and total autobiography.

Hypothesis VII

Hypothesis VII states that there will be differences in the number of experiences reported among the three samples. The self-actualizing and low-functioning subjects told more than the modals. The self-actualizing and low-functioning samples did not differ from each other. Hypothesis VII was supported.

Hypothesis VIII

Hypothesis VIII assumed that the subjects would declare the elementary years as most productive of crucial experiences. While a Chi Squared analysis revealed

differences among the life stages in this regard, it was not the elementary years but the senior high school and undergraduate years that were professed to produce the largest number. Hypothesis VIII was therefore rejected.

Other Data

Focus of Experience

When the experiences of the three groups were analyzed for their focus (self, interpersonal, or environmental) the basic patterns were similar with more than 70 percent of the reported experiences of all the groups being interpersonal. This pattern held for both negative and positive experiences. The self-actualizing group differed from the modal in professing to have had comparatively more self and environment experiences.

Positive Experiences

The three groups described the same general patterns of positive experience when they were divided in the categories given by Landsman (1961). However, the low-functioning group differed from the modal by having less excitement and more beauty experiences.

When the three groups were compared to 1833 subjects reported by Landsman (1968), all but the low-functioning subjects deviated significantly from the expected. The major areas of difference were the beauty, completion and religious/mystical experiences.

The interpersonal experience was by far the largest category of positive experience for all the groups and Landsman's sample as well.

Negative Experience

Negative experiences were divided among the categories developed for this research. The profiles of all three groups were similar. However, significant differences did emerge. The self-actualizing group reported more failure and escape/disgust experiences and less negative interpersonal, boredom and negative mystical/drug experiences than expected.

Sharers of Experience

When the percentage of experience, positive and negative, was divided between family, peers, teachers and others, the family was described as the sharer of more negative experience and the peers of more positive experience for all three groups. When the pattern of positive sharers was examined, there were no differences among the groups. When the pattern of negative sharers was examined, the low-functioning and self-actualizing samples reported more negative family experiences and less negative peer experiences than expected. All samples were alike in reporting preponderantly positive opposite sex peer experiences.

Location of Experience

The home was reported as the setting for more negative experiences for all three samples, and the school was reported as the setting for more positive experiences for the self-actualizing and modal samples.

The self-actualizing subjects differed from the others by describing more positive play area/community and positive work setting experiences than expected.

The low-functioning sample professed fewer negative play area/community and more negative work setting/other experiences than expected while the self-actualizing sample reported fewer negative school and more negative work setting/other experiences than expected.

In Table 51 the differences among the samples are presented in visual form. The modal sample really stands apart. The self-actualizing and low-functioning samples differ only in geographical background. On 15 items they differed from the modal separately. They differed jointly from the modal on seven items.

Conclusions

In this study there was no relationship between the individual type of reported experience and the level of functioning. However, when the patterns of experience were compared, important differences emerged. The low-functioning

TABLE 51—Continued
Structured Autobiography—General

| | Number Experiences | Number Crucial Experiences | Distribution Life Stages | Focus of Experience | Focus Positive | Focus Negative |
|---|---------------------------------|----------------------------|---------------------------------|-------------------------|-------------------------|-------------------------|
| Self-actualized vs. Modal | *** | | | | | * |
| Modal vs. Low-functioning | *** | | | | | |
| Low-functioning vs. Self-actualized | | | | | | |
| | Distribution Pos. Exper. | Distribution Neg. Exper. | Opp. Sex Peers | Location of Experiences | Location of Pos. Exper. | Location of Neg. Exper. |
| Self-actualized vs. Modal | ** | *** | | | ** | ** |
| Modal vs. Low-functioning | ** | ** | | | ** | ** |
| Low-functioning vs. Self-actualized | | | | | | |
| | Sharers of Positive Experiences | | Sharers of Negative Experiences | | | |
| Self-actualized vs. Modal | | | | ** | ** | |
| Modal vs. Low-functioning | | | | ** | ** | |
| Low-functioning vs. Self-actualized | | | | | | |
| Structured Autobiography—Life Stage Single Type Experience Scores | | | | | | |
| | Positive | | Pos.-Neg. | | Negative | |
| | A B C D E F | A B C D E F | A B C D E F | A B C D E F | A B C D E F | A B C D E F |
| Self-actualized vs. Modal | | * | | | | |
| Modal vs. Low-functioning | | | | | | |
| Low-functioning vs. Self-actualized | | | | | | |
| Structured Autobiography—Life Stage Pattern Scores | | | | | | |
| | Total | | | | | |
| | A | B | C | D | E | F |
| Self-actualized vs. Modal | | | * | | | *** |
| Modal vs. Low-functioning | | | ** | | | *** |
| Low-functioning vs. Self-actualized | | | | | | |

Note: * < .05
 ** < .01
 *** < .001

A = preschool years
 B = elementary years
 C = junior high years
 D = senior high years
 E = undergraduate years
 F = Graduate School/adult years

subjects reported a consistently *negative* oriented pattern while the modals reported a consistently *positive* oriented pattern. The self-actualizing subjects were more like the low-functioning when the total life was considered, but showed considerable fluctuation among the life stages. When individual types of experience were examined there seemed to be a consistent trend toward larger positive scores from preschool through undergraduate for the self-actualizing subjects, although the scores never attained significance.

It seemed that the peers and the school were the most potent sources for positive experiences and the home and family were most potent for negative experiences. This holds some implications for the role of the school in the development of superb human beings. Unfortunately, there was a higher rate of negative than positive experiences with teachers.

It appears that the low-functioning and self-actualizing samples were most alike and the modal sample stood apart. It may be that the self-actualizers had had enough pain to make them move toward health. The question remains, "why do the low-functioning students remain that way when the self-actualizing students, in facing similarly painful experiences, grow toward health?" It may be that there is no single continuum involved in the mental health model. A new model is proposed below (see Figure 10).

It was particularly disappointing that no clear picture of the self-actualized person emerged from this study.

Implications for Further Research

The impression has grown that the tools for analysis used in this research were not sensitive enough. The data collected in this study were rich with information and contain deeply personal material. Further analysis should be done looking at the intensity, duration, and personal involvement of the subjects in relating their experiences. An analysis of the crucial experiences related in this data should be done to find the type and character of the experiences considered most crucial by the subjects.

Some study needs to be done in how these subjects accept negative experience. It appears that many low-functioning subjects passively accept negative experience. They internalize it and add it to their already negative self-perceptions. In Chapter II the young lady who had had the unfortunate relationship with a homosexual boy did nothing with the experience but deepen her own sense of self-worthlessness. Whereas many of the self-actualizing subjects seemed to take the negative experience and do something positive with it. For instance, in Chapter II, the young lady who was rejected by a sorority used that experience to help redefine herself in a constructive way. The low-functioning subjects seemed to be waiting for life

to act on them while the self-actualizers were acting on life. This hypothesis needs to be clarified and investigated.

A Proposed Model of Mental Health

It was mentioned above that a new model might better explain the relationship of the three sample groups than did the single continuum model. Landsman (1968) proposed a model in which all of the phases of mental health from psychosis through the ultimate stage named by him, the compassionate self, lay on the same continuum (see Figure 9). Accordingly there should be a linear relationship from psychosis to normalcy to the compassionate self. The data here presented do not support this. Rather, it appears that normalcy is a condition different from either self-actualization or low-functioning, and that the latter two are near polarities of the same continuum. These data suggest that low-functioning and self-actualization are the same continuum but that normalcy or modal functioning is a different continuum. It is recognized that low-functioning as used in this study may not represent as much the extent of human ineffectiveness as does neurosis or psychosis. However, it does lie in that direction on the continuum. Also, the Personal Orientation Inventory manual's mean profile of 185 hospitalized psychiatric cases is very similar to the mean profile of the low-functioning sample in this study (less

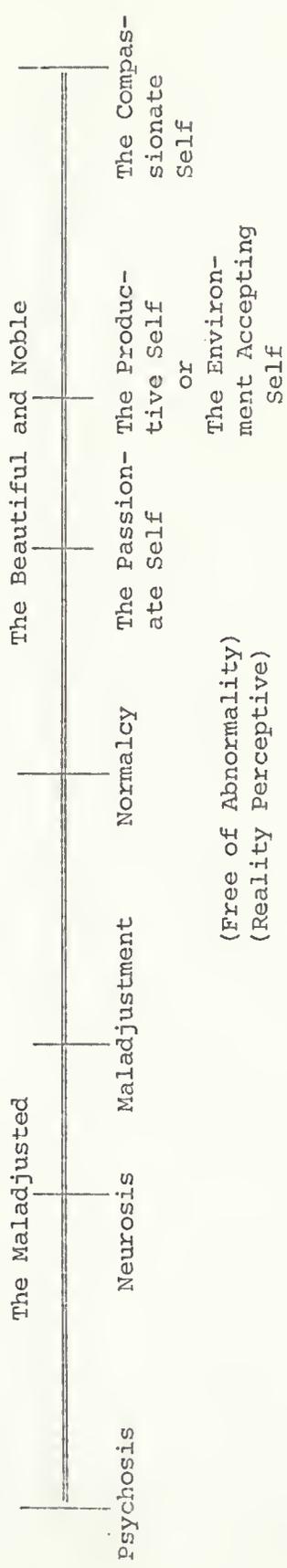


Figure 9. A single continuum model of mental health (Landsman, 1968).

than one standard score point apart on the inner-directed and time competent scales). Therefore, it appears to be safe to infer that low-functioning is at least in the direction of more severe emotional problems.

Perhaps self-actualization is the health which grows out of pain but is forever colored by pain, whereas normalcy is the health which evolves from health. The self-actualized person who is living with pain present and remembered is constantly in flux. He is moving in and out of relationships, redefining himself and his world, until he reaches the ultimate stage which is hypothesized as a mystical union of self with self and others and the environment. The modal person has achieved a good role adjustment. He is happy. He has had many rich experiences. His self concept has always been healthy. He understands himself adequately. His life is marked by success, ease with himself and his ultimate end is tranquility. His is the good retirement with hobbies, fishing, the rocking chair, i.e., the golden years. Under this paradigm the term "modal" is improper and a more suitable one will have to be found. A majority of people do not operate on this dimension. The number of persons living on this dimension may be fewer than those on the self-actualizing dimension. However, to avoid confusion the term modal will be retained for this study.

The low-functioning person, operating toward the opposite end of the low-functioning--self-actualization

continuum, lives with unresolved and unquenchable pain. He is progressively less effective. He passively accepts negative experiences which are, in fact, encouraged by his life style. His ultimate end is despair.

The model presented in Figure 10 is an attempt to graphically represent this. In the model the critical period represents that unknown factor which turns the low-functioning person toward life rather than death. The more self-actualizing stages were adapted from the Personal Orientation Inventory and from Landsman's (1968) description of the "beautiful and noble person."

Both the modals and self-actualizers share the self-loving stage. This is necessary for movement toward health on either continuum. However, this stage is "discovered" by the self-actualizer. It represents his first great victory in his fight for life. The modal person's self concept was so fashioned from birth that he never knew what it was not to be self-loving.

It is also possible to move from one continuum to another. If the homeostatic condition of the modal person is broken by trauma or pain and he is faced with life or death, he will move to the life-death continuum and turn toward low-functioning or self-actualization until balance is restored. Likewise, the person who is moving toward self-actualization may reach a balance in his life and move to the modal dimension.

THE GOLDEN YEARS

Growth on "A" continuum is marked by tension, pain, disequilibrium. The person is often not sure "where he is," but he is on quest for health if he is moving towards self-actualization. If he is moving in the other direction he has no hope for health—only despair. Some never move out of the critical period. They hang in the balance.

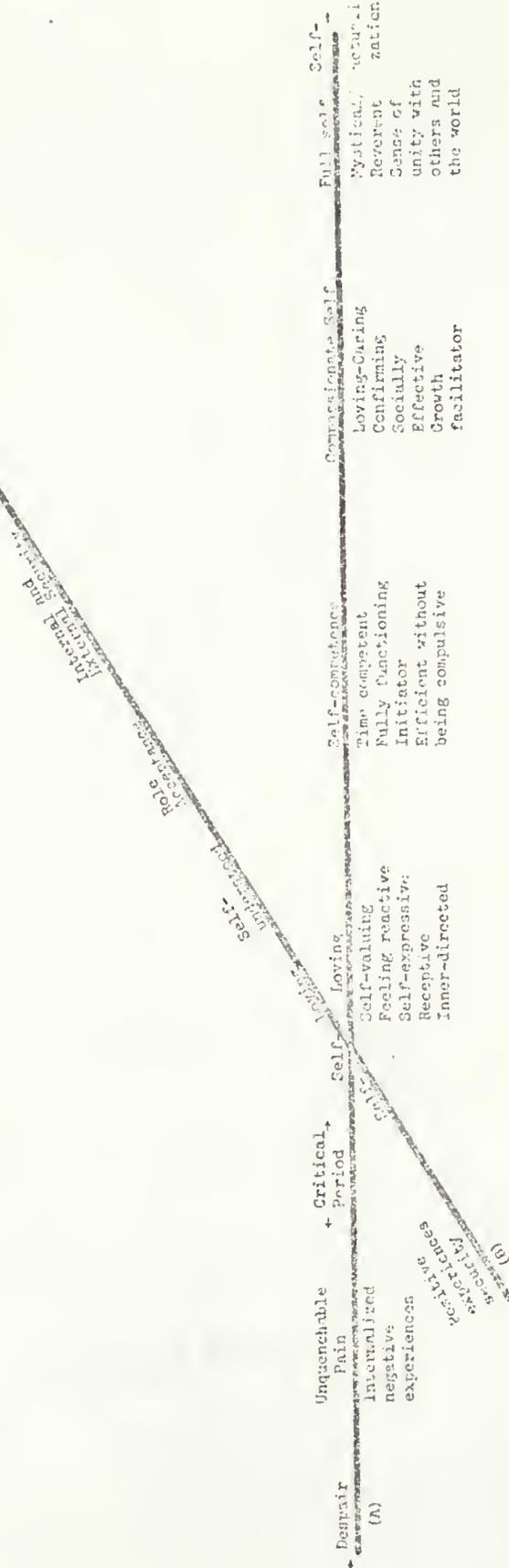


Figure 10. Two dimensional model of mental health.

The important thing to note in this model is that neither low-functioning, modality nor self-actualization are static conditions. Each is a process of its own with its own ultimate state of being. It would seem that the modal dimension is static when terms such as homeostasis and adjustment are used. However, the tension here for growth is the tension a healthy person feels when he is ready to take the next developmental step. The modal dimension is still a developmental dimension but is relatively free of the life-death struggle of the low-functioning—self-actualizing dimension. While the ultimate despair of the low-functioner is manifestly not desirable, the tranquility of the modal may be just as desirable as the mystical fullness of the self-actualizer. This model proposes two forms of mental health. The form taken by a given person will depend upon his early self concept and the life style which is afforded him.

APPENDIX A
RESEARCH PACKET

This packet contains your *Personal Data Sheet* and a *Structured Biography* questionnaire.

Some of the information requested is of a personal nature. In order to understand how effective people become that way, we must know as much as possible about their previous experiences and family history.

Please work alone. It is *your* experience in which we are interested, not someone else's interpretation of you.

We promise you complete confidentiality. We need your name only to compile the data you have given us, and as soon as we have put your Research Packet and your POI (which you may have taken some time ago) together, your name will be deleted and the data will be coded to assure your complete privacy.

Your Name _____

Sex _____ Age _____ Education Completed _____

College Major _____

Graduate School Major _____

PERSONAL DATA SHEET

Married _____ Previously married _____ Single _____ Divorced _____

Widowed _____ Number of children _____

Are your parents living _____ If not, give your age when
each died _____

Are they or were they divorced _____. At what age were you
when they divorced _____

Would you rate your parents marriage as: Very happy _____
Moderately happy _____ Neutral _____ Rather unhappy _____
Very unhappy _____

Would you rate your own marriage as: Very happy _____
Moderately happy _____ Neutral _____ Rather unhappy _____
Very unhappy _____

What level of education was attained by your father _____
mother _____

What was your father's occupation _____
mother's _____

Using your own idea of mental health, would you rate the
mental health of your father as: Above average _____
normal _____ below average _____

Using your own idea of mental health, would you rate the
mental health of your mother as: Above average _____
normal _____ below average _____

Your spouse's mental health: Above average _____ normal _____
below average _____

Your own mental health: Above average _____ normal _____
below average _____

Did your parents push you to achieve high grades in school:

Yes _____ No _____ Some _____

Do you enjoy competition: Yes _____ No _____ Some _____

Are you from a rural _____ small town _____ city _____
metropolitan _____ background

What is your religious preference: Prot. _____ Cath _____

Jewish _____ agnostic _____ atheist _____ other _____ . Are

you active in your religion: Yes _____ No _____ partially _____

Did you have religious training as a child (Sunday School
etc.): Yes _____ No _____ Some _____ .

Comments or Elaboration: (use space below)

STRUCTURED BIOGRAPHY

PLEASE READ CAREFULLY

All of us have had experiences which are particularly clear in our memory. Some of these have had great consequences on the direction of our lives while others have not seemed to have any effect. Some experiences have been positive and constructive while others have been negative and destructive. We are studying the types of experiences which have gone into the lives of normal, mentally healthy adults at the various stages of their lives. We ask you in describing your experiences to be as complete and accurate as possible. Your contribution to this research is extremely valuable.

NOW PLEASE TURN THE PAGE

On this page please describe an important experience or experiences, *good or bad*, which happened to you before you went into the first grade. Describe more than one experience if you can. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*. We cannot use catagorizations or generalized experiences.

On this page please describe an important experience or experiences, *good or bad*, which happened to you while you were in grades 1 through 6. Describe more than one experience if you can. Your experiences do not have to be related to school at all, it is the age span we are interested in. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*. We cannot use categorizations or generalized experiences.

On this page please describe an important experience or experiences, *good or bad*, which happened to you while you were in grades 7 through 9. Describe more than one experience if you can. Your experiences do not have to be related to school at all, it is the age span we are interested in. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*. We cannot use categorizations or generalized experiences.

On this page please describe an important experience or experiences, *good or bad*, which happened to you while you were in grades 10 through 12. Describe more than one experience if you can. Your experiences do not have to be related to school at all, it is the age span we are interested in. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*, we cannot use categorizations or generalized experiences.

On this page please describe an important experience or experiences, *good or bad*, which happened to you during your undergraduate college years. If you happened to be out of college for a while, there will be a separate place for experiences occurring during that time. However, your experiences do not have to be related to college at all. It is the age span we are primarily interested in. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*. We cannot use categorizations or generalized experiences.

DO THIS PAGE IF IT APPLIES TO YOU

On this page please describe an important experience or experiences, *good or bad*, which happened to you during your graduate school years. If there was an important outcome of this experience, please describe that also. Let your report be as complete and accurate as possible. Use both sides of the sheet and extra pages if you need to.

Please give only *specific experiences*. We cannot use categorizations or generalized experiences.

PLEASE TURN TO NEXT PAGE

DO THIS PAGE IF IT APPLIES TO YOU

On this page please describe an important experience or experiences, *good or bad*, WHICH HAPPENED TO YOU AFTER your 21st birthday and when you were neither in college or graduate school.

Please give only *specific experiences*. We cannot use categorizations or generalized experiences.

PLEASE TURN TO NEXT PAGE

Of all the experiences you have listed, please go back and indicate the *three* most important for making you what you are today. Rank them in importance 1, 2 and 3. Write the numbers very heavily in the left margin beside the experiences, good or bad, of your whole life.

Thank you very much for your time and cooperation. You have added significantly to this research.

APPENDIX B
HUMAN EXPERIENCE RATING SHEET

Experience Code# _____

TYPE OF EXPERIENCE:

(negative or negative-positive continued)

Self _____

Interpersonal _____

Environmental _____

Loneliness _____

Escape (digust, aversion, revulsion) _____

QUALITY OF EXPERIENCE:

Positive _____

Positive-Negative _____

Negative _____

Negative-Positive _____

Cant Tell _____

Fear _____

Violence _____

Death _____

Anger/Hostility _____

Mystical (supernatural) _____

Drugs _____

SUB-TYPES OF EXPERIENCE:

SHARERS OF INTERPERSONAL EXPERIENCE:

If positive or positive-negative, check sub-type below

Conquest _____

Excitement _____

Beauty _____

Completion _____

Interpersonal _____

Earned Success _____

Mystical (supernatural) _____

Spouse _____

Father _____

Mother _____

Sibling(s) _____

Other relative(s) _____

Peer Male(s) _____

Peer Female(s) _____

Peer(s) cant tell or mixed _____

If negative or negative-positive, check sub-type below

Failure _____

Sickness-pain _____

Interpersonal _____

Boredom _____

Adult Male(s) non-teacher _____

Adult Female(s) non-teacher _____

Teacher, Male _____

(Sharers of Interpersonal Experience
continued)

Teacher, Female _____

Other, (list) _____

LOCATION OF THE EXPERIENCE:

Home _____

Play area or vicinity of home _____

School/university _____

Work setting _____

Travel _____

Church _____

Hospital _____

Relative's home _____

Military _____

Other (list) _____

APPENDIX C

THIRTY STRUCTURED AUTOBIOGRAPHIES

(Ten Each From the Self-Actualizing, Modal and Low Functioning Samples) These reports are typed as they were written. Only names were changed to protect the individual's anonymity.

Subject 13, Self-Actualizing Male, Age 20

Total Autobiography Scores:

Pos. 38.1 Pos.-Neg. 9.5 Neg. 42.9 Neg.-Pos. 9.5

Preschool experience scores:

Pos. 25 Pos.-Neg. 0 Neg. 75 Neg.-Pos. 0

1. My parents fought a great deal. I was once asked after a fight to choose between them as they were going to part company—as they both stood before me calling, I could not choose. (about age 5)

2. My brother (6 yrs older) and I went for a walk with my mothers express permission, to find the dog. My father drove around the corner and stopped, leaped out of the car *infuriated* (not knowing of our permission) and gave us a whipping with his belt as we were ordered into the car. My brother was only hit several times, as he was quick to get away, I received quite a whipping. (about age 3)

3. I stayed at nursery when I was pre-school age. A Blue Jay injured himself one day and fell to the ground. I built him a *house* in the sand pile. The next day he was dead. I was sad, *perhaps* felt guilty, but now don't think he would have lived in any event. (age 4(?))

4. It froze once, I was facinated by the ice everywhere.

* * * * *

Elementary experience scores:

Pos. 20 Pos.-Neg. 0 Neg. 60 Neg.-Pos. 20

The first day of school I was afraid because I had to walk by myself and find the school.

I began to "like" a girl very much in the third grade. She became the object of my love and idolitry for 6 yrs., I don't believe she every *really* liked me. I was hurt a lot by all of this.

I developed a great love for the woods and swamp that surrounded my house. I spent much time alone during this time. I was *extremely* self-conscious about my weight.

I was *very fat*, names would carve the deepest wounds. I found it hard to get along with others.

My efforts in *art* were always applauded. I would draw (be asked; which made me feel good and *adequate*) Thanksgiving and Halloween scenes on the black boards. I feel now that I was made to feel inferior and inadequate over all through my experience.

When in 6th grade I became very "religious" (Baptist). I felt I experienced god in church one Sunday as someone spoke in "tongue." I looked for meaningful spiritual experience through this time brought on mostly by my parents fighting.

* * * * *

Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 25

I received great recognition for work on year book in school.

I was bullied by a big boy, finally we fought, I was lucky, he hit his head and I won. We were friends afterwards.

I began to feel as though I had status above that of majority. I "knew" and was "friends" with the *right* people.

Played football, therefor friends ("pals") with all the coaches. Once we were having a physical fitness test. I tried hard on first part because I didn't want to run (it was very hard for me, I became very tired and afraid of losing). I was excluded along with other high scores in class from having to do extra exercises and running. . . . The others needed partners for exercises and they were one short. I don't quite remember the way we chose but it was unbelievably simple and I figured it out so that I was not chosen. Afterwards I told the coach—we chose again, much to my surprise and I was chosen. I was mad. I never took showers because I was embarrassed by my body. The coach forced me to take a shower. I cried.

* * * * *

High School experience scores:

Pos. 20 Pos.-Neg. 40 Neg. 40 Neg.-Pos. 0

I discovered the beauty of surfing. The important outcome was an appreciation of aspects of the world and their relation to me I had heretofore been unaware of. I might say it was the first time I could have been aware of my own growth.

I had algebra. I disliked algebra *emencly*. It seemed from then on my rapport with numbers was poor.

I fell in love with S____. It was beautiful but very, very sad thing to happen to me. S____ became pregnant after graduating and (the child *not* being mine) we broke off.

I had a teacher, an angel of god—a Beautiful man. He was a homosexual but *not* of latent stock. I never had an experience of mention with him until several years later but I couldn't *give* to him in a sexual way even though I love him dearly.

I went to N.Y.C. I was amazed and intrigued and terrified by the machine, NYC.

* * * * *

Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

I met E____. E____ was 25 and I was 18. Yea—O.K.—E____ had a lot of problems (as did I?) but we had I feel a very meaningful relationship. It was very good for both of us.

I went to Hawaii after freshman year, I met N____, My Favorite Person.

I came back and met T____. T____ was 25 also (one of E____'s "friends"). I lived with T____ for 1 year. During that year I learned more, grew more, changed more, laughed and cried more than ever before.

* * * * *

Subject 25, Self-Actualizing Male, Age 53

Total Autobiography Scores:

Pos. 30.8 Pos.-Neg. 0 Neg. 53.8 Neg.-Pos. 15.4

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

Age 3—ate contents of small bottle of fenement (candy lax) a lady doctor came and pumped out my stomach—she inserted a spool between my teeth to prevent my biting in half the tube which was part of the pumping device.

Age 5—first day in Kindergarden the teacher took one of the boys into the cloak room and administered a spanking (I did not know at the time that the child was the son of the teacher). I refused to return to school and never told my grandparents (my mother died when I was 1 1/2. She was RN at Mass. Gen. and she and her sister died of influenza in 1918 within 2 wks) until years later—consequently missed out on the experience of Kindergarden.

* * * * *

Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

In first grade a little girl held up her hand for permission to be excused to the bathroom. The teacher either deliberately or by inattention did not permit the girl to go. She made a huge puddle right there. I don't remember what happened immediately thereafter except that N_____ cried profusely.

5th grade—played center on Junior High School baseball team. Rather good at fielding fly balls but never could bat well.

2nd Grade—while visiting my father in West Durham (He was a country doctor) came home hot and thirsty from playing and dad had a large glass (I found out rather abruptly—it was buttermilk which he was trying to teach me to like—I hated it!) of milk. He gave me 15 mins. to drink it—or he would pump it down—I did—and until I was 52 I never again touched buttermilk.

Went to Boy Scout Camp in Durham, N.C. area (father was camp physician) youngest in group—felt ill at ease—out of place. One day I threw a rock at and hit a bully then fled from camp hid under a culvert (bridge) on main highway for better part of morning my father found me and took me home. That was the end of my camping experience.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

Set house on fire (burning grass to find lost marbles) called fire department from inside burning building—went outside turned puny garden hose stream on clapboards—seemed ages until fire trucks arrived—extinguished blaze with major damage to 2nd floor and little fire damage to ground floor—neither grandparent was present at the time—when they returned received no punishment or rebuke for causing fire damage—apparently they realized it was a mistake and the experience in itself was sufficient to cause me to be more careful in the future.

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High School experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

President of Senior Class at High School taught me to dance and she and I led the grand march together—holding hands was as much as she would allow—a very lovely and wise young lady.

Received appointment to naval academy—Resulting from competitive examination from Congressman F_____. Became interested after perusing through "Lucky Bag" NA yearbook. Really had not the slightest idea what it would be like as a midshipman and naval officer but the idea seemed appealing at the time.

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Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Routine at naval academy in and out of love several times. On graduation we were not allowed by law to marry for 2 years.

V_____ (Soph at Wellesley) left school and met me in Washington. We had a vague plan for getting married and going to my first duty station (USS Oklahoma)—however my father and grandfather intervened we had a pleasant dinner in the Washington D.C. Union Station Rest. and we put V_____ on the next train to her home in Nashville, Tenn.

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Graduate/Adult experience scores:

Pos. 25 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 50

Next 30 years as a career naval officer. Flight training in Pensacola after two years in BB's and DD's. Flying douglas SBD dive bombers from Wasp at Guadalcanal. One occassion 12 zeros jumped us—no hits—then wasp was hit by Jap Sub torpedoes (3) Sept 15, 1942 at 3:45 p.m.—abandoned ship from focsle—rather hairy experience with fire in the water and fire in the ship and ammo exploding all around—picked up by L_____ who had bid me farewell from Cushing 15 mos previous with admonition that he would pick me up someday and this day he did. I learned how not to slide down a rope from a burning ship.

* * * * *

Oct. 25, 1944 had another opportunity to practice (for real) sliding down a rope Gambier Bay CVE 73 sunk at Leyte Gulf by Jap 8' guns from heavy cruises. 60 hits in 60 mins. from 4,000 yds. Floated about for 48 hours in various types of rafts to finally be picked up by LCI (land craft infantry) along with survivors from 5 other sunken US men of war—2 CVES 4 DE's. During my naval career never have I had the feeling that I would not survive any operation maneuver battle engagement or whatever. Have a very strong feeling that I am destined to do something worthwhile for my fellowman.

* * * * *

Even spent 6 wks in NP ward of naval hospital having been administratively incarcerated because I had "bucked" the system and was trying to save some money for Uncle Sam—like 9 m \$/1/2. Oh Well ce' la guerre!

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Subject 9, Self-Actualizing Male, Age 22

Total Autobiography Scores:

Pos. 54.5 Pos.-Neg. 4.5 Neg. 40.9 Neg.-Pos. 0.0

Preschool experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

The first day I attended kindergarten is the *only* day that comes to mind, prior to first grade. I remember going to class and almost immediately resenting my teacher, Mrs. J____. I don't remember exactly what turned me off, but it might have been her yelling, or raising her voice at me.

Anyways, I remember going to the principal's office (either later that day or the next morning) with my mother. I also remember crying.

After an explanation, I was transferred to Mrs. L____'s class.

Mrs. L____ was a kind woman, and somewhat older than Mrs. J____. I remained in Mrs. L____'s class through the year, and enjoyed it (I think).

* * * * *

Elementary experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

I remember having a fight with a neighbor boy—my age, who I played with (along with other neighbors). Even though I played with this guy, I wasn't too friendly with him. He seemed to be a little disturbed—emotionally—and would throw tantrums if he didn't have his way. (we were in 3rd or 4th grade).

Well, we were playing pinner's I believe (a game played by bouncing a rubber ball off a curb, and trying to get it out of reach of the fielder yet within bounds).

He didn't like something—can't remember what, and all I know is that we were in front of my apartment 3-flat, him kicking, biting, and scratching, and myself punching. This occurred in the rain.

Finally an adult broke it up, neither of us having a distinct advantage. This is the only instance I can remember ever having a street fight with someone, not kidding around.

One day in 3rd or 4th grade, after school, a cute little girl handed me an invitation to a "Coke and Jean party". I ripped it up shortly after she handed it to me (after she walked off). I was with a close friend of mine, but the action was mine alone. Don't ask me why (maybe shyness—my life revolved around sports too).

One day in fifth or sixth grade, a bunch of guys were playing soccer at recess. The school principle came out to play, wearing a suit. When kicking the ball, he kicked so high that he fell and landed in mud. He was a young principle—probably mid-thirties—and most everyone liked him.

Moral: Principal's are human. (Must have been important—I remember it!)

In Wagoneer Day Camp, I remember eating a hot dog (despite my better wishes) and gagging on it and spitting it up. It was a rainy day, so we were eating indoors at the time. (I was about 8 or 9). I remember turning my head and bending to the side of the table, to throw up the food on the floor.

Today I eat everything (never liked eggs till I was in college and before 5 years old).

I remember seeing my mother running down the street (I was walking with her at the time) when I was about 8 screaming "My baby, I'm going to lose my baby" or something like that. She was pretty pregnant and was bleeding. Luckily, she didn't have a miscarriage.

The summer before 7th grade I played baseball in the Little Leagues, Intermediate division—there's farm, minor, intermediate, and major leagues. One game I was pitching and batting clean-up (fourth) I pitched a complete game (maybe a shut-out), *but* what I remember, were two tremendous homeruns I hit, the first two times at bat. They traveled so far that I could have walked around the bases! The next two times at bat I walked. . . . maybe intentionally. . . . I know they didn't give me anything good to swing at. It felt great; eventhough the pitcher was probably not the greatest. . . . although my teammates weren't hitting him too well.

Junior High experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Not much can be remembered in these years.

I remember when I was between 8th and 9th grades (summer) I was playing Pony League baseball. I made a fine running, one handed catch (running from center field to short right) on one play to end the inning. . . . I ran so hard that my cap fell off! Well, I received applause, and upon returning to the bench, was referred to by one assistant coach as "Willy Mays." I felt real good. . . . esp. since I hadn't played much due to poor hitting that summer (it was really bad not to hit well, since I always was a very good hitter prior to that year. . . . it was the first year I wore glasses, incidentally).

My Bar Mitzvah (when Jewish boy reaches 13) I read the prayers and the Haftorah in the morning, and after giving a speech, telling what I have to be thankful for, I concluded (with my partner and Rabbi, and Cantor) the service. Then I was on the receiving end of a line of handshakers wellwishers, and congratulators. After this the event continued with a party (dinner and ceremonies) at a nearby large restaurant.

* * * * *

High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

I worked for 3-4 years as a vendor at the major league ball parks in Chicago. 2 incidents stand out. . . . Although these 2 don't reflect the total effect of my experiences at the ball parks (the people I worked with esp.), they were very moving incidents.

I was jumped on my way from the El (elevated train) to White Sox Park on the South Side of Chicago. It is a 5 block walk. It was 3:00 on a Friday afternoon when a black youth about 1-2 years my junior approached me and asked for a dime. Anyways (after telling him truthfully that I had nothing) I was jumped from behind by 3 other black youths (same age approx. as others).

I chased the 4 youth across a 4-lane busy street and stopped short when I saw about 20 youths (friends of theirs) sitting on the front steps of the "asphalt jungle" highrise, that the 4 boys ran into. 10 or so of the boys approached me, I stood my ground (don't ask me why), and

was punched in the mouth, upon which I turned around and ran to the El station. A black cop filled out a report and we drove by the highrise. When he asked me to point out the boys who did it, I said "They all look the same to me," or something very similar.

The Point—I was pissed off—*yet*, retrospect I empathize with the poor kids of "asphalt jungles" everywhere who have no recreational facilities to speak of (that they can afford), and live in cramped, poorly constructed highrises.

I've never been a prejudiced person; *yet*, I have (in the past) called blacks I've been very mad at "nigger" *rarely*, though. Just as I've called Jew's Kike's (I'm Jewish), Italians—Wap's, etc. (In a furor of anger, I might have reacted with such name calling—*rarely*—however, I like to think I've outgrown this).

When working at a ballpark at a jazz festival—I was one of the few white's. It was White Sox Park—filled to capacity—48,000—almost all black people (except some mixed couples).

It was quite an experience—I was a vendor—walking through the isles peddling Cokes. I knew what it must be like for a James Meredith.

I wrestled in high school my senior year (12th). It was quite an experience—cuttin weight (torture), physical punishment (got in top shape), and feeling like part of something, a group, for the first time in high school.

It got to be tortureous to get to 112 lbs. however—the only weight class available if I was to wrestle on the varsity (the next 3 heavier classes had very good wrestlers with experience, I didn't wrestle my 1st 3 yrs—bad knees).

So, it was 112 or junior varsity—I couldn't see J.V.

So, after struggling to make weight for 4 matches and being so weak that I could hardly stand, I lost the desire to cut weight for the ensuing matches (after 4 meets). Finally, after about 2/3 of the season, of practicing but not entering meets (overweight), I decided to give it an all out effort to make 112.

Starving myself for 2 1/2 straight days, while practicing, I got close (4 lbs. away) on Thurs. after school. The meet was Friday. So, having won challenge matches Tues. and Wed., I faced the guy who had been wrestling 112 after me for the whole season. In this final challenge match I led with 5 seconds left, and exhausted, I was taken down (2 pts.) and he won. . . . I was so enervated that I didn't really care. That night my mother had steak, potatoes, the works, for me. So Friday morning—6 lbs. overweight. Later that afternoon, the coach told me to turn in my

equipment. . . . What I didn't know is that the guy who defeated me the day before, got sick (from exhaustion I think, I really gave him a beating) and the coach was depending on me to wrestle that night.

If you could follow this story, and realizing my interest in sports, you can imagine what an experience this was—esp. since it was a *negative* experience at the end.

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Undergraduate experience scores:

Pos. 60 Pos.-Neg. 0 Neg. 40 Neg.-Pos. 0

My 1st roommate in college was a Presbyterian from a small town in Illinois called Paris. The first day we met, he saw a Jewish (Hebrew) prayer book that I had on my bookshelves. He said "Are you *Jewish*?" (as if the word was foreign to him). My roommates naivety about Judaism, and especially the fact that he had only been exposed to one Jewish family in his life (which is more than alot of Southern and Central Illinoisians in my dorm could say), was surprising and somewhat bewildering to me (being from an area with a majority of Jews). However, it foreshadowed the coming year of jibing and joking about "Jewishness" (not directed at me) that was to follow in the dormitory.

Seeing *The Graduate* (movie) was exciting and held me transfixed—it was the first motion picture that I could relate to. I saw it numerous times (6 or 7) (But not totally except 3-4 times).

The night Robert Kennedy was shot was a very moving time for me. I was staying up late that night (I think an all nighter) when I heard the news. Since it was finals week I was under alot of academic pressure; but, after I heard the news of the assasination finals were the furthest thing from my mind. I remember being at a friends dorm studying when I heard the news, and then running back to my apt. to watch it on TV—and waking up my roommates (in the middle of the night).

Seeing myself in an encounter group on video-tape was probably the most revealing experience of my life. It was especially revealing as to my non-verbal behavior. I was made aware that I could be as analytical, logical, and sensible as can be, yet still put people on the defense and *not* communicate.

Last week I started working as assistant sports director at a local radio station. Getting the job was a thrill (eventhough I don't plan on going into this area).

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Graduate/Adult experience scores:

Pos. 66.7 Pos.-Neg. 33.3 Neg. 0 Neg.-Pos. 0

A date I had in the summer of 1969 in Chicago (where I worked that summer). The girl I was with made me feel really good. She was giving of herself (and not only—or most importantly—bodily pleasures) and showed a real interest. It was if we were the only 2 people that really mattered to one another at that moment.

We didn't do much. . . . just drove alot through the city of Chicago (south), and around Lake Michigan (through Indiana) and into the Southern tip of Michigan. It's nice country there, and my folk and and grandparents have a cottage there. Even though we couldn't get into the cottage, got eaten by mosquito's while drinking beer on the beach and subsequently drove home, it was a beautiful, wonderful night (and morning). We had each other.

Latter in the summer I saw a girl for 2 weeks in Miami Beach. She was vacationing there from New Jersey. I had met her 2 years earlier, but not on an intimate level. This time (through a friend, I found out her and her friend were returning in '69) I did become intimate with her. As she once said (one night), "I feel attracted to you mentally, physically, and emotionally." I don't know if that's possible in a 2 week period, but at the time I was falling in love (but being rational—esp. living so far from each other—I repressed any statements that may have had repercussions). To pinpoint *an experience*, I guess would find me recalling one of the nights we were together (we were together day and night in a dating-like way, that quickly grew into a romantic-like way). On the night I recall, we went through a lot. The whole thing could have ended. My non-aggressive bedroom behavior on that night bewildered her a little. Probably from fear of losing this beautiful, sweet (yet as I realize now, a girl who needs the "nice things" in life—i.e. she's a stewardess now) girl, I started defending myself verbally. So, as I do at time, I explained my way out of a misunderstanding. But, it shouldn't have been necessary—I feel now—and felt guilty then too—probably realizing even then (amid my blindness) that she and I had differences. We were 2 nice

kids, who were involved in a summer vacation, sugar-coated, *taking* romance. So, we wrote for a couple of months after she left (until Nov. 3 when she entered Airline Training School). After Nov. 1st I wrote to her once at the training school. I got a response in early February. (To use a hackneyed phrase) What can I say. I like L _____ even now. But to love a person, you've got to *know* them. This takes time and (I feel) living together in an everyday, daily routine. Not in a non-responsibility, fun-filled, glamorous vacationland.

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Subject 28, Self-Actualizing Female, Age 23

Total Autobiography Scores:

Pos. 47.1 Pos.-Neg. 17.7 Neg. 17.7 Neg.-Pos. 17.7

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

One day I was playing "Jax" with the girl next door. She was 6 months older than I. The ball was knocked away during her turn. About this time our older sisters returned in time to view the proceedings. The ball was recovered, but she resumed playing when it was my turn. A short argument began in which I decided it wasn't worth it to fight over a "silly" game. Besides, I had the knowledge that our sisters knew the truth anyway.

As for its significance, I think it helped me to decide that games are for *fun*, not arguments. It seemed not to affect our friendship, though I often wonder why I remember that particular incident. Did it seriously damage my *trust* in her?

* * * * *

Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

When I was 9 or 10 I went to see a horror movie, "The House of Wax"—in which a man who had been terribly disfigured from a fire, wore a mask. (His actions alone were frightening—even more so with his appearance.) He committed gruesome murders, turning the bodies into wax figurines. The movie was during the spring or summer

because the weather was hot. It was awfully hot hiding under the covers each night! For several weeks I woke up during the night and could not go back to sleep until my mother or father stayed with me.

When I was in the 6th grade I became very good friends with a boy in my class. He was nice, intelligent, cute, and responsible. Others sometimes considered us "going together." As for me, I could not yet comprehend such an idea. At parties when they would play "spin the bottle" I would deliberately be in back so it would not point to me. One day as I went to the cloakroom to return somethings Michael went back too and gave me a kiss on the cheek. This was my first kiss from the opposite sex! Needless to say, I was embarrassed. But through the next few years the experience served to show me that I could be attractive to the opposite sex.

* * * * *

Junior High experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 0

Though I did well in school, was a cheerleader, attended many parties, I was still timid in my relationships with boys. In fact one time I fought off a very nice, well-rounded boy when he just wanted to kiss me. (We had kind of been "dating") This was much to my embarrassment as he was a football player and quite strong. It's not so great being a girl and being called muscles! Was I abnormal? I often wondered this at the time.

Naturally in Junior High students are exposed to the usual new experiences, kidding, jokes. One day I learned how to "shoot" a bird! The only thing was that I didn't know the meaning behind the symbol. The day I learned this "skill" I went home to find my older sister sitting with a date in the livingroom. I proudly proclaimed that I had learned something new and shot a bird. Well, she fussed and yelled at me to leave (get out). I couldn't understand and was horribly upset. I saw no reason in her outrage and cried and cried. This experience along with others formed a confidence barrier between my sister and me.

As I have mentioned earlier, I felt quite insecure in my relationships with others in junior high. I had many friends, but no real confidants (gossipers)—except 3 friends who were equally naive. At our 9th grade prom they made announcements of "notables." I was so afraid that I

would get "most athletic." I had doubts about my feminine appeal, and was rather husky. Well as if it were a dream I did not get "most athletic" but "*Best All-Around*." This meant that many students had found in me something worthwhile. Perhaps I did have a purpose in life. Perhaps I was worthwhile! People meant alot to me—for they had *done* alot for me.

I often wonder about my insecurities—as I had able, loving, understanding, and accomplished parents. I suppose my relationships with my sister entered in a great deal.

* * * * *

High School experience scores:

Pos. 60 Pos.-Neg. 20 Neg. 0 Neg.-Pos. 20

My high school years were quite pleasant and rewarding. I went out for cheerleader and came in 13th rather than on the squad of 12. This was a great disappointment for me. I wonder now why I valued this experience when it should have been so unpleasant at that time. I remember thinking that perhaps I just wasn't good enough and it was only right that I didn't get such an "honor" when it was not deserved. I looked at the others I knew who would have loved to have done some of the things I was able to do. I valued these people and realized that it was not important to be a "cheerleader" but to be a person—be *real*. I knew then I would be a better person as a result of that experience. I valued the experience because I felt that I had learned so much.

Needless to say, when I was later added to the squad when another girl dropped out, I was thrilled; but it was in a more proper perspective.

We moved to a lovely new house when I was in the 10th grade. I was thrilled to death at the time, but later began to miss the old house (or was it my childhood!?) I mention this because most of my nightmares in which I can pinpoint a specific location take place in our old house. Without fail, the location is not where I've lived for the past 8 or 9 years, but it the little red brick house where I grew up.

I began dating my husband in the 12th grade. My insecurity of my sexual appeal was still there. We dated quite steadily. Slowly I became more independent and self-assured. Then at the Senior Prom it was announced that I was again elected "*Best All-Around*" (I wonder if since I

got it in Jr. High people just couldn't think of someone else.) Anyway, I was thrilled. I might add though--by this time I was much less dependent on such an honor to feel my worth. It was not as significant as when I received the award in the 9th grade.

* * * * *

Undergraduate experience scores:

Pos. 33.3 Pos.-Neg. 33.3 Neg. 0 Neg.-Pos. 33.3

Going away to College was quite a trial for me. I was most excited, but was unwilling to strike out completely on my own. My husband and I were going together, but I was much to unsure and dependant on the relationship. My sophomore year was different. I had developed independence and relied on myself. As for close relationships: I knew that I wanted such; but I could be a useful part, not a parasite.

I returned to school in September, but began getting headaches and pains more frequently. I went twice to the infirmery where they issued pain pills and began a test for "mono." One night in the first week of October the pain was so bad I was rushed to the infirmery. I had taken the maximum of pain pills and was using 3 heating pads. The next day I was to call home to let my parents (and F____) know where I was. I fainted in the phonebooth. Needless to say my parents and F____ were up the next day.

I grew weaker and more nervous. I couldn't walk. My father and F____ returned home Sun. night. That night one side of my face lost all muscular control and I couldn't hold things in my fingers, though I still had gross movement. A specialist was called in. The diagnosis was polyneuritis, an inflammation of the spinal cord. Doctors know very little of this disease. They don't know what causes it, how to treat it, or how to tell how far it will go. In fact, I was only the 3rd case they (only a few) had heard of in T____ Memorial Hospital. Well, it continued to get worse. The doctors explained that it (the paralysis) should stop at some point (though they knew not where) would plateau, then begin getting better.

I went in the hospital on a Sunday night. By the next Saturday, I was in an iron-lung. They were treating me with cortizone and nerve relaxers. Have you ever had needles? *When* I felt, it was like that. I couldn't possibly eat and was being "fed" intravenously. That second

Sunday night I required a tracheotomy to enable me to get air to my lungs. Two days later an infection in my lungs set in.

I could go on and on about details, but what is more important is what it *meant to me*. I'm not sure whether it was the way I perceived things or the fact I was so doped up, but only once did I cry! (I got so choked up *literally*, I almost died—*decided* right then and there that there was no point or help in such display. I had complete confidence in my doctors. I knew they were doing all that was possible including someone from New Orleans, although, I knew there was little they *could* do. My family including F_____ were always close by. In fact they had to do such things as close my eyes, or wipe the saliva from my mouth. I've always thought that mentally, it was harder on them. They feared for my thoughts, and life, but (heaven knows why) I didn't.

I stayed in the iron lung 2 1/2 weeks. Somehow, the paralysis never reached my heart or brain. A few weeks later I returned to Tampa (my home). Stayed in hospital 2 more months this time I could again stay seated when put there, but could not move under my own power. My paralysis was gone, though there was no strength in my muscles and I was in an *extreme* nervous condition. After all, my entire nervous system was in an uproar.

Everyone was wonderful. Flowers had covered my room and letters were coming each day. I can't begin to say all the thoughtful things *so many* people did. It was so stabilizing. It restored my faith in humanity: *People do care. I survived—perhaps I was worth living (saving). People do have feelings. Love can carry you through ordeals. So on and on.*

By summer I was walking again—not my old muscular self, but a *much* slimmer less coordinated self. I've improved! I seem to be more nervous, or else just more aware of it. I think of my experience often, but there is no fear or regret. It has not inhibited me in any way. I have developed emotionally and feel quite independent again. One point though, I tend to think in terms of before and after this experience. (It was this experience, rather than marriage, in which my husband and I grew and developed so much.)

* * * * *

Graduate/Adult experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 0

I have been out of college for 1 1/2 years and have been teaching until two weeks ago. This experience actually happened to my husband, though it had great impact on me. My husband and I are *very* close, yet still individuals with different interests. I might add that our political ideas are similar—thank goodness! Well, F_____ had worked rather hard at the University of South Florida in Student Government, especially in the area of student rights. At his graduation, last June, he was named the "Outstanding Senior" of his class. Though I knew some others had put in their best effort in varied areas, I truly felt he deserved it. I was so proud of him. This served to show me that self discipline and determination can pay off. Not only in such an honor (for those are rare) but in a kind of self satisfaction—at peace with yourself for doing your best.

I taught in a school where about 1/5 can be termed "culturally deprived." Since I taught geography, I was able to organize and carry out a trip to Tarpon Springs about 1 month ago. Many people warned of the problems and laughed at the effort. I worked on, knowing *many* of my 7th graders had never been out of Tampa. Their excitement was well worth the effort. There was one little black boy who couldn't read and rarely said much. He got along well with others but tended to be a by-stander. He yearned to learn, as I had interpreted, but I knew this had often been stifled. I know I'll never forget him on the return bus trip from Tarpon Springs. He sat motionless by the window, eyes big as saucers, taking everything he saw in. I knew that he had seen and learned more that day than any day in a classroom.

* * * * *

Subject 23, Self-Actualizing Female, Age 34

Total Autobiography Scores:

Pos. 66.7 Pos.-Neg. 8.3 Neg. 16.7 Neg.-Pos. 8.3

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

I cannot really remember a definite experience before school age. However, I've been told about, and seen movies of, my learning to walk. Because of cerebral palsy (spasticity) I was three years old when I learned to walk.

My mother took me to a summer cottage with a good friend of hers. The reason was to get me free of well-meaning relatives who overprotected me so I would not hurt myself or learn to walk. I am told that I carried Betty, my rubber doll, across the cottage porch between my mother and her friend. Motivation was provided as the doll gained an additional article of clothing on each trip across. I fell very hard with almost each step, but I learned to walk.

Of course the outcome of this experience and the psychological set of learning to persevere through difficulty have changed essentially the whole pattern of my life, forming the basis and inspiration for all progress from that time on.

* * * * *

Elementary experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

On my first day in first grade, I was very reluctant to leave my mother and take the school bus. On that day I remember also two other things: I cried because I was afraid to tell the teacher I wanted to go to the rest room. Later that day I became very upset (maybe cried?) because our room had to "sit still for a very long time" for being noisy. I had not talked so I thought it unfair.

My parents and I travelled alot by car on vacation. I remember how excited I was about staying in a different motel each night. They seemed like doll or play houses to me. I guess I enjoyed new situations in the security of being with someone I knew.

I liked dolls very much and much of my play was with them (although I did have "able" playmates very often). My mother would talk for one doll and I for another. We carried on long conversations and argued and were "naughty" in a way I would never have dared be in actuality.

When I had my tonsils out, my mother stayed over night. I was very upset when the doctor said (as I was ready to leave the hospital) that I would have to stay on without my mother. They said he was only kidding but I can hardly believe it, even yet.

* * * * *

Junior High experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Between seventh and eighth grade I went to camp for the first time. My parents were certain I would be homesick and promised to come for me. On the contrary, I enjoyed the week immensely and only wrote the one "required" post card home. Some of the people I met that week have become very significant others in my life and are now among my best friends.

1. That week in camp I had what Maslow would probably call a "peak experience." (We call it "mountain top" in a religious sense way back in 1949!) I made a commitment (*not* conversion) to do God's will in my life from that time on. I know this has influenced my actions ever since. As I look back over two decades since then, I see definitely that full surrender to God is not contrary to self-fulfillment; rather it is the greatest and surest means of fulfillment making use of resources transcending mere human potential. I consider this week one in which I truly began to "be" independent of my parents both in a physical and spiritual sense.

* * * * *

High School experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

At the end of my junior year my family moved. I dreaded attending a new high school especially because I had not felt accepted at my previous school. I felt left out because of my handicap and because of being in a religious minority in a denominationally oriented school. However, the move was most rewarding. At the new school I really felt accepted and able to identify with the other students. I made some close friendships—which I still have. Also, I became valedictorian of our class; this was a real compensation for my handicap and gave me a feeling of status. In giving the valedictory address, I overcame my strong fear of performing in front of an audience.

* * * * *

Undergraduate experience scores:

Pos. 50 Pos.-Neg. 50 Neg. 0 Neg.-Pos. 0

At the middle of my junior year in college I lived with a roommate for the first time. (I had lived at home, but my parents also housed other junior girls) S__ was my roommate and we formed a very close relationship. I had been very lonely after high school finding that living off campus and being naturally shy, it was difficult to make friends. S__ and I talked late each night sharing the thoughts and experiences of the day.

I remember especially planning and executing a bridal shower for S__. We shared almost everything; and I was able to keep it a surprise even though I had to do everything in the same house—sometimes in the same room. It required much work, but I enjoyed so much doing it for S__ because she was so "special" to me. It was my first big social project and came out such a success. I remember the many tears I could not keep back the day she finally moved out. I felt a real loss of companionship and a genuine, mutual "sharing relationship."

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Graduate/Adult experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 50

2. A very significant and traumatic! experience was my moving away from my parents (at age 25) to live in a house in the same town with some other graduate girls. I did it only after more than a year of careful consideration about its effects on both my parents and myself. My parents were very upset—almost unbelievably so even though I *knew* it would be very hard for them to accept. They could not appreciate my driving need to prove my independence and also feared "What will people think." For me there was no other way to become a person in my own right. I knew I had to decide: to move out on my own or to sit in the safety of my *parents'* home and life and become less and less of my own person. I have never regretted the move; my parents adjusted slowly but well and now are probably glad, although I haven't pushed them to admit it. After I moved, I found real companionship in the three other girls in the new house. I enjoyed the feeling of independence and equality.

3. Last year, after working seven years in one small college as a cataloging librarian, I felt a definite need for growth and movement. So I acted on my feeling and applied for a sabbatical leave. It was granted and I spent Aug.-Dec., 1969, working in mission school libraries: one in a high school in a tiny Alaskan village and one in

Tokyo, Japan. I went by myself with only a very general idea about my task (to set up and organize small libraries) and the people and places where I would work. It has been an interlude rich with experience in new and contrasting cultures, and in making friends among the native people of the areas I also gained insight into the dynamics of modern missionary life. I discovered how universal human nature is in essence and how much real love and warmth can be communicated even with a language barrier. I would still be in Japan, if it weren't for a strong commitment to starting grad school here in January.

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Subject 20, Self-Actualizing Female, Age 18

Total Autobiography Scores:

Pos. 55 Pos.-Neg. 10 Neg. 10 Neg.-Pos. 25

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

1. When I was a small child I experienced many things which have left a vague memory of happiness, closeness to nature, security, and joy in being alive.

The childhood memories which stand out most vividly in my mind are those of playing outside in the fresh air smelling clover, and taking care of my little dog. Every day my mother would fix lunch for me and let me eat on the back steps. At night she would tuck me in bed and leave the door cracked so that I could see the hall light; I slept very soundly.

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Elementary experience scores:

Pos. 37.5 Pos.-Neg. 12.5 Neg. 25 Neg.-Pos. 25

School has always been a positive experience for me, even when I made poor marks. In part, this was due to the efforts of my parents plus a little luck

Before I started school my father would read to me every day; he helped me learn my letters and talked about how much fun school would be. My mother helped this "learning is fun attitude" by always answering my questions and trying to make me wonder about things.

The first day of school stands out vividly in my memory. My parents drove me to the building at eight, walked with me to the door, helped me meet the teacher, and then left after telling me to have a good time and where to wait for them when school was over. Somehow I was so interested in the children inside, that I didn't even notice that Mom and Dad had gone.

The rest of my school years were quite blurred in my memory except for a few incidents and people. I can remember one occasion when I had forgotten to do my homework. The helpless, sick feeling still stands out in my mind.

Another memory comes of a time when I decided to go home with a friend after school. Thinking that I was old enough to go, I didn't call to ask permission or to let my mother know where I was. I still remember her reaction when I finally called; she didn't yell or even scold me, she just said for me to come home and told me how very worried she was and to please not ever do anything like that again. That reaction made me feel much worse than any punishment and probably taught me something of my obligation to others.

My last memory of grammar school is of Mr. N____, my sixth grade teacher. Somehow this man managed to get through to my head and made me try to open my eyes to books and the world. My most vivid memory of him comes of when the class went for a walk one spring afternoon. He had instructed us to walk slowly and to really see nature, so my girlfriend and I took him literally and managed to lag behind the class. When we finally got back to the room we found ourselves locked out of the room for the afternoon. It gave us quite a chance to think about being more tactful.

During this time in my life I also remember a few things that happened in my family: trips to my Grandparents farm (picking corn and trying to get along with my ten first cousins, all boys of course).

My brother was born when I was seven; I can remember being very excited and then very jealous.

When I was twelve mother enrolled me in dancing school. This has played a very important part in teaching me self-discipline, the joy in hard work, and ability to bear pain in order to achieve desired goals. I can vividly remember an incident that occurred after one show; one of my friends had just given the most beautiful performance that I had ever seen her do, she gracefully left the stage and collapsed in the wings. I can remember helping her sit down, and easing the bloody shoes off her feet.

Junior High experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Jr. High school was a time of mental and social awakening for me. I vaguely remember many times of work and fun with friends.

Some of the memories which come most easily are those of: Saturday afternoon carwashes to earn money for important club projects; increased responsibility by being an office and library aide; and increased interest in boys, more dances, parties, etc.

I remember with fond thoughts all my friends and the nutty things we did. A class pool party stands out in my mind along with slumber party's held every year in my home. On my birthday mother would allow me to invite twelve girls over for the weekend. We would eat, sleep all over the house, run all over town, have a great time, and be so exhausted that we would sleep through classes on Monday.

During this period of life, my teachers played a very important role in shaping my ideas. My memory retains the images of: Mr. S____ who used to call us his "little birds" not yet touched by life, innocent of the deep dark secrets that would come with time; Mr. W____ who was always so happy yet cried in front of the class when we heard of Kennedy's assassination; Mrs. G____, who taught us to appreciate America; and nutty, nature loving Mrs. D____ who would take us on nature hikes and always wind up leading us into poison ivy. All these people were very significant in teaching me to be a little more human.

Other memories of Jr. High include my first prom and a class trip to Washington. Both of these experiences made me feel a little more "grown up."

2. During this time in my life I became a Christian, joined a church, and tried to learn how to relate with people in a more loving manner. To me, this incident has and is a moving force in my life.

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High School experience scores:

Pos. 33.3 Pos.-Neg. 16.7 Neg. 0 Neg.-Pos. 50

By the time my High School years came, my personality was pretty well set. Experiences during these years tended to confirm the pattern.

One major influence during these years was found in my close friends and clubs, especially "Youth for Christ." Every Friday night about twenty kids would meet at the school pile into three or four cars and attend a youth rally. These evenings of laughter did much to help me feel at ease with and learn to enjoy being with people. Along with this experience, I began working at a hospital as a volunteer. The life experiences I learned there will never be forgotten: how to obey orders, patience, and how to face death.

Also during these years I began working at the U.S.O. Here I learned what loneliness was all about, and that people can do so much to fill in empty hearts of those they meet along the way.

One teacher had a great impact on me during my last year in school. Mrs. W_____ taught me to be on my toes, to work my heart out and strive for perfection. She also drummed into my head the idea of being content with what you have while you're working for something better.

All during my three years in high school my home life was a little tense, caused by the fact that my father was growing ill. He finally went into a partial coma during my senior yr. and then we learned that he had been diabetic for a year and had not known about it; he almost died but is well now. I believe that this helped me to learn to live and work effectively under pressure; and to learn to understand why people act as they do; I certainly appreciate my father more now.

During the summer of my Sr. year I met J_____. J_____ was mentally sick but wouldn't face it; I tried my best to help but he soon began to make me sick, so I had to let go. 3. Also during the same summer I met P_____ and am in love with him. We've spent many good times together and many bad—forgiven many things. We want to be married but my parents feel that I am too young; I think I need some growing (mentally) time too so we are going to wait and see what happens.

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Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

So far my Freshman yr. has been a break away period. I've enjoyed learning to stand on my own feet, wash my own clothes, etc. My parents are trying to understand but I am learning that it is impossible to go home in the same way.

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Subject 16, Self-Actualizing Female, Age 18

Total Autobiography Scores:

Pos. 21.4 Pos.-Neg. 0 Neg. 57.1 Neg.-Pos. 21.4

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

When I was five, I was sent to a private first grade. After about a month, my parents took me out because they felt I was being pushed. During this time at school, I developed some sort of nervous twitch. My parents consulted a child psychologist who advised them to spend more time with me. They did, and the twitch went away.

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Elementary experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

In second grade I walked in my sleep. One night I started to spend the night at a girlfriend's house down the block. I got sick and my parents took me home. In the middle of the night I slept walked back to the girl's house. I woke up before I got there but went to her house anyway and had my parents pick me up. It was an embarrassing situation for me and frightening for my parents.

In third grade I took organ lessons for about a year. I was under a lot of pressure and became very nervous. My parents finally realized what I was going through and had me stop.

In 5th grade I had to write a lot of poetry and stories. One teacher always read mine and one day had me present one of my stories in play form.

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Junior High experience scores:

Pos. 25 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 25

In 7th grade I was overweight, had freckles, braces, glasses, and frizzy curly hair. I was best friends with a certain girl who was attractive. This girl began making friends with a few "upperclassmen" (8th and 9th graders) and would leave me to join them on our walk to the busstop. My parents started to drive me to school and I didn't invite this girl to ride with me. In return, she turned all her new friends against me and we are not friends to this day.

In 7th grade I received a creative writing award.

In 9th grade I wrote for the school newspaper and a local newspaper.

In 8th grade I got contact lenses.

In 9th grade I had my hair straightened.

The summer of 7th grade my mother had a nervous breakdown and was in the hospital for 2 months. In the fall, she and my father separated for about 6 months and then got back together.

At the beginning of 9th grade my mother had another nervous breakdown and was hospitalized. She and my father were also going to get a divorce, but when she came out of the hospital they were back together.

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High School experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 33.3

2. When I was 16, I smoked pot for the first time. I didn't get hung-up in it, and now rarely smoke.

In November of my senior year my parents split up for 2 weeks. During this time my mother was totally flipped out.

1. In May of my senior year, my parents found a piece of paper that indicated one of my brothers (2 years younger) was involved with drugs. He was living with his friends at the time and I made frequent trips back and forth informing him of the latest developments (my parents didn't know where

he was staying and I refused to tell). I succeeded in calming my parents down and my brother succeeded in getting himself off the hook. *This* formed a bond between my brother and myself where there had never been *any* communication before. At the end of the month my mother was again hospitalized for about 2 weeks. About a month later she took an overdose of sleeping pills and was in the hospital another few weeks. I was in charge of the house the whole time.

During the summer I ended several overly-dependent friendships, one of which I re-newed at the end of the summer.

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Undergraduate experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

3. During my first quarter I had my first sexual experience. I didn't really want it to happen because I wasn't ready, but it made me realize what a trivial thing sex is *compared* to all the hassels people go through concerning it.

During Xmas vacation my parents busted my brother for drugs. I had to pretend that I knew nothing about it. It was the second time I had been caught between my parents and my brother.

A few weeks ago my parents had my brother hospitalized. It really upset me, but I know they did the best thing.

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Subject 15, Self-Actualizing Female, Age 20

Total Autobiography Scores:

Pos. 28.6 Pos.-Neg. 14.3 Neg. 28.6 Neg.-Pos. 28.6

Preschool experience scores:

Pos. 0 Pos.-Neg. 100 Neg. 0 Neg.-Pos. 0

When I was five years old, we lived on a farm. I didn't go to Kindergarten, but was allowed to visit the country school. Since I was the only 5 yr. old, the teacher

allowed me to use her writing desk as my place of study. I only went to school when I felt like it, and did most anything I wanted to.

Most of the younger students didn't appreciate my actions and therefore didn't care too much for me.

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Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

The switch from country to town school in the second grade made a lasting impression on me. I felt scared to death at the prospect of entering a school where I'd have 40 kids my own age. My father took me to class the first day. Everyone was so friendly that all my fears left me. After the first day I made friends easily and rapidly.

At about 10 or 11 my father and mother were divorced. I can barely remember my father, and don't remember how I felt when he left.

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Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

3. Somewhere around 6th or 7th grade my father died. It had been a couple of years since we had heard from him, so at first there was little feeling on my part. I mostly felt anger and hate, because he had died on my birthday and ruined the plans for my party. All during the funeral I never shed a tear. Just about the time they lowered the casket down into the ground, I became hysterical. All that night I cried. I still feel guilty about the way I felt towards him and probably will never forgive myself.

In about the 8th grade, my mother remarried. She had twin girls the next year. I felt like my problems were just beginning. My stepfather and I have never gotten along and this added to the mess. My mother worked at night so for 3 1/2 years I had to stay home every night to babysit. In high school I was a cheerleader for 3 years, so this got me out of the house on Friday nights. There was continued feuding and fighting between my mother, stepfather and myself.

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High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 50

2. My greatest experiences were with my school activities. I was elected to several offices, was a cheerleader and a good student. The indifference my parents showed in all of this pushed me even harder. They were unconcerned about my dating and my friends.

My brother and brother-in-law made plans for me to come to college in Florida. I'm from Kansas. This upset my parents tremendously. One week after graduation I flew to Florida to find a job and then to start school that fall.

* * * * *

Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

1. I lived with a family in Lake City while attending the junior college. They treated me like a part of the family. The whole family was concerned with everything I did. The 2 years I spent there were the best of my life. It was harder to leave them than it was to leave my real home.

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Subject 14, Self-Actualizing Female, Age 21

Total Autobiography Scores:

Pos. 43.8 Pos.-Neg. 6.3 Neg. 43.8 Neg.-Pos. 6.3

Preschool experience scores:

Pos. 25 Pos.-Neg. 25 Neg. 50 Neg.-Pos. 0

When I was about 4 I fell off of our back porch and hit the side of my foot on a washtub. I broke a blood vessel and a tumor formed creating a lump on the side of my foot. I had it operated on and when it was over I had a large indentation in the side of my foot. It took me a very long

time before I quit feeling self-conscious about it. I hated to wear sandals; I tried to keep my foot hidden so no one would ask. The reason I thought of this is related to the self-conscious feeling I used to have about my body. I also have a scar on my forehead, birth mark, which is invisible in color, the surface though is raised. I was never conscious of it until my mother kept reminding me to part my hair on the other side of my head. It's taken me a long time to overcome these two self-conscious feelings.

I can't remember whether my trip to Finland with my mother was before or after first grade, probably before first. We were gone for the whole summer, saw my mother and father's relatives, and I really love every memory I have of that summer. When I came back my father met us at the airport. At home my dad had arranged all my dolls in a row waiting for me with ginger ale (my favorite then) and bubblegum there too. It was so vivid to me because of all the care my dad had taken in arranging our welcome home, because of the emotion he freely showed us (my sister, mom and I) more emotion when my sister and I were younger, not that he's cold now but maybe.

Also, during the summer I learned to speak Finnish quite fluently. When I came home I couldn't speak English; I could understand English but I could only speak Finnish for a few weeks. My friends got frustrated because they couldn't understand me and I was too because I didn't know why they couldn't.

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Elementary experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

We moved to Florida from Detroit when I was in third grade. For some reason I was tested to see if I was on the same level with the other third graders. I guess I did well because the principal of the school wanted me to skip third grade but my parents thought that the age differences would be too large for me to overcome even though I'm older than most of my classmates. (My birthday is in January so I missed the cutoff date in December for entering first grade.) I really wished I could have skipped a grade but now I'm glad I didn't because I'm not in any great hurry to graduate from college. Also in high school I didn't get along very well with my parents because they were so strict. I always wondered what would have happened if I had been a year younger.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 50

As I was about to enter 7th grade at the junior high school my parents decided that I'd be better off in a church school. By better off I mean that my parents thought my six grade friends were too "wild," boy crazy—so they thought the kids at the Christian school would be different, more studious, but they weren't; they were the same as my friends but my parents didn't believe it. For the longest time, I really resented my parents for sending me away. For eighth grade I returned to the junior high and to my old friends and showed my parents they they just wasted their money.

In ninth grade I was president of Honor Society and was also impeached because I made a C in Home Economics. My parents were crushed since they were so proud of me but I felt no great loss. I didn't feel any less intelligent. I just felt that it was because a rule and one teacher had more effect on my grades. This home ec teacher gave points to certain people and it really bugged me because she denied it when I told her that I knew she did. I don't feel that she should have (at the time I did though) but I started to realize it's not always what you know, but who you know, and that people who brownied and polished apples were the ones that had it easier. It made me sick too. One reason too that I think I felt no sense of inadequacy was because I had never made any special effort to make good grades and I had never gone out of my way to obtain any honors or offices; they just happened to me.

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High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

In high school I was tapped into Honor Society again and my parents were happy again but I never made any effort to maintain my grades, they just happened.

During high school I was very active in clubs and activities and I was always nominated for offices, especially class offices but I was rarely elected, my best friends were. It really bothered me and I was envious of my friends because they could and did appeal to more people. Also I felt that things would change someday because I knew I could do as well as anyone and that I did have some brains. Also I started to

become aware of all the time I spent with these activities, time that could be spent improving myself in a more lasting way, like piano or art or reading. Gradually during my senior year I stopped being the man behind the scenes and stopped being so involved. I think I wanted some notice or credit for everything I did and since I wasn't, I partially rationalized reasons for becoming uninvolved. I was also going to college so I felt that I didn't need to achieve anything else for my high school record.

In March of my senior year I met a guy, M____, that I fell in love with. I think I still love him even though I told him about the second week of school this quarter that I didn't want to see him anymore. Anyway, for about 2 1/2 years we had a perfect relationship. I was so happy all the time. In high school though I never thought that we'd develop any lasting relationship. For the last part of my senior year M____ made everything perfect, my prom and graduation. For graduation he bought me a gold dome ring that I still wear. Also, he reserved a hotel room on the beach and since I could stay out all night we stayed there. I remember how surprised I was when I found out that he had thought I'd sleep with him. Even though I didn't then, I did before the summer was over. Mike's best friend had an apartment and we stayed there quite often. That summer was so good. I had a perfect job as a lifeguard and swimming instructor at a country club. I finally felt that some important things were happening to me or me to them, I felt some kind of freedom, that I had some voice in what was happening to me.

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Undergraduate experience scores:

Pos. 60 Pos.-Neg. 0 Neg. 40 Neg.-Pos. 0

One of the biggest disappointments that I've had in college was being rejected by a sorority. I feel that the details are unimportant. I learned a lot about people, this university, but more about myself. When I didn't get in a sorority I thought about not being elected to school offices and I really felt insecure and inadequate; I couldn't imagine what there was about me that could allow these things to happen to me. I thought about myself and about what I had hoped to be. Rationalization or not, I redefined my goals and aspirations and I started to be more of an individual, doing more of what I wanted to do. Also, until recently I'd degrade sorority girls not realizing that it's the system

that's wrong, not the people so much. In a way, not being in a sorority made me be more independent and being *an* independent gave me freedom to move in any direction I chose and with anyone also. I move with different groups of people learning from and enjoying the variety and freedom; I'm not confined to a certain group nor to standards that I should maintain.

M _____ and I attended summer school last summer quarter ('69). We went to the pop Festival in Atlanta for 3 days. It's really difficult to relay my feelings that resulted from those days. I'd never seen so many good people in one place, people were so nice to each other--giving away food, ice (96°F in July) anything that you needed someone would give. My parents gave me a watch for graduation and somehow I had lost it when we were getting watered down by the fire engine's hoses (it was so hot and it was beautiful to be drenched and refreshed and especially a relief not to be concerned about what I looked like and to realize that no one cared what you looked like). Anyway, I made my way to the stage to give the m.c. a message about my watch. (At one time they were going to make unimportant announcements) Somehow I wasn't near the stage area to hear the message but when we returned from the car I found a security officer. There were 96,000 people at the festival and people were packed as tight as they could be near the stage. It was dark and I had to step over people to find this guy. It was a real hassle for me to find my watch but someone had gone through an equal hassle in trying to return it to the security officer, and this person did. I only wish I had known who it was but it could have been anyone because the good feelings that were there were so contagious. So much of the good stayed with me when we came home. I'm sure that the experience had made me more generous, more sharing, more open, friendly, happier. During the festival I also tripped (on mescaline) for the first time and I'm convinced that for me it was one of the best things that have happened to me. I learned so much again, about people, myself (my faults, good points, ideas), about my environment. I appreciate nature now; little things make me happy. When I trip I'm conscious of every second, of everything I do or say or think, nothing goes by unnoticed. I've tried to keep this consciousness or awareness with me then when I'm not tripping because I try now to do as much as I can, to live every thing intensely. Also, I'm more conscious of my environment, socially, politically, ecologically. I guess it takes different experiences for different people to let them see, really see, to let them wake up. I think that I was asleep until I was 16 or 17 and I wasn't really awake until I entered college. Now, I feel that I'm really doing what I want, with certain restrictions I guess. I couldn't

go to California tomorrow because of my responsibilities and the investment of my parents money. About tripping and drugs in general, I feel that they have been good for me. Also, I'm not as nervous as I used to be, I'm not in a hurry to do things, I'm more tolerant of other people. There's been just so much good for me from drugs. I know I have a good head and so I'm not afraid of getting too involved in it. There are other things to do, more important to me than drugs so I know I won't let anything like that ruin my life. The people that I've met are of a different mind than the sorority/fraternity/jock format. Granted some people get hung-up but more of the people that I know aren't. Turned on people seem more sensitive in every way, more honest and they accept you for what you are; individuality is prized. I just re-read my spiel on drugs. I hope it doesn't seem like an over emphasis or such an important part of my daily life; It's the results that are important to me.

That summer of '69 changed me faster and more noticeably than anything previous. I started seeing one of my professors on a counseling basis because I was feeling aimless about college, M____, myself. This probably sounds contradictory after being so enthused about the Atlanta experience but those new ideas hadn't really been fully incorporated into me and so I started losing more interest in school and was depressed. Eventually the counselor—call him E____—student relationship changed and we had an affair from August to late October, while I was still going with M____. E____ has had so much affect on my thinking. He also gave me much needed self-confidence. The relationship, even though it was so short, was almost as meaningful and good as my 2 1/2 year one with M____. E____ and I still talk and care about each other because we love the goodness in the other that each of us saw. I knew that he'd stay married and he told me he probably would. Honesty was present from the beginning, it's still there. E____ made me realize that I gave M____ too much (I don't think that way now) for what I was getting in return. By this time I began to doubt my relationship with M____ and I knew I'd have to break it off and be free to try my new ideas out. It took me 5 months to finally do so and I'm still not sure that I'm right, but at least I'm doing what I want to do now, me comes first now. I don't know what's going to happen but at least I feel good that I've asserted my *self*. I think I will be able to tell what is good and bad about any relationship that I get into now. While I feel good about what I've done, I know that I need someone, one person again to give of whatever I have. Now it's hard for me to get used to the idea of being a single, free girl after being so involved with one person for so long, as I meet new people now, I

realize how much I have to learn but I also get positive feedback from them which keeps me going.

Back to my relationship with E____, I can't believe that one person could be so good for me. I feel that E____ thinks the way I'll eventually be able to think and knowing him, talking with him has made everything a little easier and more clear for me. I can accept his ideas intellectually and even though I'd like to accept them emotionally, really believe them, I'm still unable to be exactly what I want or to do exactly what I want (partly then are due to my lack of experience and an inability to decide exactly). Anyway E____ has led me to begin an opening and discovery of myself, to freer ideas, to some conviction and to self-confidence. I've always thought of myself as average looking with a plumpish kind of figure which goes along with my pug nose (people look like animals to me. Well, my friends have always told me that I looked like a pig if I had to be an animal. I've always hated it even if they are kidding). Anyway E____ made me see myself differently. I lost some weight and I began to think of myself differently. Now I have confidence in the way I look but I've passed that point in my thinking to where I can honestly say who cares if I am or am not attractive. I don't primp or fuss with myself as long as I used to and it doesn't take me as long to get dressed to go anywhere if I even do that. My life has changed so much from the planned schedule to a spontaneous one that I don't think to change or get "fixed up" to do something, I or we just do it.

In March of 1968, end of winter quarter of my freshman year I found out that I was pregnant. I really couldn't believe it at first, the idea of a child inside of me was so distant at first. I was also blaming M____ for more than his share of the responsibility. I didn't know anything about contraception except for Amko which I did use regularly but I got careless in my security, I guess. We decided to have an abortion. It was the only solution for us. M____ found out about a nurse in A____ from some of his fraternity brothers. Since I've had the abortion, I know so many girls that have had them also. Since this was the week before finals we couldn't possibly do anything about it. I don't know how I studied for my finals, two I didn't or couldn't study for. I was with M____ at his apartment constantly which didn't help him either but I couldn't stand the dorm at any normal time much less then. We went home for the break. That was really a treat to be pregnant with the child of the man that your parents hate. Of course I didn't tell my parents, they still don't know. They really disliked M____ because of an incident that happened during Thanksgiving vacation of '67. We had taken some photos at M____'s

apartment during Homecoming weekend. My parents found them and really got upset because we were all drinking and she didn't know I drank (I was 18 then). They then thought M___ was the bad influence on me even though I tried to convince them otherwise. There was a horrible scene that involved M___ and my mother and consequently they forbade me to see him which was impossible because they had no control over my life at school. To keep peace though and because I couldn't stand up to them I pretended not to be seeing him. Then I was pregnant in March and I had to go home for the break to listen to my parents hassel me, still, about was I still seeing M___, etc. I was never so glad to get back to school. While I was home though I borrowed some money from my two best girl friends. The whole episode cost M___ and I about \$300. I paid back my friends with the money my parents gave me for the quarter so I had to be a little frugal for awhile. I realized too what it must be like for people to have so little money all the time. Then the next summer when I gave swimming lessons my parents couldn't keep track of my money since the lessons weren't on my regular paycheck. In this way I was able to pay back my friends. M___ got a job spring quarter to pay back his share. He really needed a rest since he had worked the first 2 quarters about 30 hours a week. M___ and I rented a car and drove to A___ to this lady's house. She was nice and nurse-like. The funny part was that her next door neighbor and husband were there. They gave me the details and let me ask them questions. I didn't sleep very well that night because of the pain and because the abortion completed itself during the night. Also, we got hit by some lady's car in A___. M___ wasn't 21 then so the car was in someone else's name. Another real hassel. We finally got back to Gainesville the next day. I was fine for about a week then I started hemoragehing. I thought I was definately messed up for the rest of my life. We called A___ and she told us what had probably happened. Anyway, I was in bed for a few days. It was sort of hard to keep up an act in a dorm where everybody knows everybody's elses business. One girl friend knew though. I came out of the experience fairly well. M___ and I couldn't have any sex for a long time because of my feeling that it was mostly his fault and I was afraid of a repeat. Even now I'm afraid of a repeat but it doesn't affect me during sex. It's made me super-cautious and I got birth control pills from the infirmary last summer. For awhile I was really upset when I'd see little children, especially blond ones. I'm over that now but I think now that anyone should have an abortion for any reason and that contraception should be available to anyone. I feel really lucky because I think that many others weren't and it kills me because it's so unnecessary. The experience also made me

more understanding of other people because of what I went through I think that others less fortunate might not be able to cope with it or come out of it as well.

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Subject 46, Modal Female, Age 18

Total Autobiography Scores:

Pos. 54.5 Pos.-Neg. 9.1 Neg. 27.3 Neg.-Pos. 9.1

Preschool experience scores:

Pos. 0 Pos.-Neg. 100 Neg. 0 Neg.-Pos. 0

I remember very little from this time period. But there was one instance that stands in my mind. When I was about 5 another girl who was around 6 yrs older than me used to swing me by the arm. It was great fun until one time she pulled my arm the wrong way and I had to go to the hospital. I remember I was terrified and hated that girl for doing it to me.

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Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

When I was in second grade, my teacher was very mean. When she would get mad at one of the children, they would turn blue with fright. I disliked her because I had pigtails and whenever I misbehaved she would pull me by the pigtails and I would scream because of the pain.

In this time span, I remember getting a flu shot in my arm, but it was given to me right above the wrist on the inside of my arm. It was not a child's flu shot but an adults shot. I don't know why the nurse did that for my arm was swollen for a week and even to this day I have a scar where the shot was given. I believe this is the reason I am petrified of shots, and have a habit of fainting when a needle is stuck in me.

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Junior High experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 33.3

In eighth grade I did a science project that won a superior ribbon and got to go to the county science fair. Even though I did not win anything there I was pretty happy to have gotten a superior ribbon from the school.

At this time I found out I had to get braces. I thought it was the worse thing that could happen. I had to get 4 teeth pulled which did not help matters any. But by the end of 9th grade they were off. But still, during 8th grade I was miserable, I had pimples and no friends! I thought It was the end of the world at the age of 13. But as 9th grade came I was much happier for the summer after eighth had been spent at a hotel were we had a cabana and I made friends and was happy again.

I went to camp one summer for eight weeks. It was memorable for I received "most improved camper" which is the second best award in camp.

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High School experience scores:

Pos. 75 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 0

In 10th grade I had to ride the bus (to school). It was very crowded, so when boarding we had to go as far back as possible and sit 3 to a seat. One afternoon on the way home we loaded the bus and when the bus driver shut the door a bunch of us moved up to empty seats instead of being crowded. The bus driver suddenly stopped, opened the door to let someone else get on, and then took my name and a few others. We asked her why and she said we had unorderly conduct on the bus. So the next day we were sent down to the assistant principal's office and he lectured on how bad we were and that we were to be suspended from the bus for a week I raised my hand and said Mr. J_____ at the next instance he was yelling at me, calling me a trouble maker and saying "I'll be watching out for you" "I'll bet you were a trouble maker in Jr. High." Meanwhile, I had no disciplinary action taken against me before and I had just wanted to tell him how unfair the situation had been and look what happened! I told my parents and the next day my father came to school and explained everything I wanted to say to him! He replied by saying "Even if the student is

right we have to support the bus drivers." So I was still suspended from the bus which didn't hurt me but hurt my parents for now they had to drive me. This happening made me very bitter towards the so called establishment! From this point on I didn't care what they said was right, I did what I pleased for I thought fairness didn't count with them. They were not interested in my side of the story. Since I was only a "child." I didn't know what was right.

In my senior year I had many enjoyable times. The election of 1968, I worked at Humphrey headquarters for Florida. I was a member of Young Democrats of Dade County. I went to the Senior Prom and throughout my senior year had great friends and good times. In the summer after high school I went with friends and without parental supervision to Nassau for a weekend on a boat. I had a fantastic time being on my own, and treated as an adult. "Drinks were served" we all dressed up for dinner, etc. Things were great.

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Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Going and doing things, without answering to anyone but myself, has had a profound effect on my way of thinking. From seeing that I have to protect myself now, I've learned to believe in me. Also, I still believe if one wants a deep and meaningful relationship they must give of themselves which is very hard to do here at U of Fla because of the pace of work here.

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Subject 2, Self-Actualizing Female, Age 23

Total Autobiography Scores:

Pos. 40 Pos.-Neg. 20 Neg. 20 Neg.-Pos. 20

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

When I was four and a half we moved to Gainesville. Previously we had lived in a large city, Atlanta. The change and move was a good one for me and I adjusted quite well.

I met new friends and was happy in my new home. I did see though, how this change affected my older brother, negatively. He had skipped a grade and was younger than the other children. He became a behavior problem and it was a difficult experience for the family.

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Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

When I was in third grade my teacher slapped my face. I went home and told my mother who said she didn't believe it. My parents had been the type to side with the teacher; usually. I did not find out until many years later that my mother had gone to the teacher to find if this were true. Even though the teacher told her she had slapped my face my mother never mentioned this to me again. I think my mother should have been honest with me and said the teacher had made a mistake. I remember the teacher slapping my face quite vividly.

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Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

I had changed schools in seventh grade and knew only a few of the students at the new junior high. At first I was quite lonely for my old friends. As were most senior high schools, there were cliques in the school I attended. I wanted very much to be accepted by a particular group of people, the ones I thought were the most popular. One day in class the girls in the group asked me to go to the show on Sat. with them. (This was a big deal—the social event of the week.) From then on I was accepted by this group and this probably significantly affected my life throughout high school.

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High School experience scores:

Pos. 0 Pos.-Neg. 100 Neg. 0 Neg.-Pos. 0

In tenth grade I was selected to be a varsity cheerleader. This was a most significant experience. As long as I remembered I had wanted to be a cheerleader. I worked extremely hard to be selected and it was very gratifying to be chosen. I was fortunate to get most things I tried for in high school—I think it has been bad for me, in a way, because my first encounter with failure was very difficult for me.

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Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

My first date with my husband was a significant experience. We had met earlier that day and we saw each other in the library that night. He asked me out and that began our relationship.

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Subject 58, Modal Female, Age 20

Total Autobiography Scores:

Pos. 15.4 Pos.-Neg. 15.4 Neg. 38.5 Neg.-Pos. 30.8

Preschool experience scores:

Pos. 20 Pos.-Neg. 20 Neg. 60

I have three older brothers, and when I was young I always wanted a baby sister. When I was four years old my mother had another child, and it was a girl. I'd always been very healthy, but when my mother came home from the hospital she discovered I had a high fever. They found that I had a virus pneumonia, and rheumatic fever. (It was felt that my subconscious fear of not being loved as much by my parents, with a new baby in the family, helped contribute to my getting ill.) I was confined to the house (and mostly bed) for a year, so I didn't get a chance to play with many children, except for my older brothers. I always had to stay quiet, and I couldn't exert myself in any way. This seems to have carried over because I've always been a quiet person.

When I started getting better my father would take me out for a little while before dinner every night. He was trying to build up my heart again without straining it. At first we'd walk around the house, then later (a few weeks) we'd walk around the block. Then he let me run down to the end of the drive, but I'd have to walk back. After doing that a few weeks I could run both ways. I had to be careful not to get too over-heated or exert myself too much for almost another year, but ever since then my heart has been fine and I've been able to anything I wanted to.

One day my mother was going to bring my brothers and some of their friends to the circus. She talked my father into letting her bring me, if she'd carry me the whole time. (I was about 5 years old.) We got back later than expected, and my father was mad because he was afraid I had gotten too tired.

When I was sick my parents would have to wake me up at about 2 or 3 a.m. to give me some awful tasting, thick, pink medicine. Both of them would always come, and I remember that sometimes when they'd wake me I'd pretend I was still asleep, hoping they'd give up and not make me take the medicine.

When I was very young I over-heard my mother telling some woman how she'd lost a baby on a train during the war. I thought that was terrible, and I never wanted to ride on a train because I was afraid that if I'd gotten lost she might not bother to look for me, like I believed she didn't look for the baby she lost.

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Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

In third grade I had very long blond hair. One afternoon one of the boys chopped off a piece of my hair in the back. The teacher cut off a little piece of hair from the front of his hair when she found out. Everyone thought I had pretty hair, so afterwards alot of students asked me for a few strands of my hair, so I passed it out a few strands at a time.

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Junior High experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 33.3 Neg-Pos. 33.3

When I was in 7th grade, the youngest of my three brothers was in 9th grade. After school we'd have to wait 30 minutes for the bus. All the girls usually sat on the auditorium steps to wait, while the boys stood off in groups around the field and front of the school. One day a little boy (probably about 10 years old) came by after school with a chicken leg. He'd pull on the tendons from the cut end and it would make the claws move. He ran up to me and pushed it in my face and made the claws move. It was close to Halloween, so I just thought it was a toy. Instead of screaming like he thought I would, I gave him a disgusted look, and he left me. He started doing the same to some other girls who screamed and ran off, and then I found out it was a real chicken leg. After the girls started screaming, some of the older boys came over, and they started giving the younger boy a hard time. One of the boys took the chicken leg away and told him to keep away from the girls. He started crying and screaming, and trying to kick some of the boys to get the chicken leg back. Everyone was laughing at the little, and he was getting madder and madder. Then the bus came and I started to walk over to get on. The little boy saw me and ran at me screaming, "I'll get you," or something similar. I was really startled because I didn't know why he chose to pick on me, unless it was because I ignored him when he tried to scare me with the chicken leg. He ran at me and swung. I put my notebook in front of me, so he hit it instead of me. Then he started to swing at me again, but my brother ran up, grabbed the boy by his coat and told him that no one had better ever touch his sister, and then he tossed the boy aside. I didn't even know my brother was around at all but he just "appeared" and was there to protect me. In Junior High school most brothers and sisters didn't seem to stick up for each other too much, because it wasn't "the thing" to do, but my brothers always stuck up for me, and my brothers protecting me with so many people around always made me feel extra proud.

When I was in 9th grade I dated a boy who was a senior in high school. He always liked me alot more than I liked him—maybe because I was so much younger.

I wasn't allowed to date but I could meet R___ at the movies, get something to eat at Howard Johnson's after the movie since it was only a few blocks away, and then have my mother pick me up. R___'s parents were very strict, and they wouldn't let him use the car, so everything worked out fine.

Since R_____ liked me more, I knew I could be meaner to him and get away with it, so I often was. One night when we had a date I broke it for no real reason at all. He got really mad, because I'd been giving him a hard time lately, and when he hung up the phone he punched his hand through the glass. (He was in a phone booth.) His hand was badly cut and he needed alot of stitches.

I felt so badly about being so mean to him all the time for no real reason. I knew I was thinking I was too "neat" and just playing a role at his expense. I was ashamed too because I didn't want my parents and brothers to know how mean and unfeeling I'd been acting. All of them always thought so much of me, and I felt I really let them down.

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High School experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 66.7

In the beginning of 10th grade I had to get braces on my teeth. I only had one tooth that was a little crooked, but it was getting worse with my wisdom teeth coming in. I ended up getting braces on all my teeth, top and bottom, which was really bad.

My natural expression was usually a smile, but after I got my braces I usually ended up keeping my mouth tightly closed. People always thought I was much older looking and more mature than my age, so getting braces when I looked like I was 17 or 18 years old made it even harder for me to accept.

I wore braces for 2 years and although I hated every minute of it, I don't think I suffered from them too much, except that I didn't smile as much. Other people would make mean comments about my braces, but the boy that I was dating at the time never said anything mean about my braces (even kidding around). It made alot of difference to me because I didn't care what the others thought too much—just my boyfriend and family mostly.

My junior year in high school I wanted to go out for cheerleading. I'd made it down to the finals. The night before the final try-out a boy I'd known for about four years and whom I considered a pretty good friend called. He'd always stuck up for me in the past, and occassionally he'd ask me out, but I was going with a boy so I couldn't accept the date. (I wouldn't have wanted to date him even if I hadn't been going with someone, because he was just

the good friend type as far as I was concerned.) My boyfriend went to our rival school—and the two schools really had a strong rivalry. Fred called and we talked for a while and then we started talking about cheerleading. He asked me why I was going out, for cheerleading since I'd really want my boyfriend's school to win. Then he started telling me how all the football players hated me and were really going to be mad if I made the squad. What he'd said really hurt me and upset me. I wasn't going to try out for the squad but some girls talked me into it. I made the squad but all of the guys were so nice to me and glad I made it. They always would give me a hard time, especially when we had a game against M_____'s school, but I knew they did like me and didn't mean anything mean they might've said.

I was nominated for the Letterman's Sweetheart, but since M____ went to our rival school, and I was going with him, they decided the athletes sweetheart shouldn't be going with their rival. I was nominated for Homecoming Queen too, but since our Homecoming Game was against M_____'s school alot of the players felt I shouldn't be queen and made a big deal about it.

Even though I knew the guys did like me and didn't really mean to be as mean to me as they were, it did make me feel badly. Maybe it was because I'd always been popular and been chosen as queen before, and then I was completely cut out of things after I started going with M_____. I don't regret going with M_____ during high school at all though.

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Undergraduate experience scores:

Pos. 0 Pos-Neg. 100 Neg. 0 Neg.-Pos. 0

My freshman year, third quarter, I was invited to a fraternity week-end. I didn't really want to go with the boy, but I was put on the spot, so I agreed to go.

A few days before I found out that everyone was going to Tampa, and they'd be staying over. Then I especially didn't want to go, but I felt guilty leaving him dateless for his frat week-end.

Friday night there was a big party at the frat house, and I really had fun. Then Saturday morning he picked up me, another couple, and one of his frat brothers, and we left for Tampa. We all had fun going there and that afternoon we had a good time at Busch Gardens. Everyone was staying at the Holiday Inn there. I just naturally assumed that the girls would stay in one room and the boys in another,

but when we got there I found I was wrong. I really got upset when I found out, and I couldn't help but act differently. I'd only been out with him about 2 or 3 other times, and he'd kiss me good-night, but that was all. I wasn't going to stay with him, and I was really mad at myself for getting into that situation.

That night he got really drunk and I was in a bad mood anyways, so we didn't get along at all. We fought all evening. Then when we got back to the Holiday Inn, all the boys (who all were drunk), went swimming in the pool until about 3 a.m. I was glad because I just watched T.V. by myself in the room. Finally he came back, and asked me what was the matter. I explained that even though I trusted him I just didn't want us staying in the same room. He was pretty mad, but he went next door and stayed with one of the boys whose girlfriend lived in Tampa (so she stayed at her home).

The next morning I remember being mad at myself a little bit because I almost felt guilty that I didn't want to stay with him, and I felt like such a prude. I don't consider myself a prude at all, but I was mad for being so naive and getting into such an uncomfortable position.

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Subject 40, Modal Female, Age 21

Total Autobiography Scores:

Pos. 50 Pos.-Neg. 12.5 Neg. 31.3 Neg.-Pos. 6.2

Preschool experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

When I was 4 1/2 years old we moved from Pennsylvania to Florida for two reasons: my mother's health (she has many allergies which the doctor said would be alleviated in the southern climate) and my fathers need for independence. I was born in a small town in Pennsylvania in which my parents' parents and grandparents had always lived. My father chose to strike out on his own which lead to some penny-pinching years for our family but which also held us together in mutual cooperation for the next couple of years.

Another vivid experience I had before the first grade was being bit by a dog. A friend of mine had a rabbit which their old German Shepherddog was jealous of. When I was 4 the dog attacked me and tore a hole in my face. I can picture the dog on top of me, the hysterical trip to the

doctors office, and my mother nearly passing out in the emergency room. The outcome of this experience is that I have scars on my face. Although they were once a source of concern, I have gotten used to them and they hardly concern me now. People rarely comment on them anymore.

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Elementary experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

In the first grade I began taking ballet lessons. I remember overhearing my parents discussing their financial situation one evening when I was supposed to be asleep. I went downstairs and told them I wanted to quit taking ballet lessons. My parents knew I loved ballet and we had a recital coming up. My mother cried and I stopped taking ballet. (I feel like crying now, just thinking about it.)

In the second grade we moved again, from Lakeland, Fla. to Sarasota. It was happy experience—Dad had a better job and we moved into a trailer park that had lots of families with lots of kids.

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Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 25

Right before seventh grade I had a "bad" experience with an older boy (17 or 18) who approached me on the beach (when I was on vacation with my family). I didn't understand his intentions (mild as they might have been) and I managed to run away. For several years after that I liked boys as "pals" but physical contact was taboo.

In eighth grade my family moved again, from Sarasota to Orlando. This was a horrible experience for me at the time. I had established roots in Sarasota and I was bitter and worked at being unhappy for about three months. But again it was a raise in position and salary for my father and Orlando turned out to be a city near and dear to my heart.

In Orlando I became totally absorbed in my church: singing in the choir, taking confirmation courses, joining the youth group, and taking a Christian development course. This was around the time I was in ninth grade. I also became very close to our dynamic young pastor and I know many of the convictions I still maintain came from my close association with this dear man.

Also at age 13, I became the middle child in the family instead of baby sister to my older sister—a brother was born. I have had the joyous experience (and often the responsibility) of helping to care for a baby.

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High School experience scores:

Pos. 33.3 Pos.-Neg. 33.3 Neg. 33.3 Neg.-Pos. 0

My high school years were my going steady years. I went steady with the same boy for a year in 10th grade, broke up with him in eleventh grade only to go steady again for another year at which time I broke up with that boy to go steady with another boy. Only once did my parents disapprove of the boy I dated—to the point of forbidding me to see him. This is a bad memory for me because I protested against them and caused unnecessary agitation. My minister friend was even called in. Eventually the boy moved away, I quickly forgot him, but I still remember how upset my parents were with me. My family was far more important to me than that boy. I don't understand how that happened—I guess that's why I still have slight pangs of remorse when the subject comes up.

My sister went away to college when I was in 11th grade. I was terribly unhappy—I'd never slept alone or had my own room before. Mom and I became more chummy.

My high school days also brought me the experiences that patted me on the back. (My senior year especially.) My grades were high and I received many honors. I had, more importantly, several meaningful inspiring relationships with respected teachers.

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Undergraduate experience scores:

Pos. 60 Pos.-Neg. 20 Neg. 20 Neg.-Pos. 0

There was never any question that I would go to college. The summer before my freshman year we moved to Ormond Beach, Fla., Dad now arriving at the business executive level and being able to afford college for two daughters. (I've worked every summer and during school, too, to help out the family.) I, naturally, went to the U of F where my sister went to college. But, I was slightly disillusioned upon arriving. College isn't honey-cakes and roses with dedicated professors at every turn and a big college sometimes means loneliness. I remember climbing to the top of the stadium (Florida Field) at night and actually enjoying being alone with my thoughts.

1. The summer after my junior year in college my roommate and I went to Cape May, N.J. to work for the summer. It was the first time I had ever left home to work—it was also the longest stretch I've ever had away from my family without visits home. I was a waitress, lived in a boarding house, determined my own hours, drank a lot, dated older men, made a pile of money, sang with a band at Sid's Tavern, and talked to my family once a week by telephone (a WATT line in Dad's office—free phone calls). What I remember most vividly is the night my roommate and I stayed up all night talking. We went to the beach to watch the sunrise. It was a beautiful morning. We ran up and down the beach, stood on a bench and sang at the top of our lungs, and hugged a lot. I've never been closer to any one person. That was ecstasy. My friend is still my roommate now that we're back to school. We've sworn allegiance to each other to return to Cape May this summer.

2. Also in Cape May I knew a wonderful person who became involved with a married man in an effort to help him. His wife followed them to dinner. The man proposed to make a second effort with his wife and thanked my friend for giving him back his self respect, his courage to be a man. According to all I had ever been taught this was a sinful situation. According to all I saw and felt for these two *good* people, the situation was right and good. This was the beginning for me in seeing that right and wrong can not be black and white, grayness lies between the two. This girl showed me that sometimes society is not right—it is cruel and forceful but not necessarily right. I believed in this close friend and experienced with her the situation. I am now more open-minded and accepting to people who act differently or hold different opinions than I do.

My grandmother died when I was 19. It was my first funeral, my first association with death. I'd never felt such loss—I'd never thought about my parents dying before that, either.

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Subject 37, Modal Female, Age 20

Total Autobiography Scores:

Pos. 40.7 Pos.-Neg. 14.8 Neg. 37.0 Neg.-Pos. 7.4

Preschool experience scores:

Pos. 12.5 Pos.-Neg. 12.5 Neg. 62.5 Neg.-Pos. 12.5

At three or so I remember being outdoors and unable to reach the doorknob. I knocked and cried and felt completely forgotten during the seemingly endless time before someone let me in. Shortly thereafter my father raised the porch floor and I was able to come and go as I pleased.

At five in kindergarten I was afraid of a boy who hit me sometimes and messed up my papers. I was also afraid of a domineering girl my age who mothered me. I was afraid to come home the one afternoon my sister stayed after school for Brownies because I had to get off the bus alone and be met by our dog which I feared. Eventually, that dog became my best friend while I was still five. I was so shy I had no friends outside of my family and the dog.

When my sister began going to school I had an imaginary friend who was my constant companion in the time I spent alone. I would sing original songs about Jesus to her.

Each year in the spring my father would take my sister and me on a walk through our woods. When I was five I got my first foot blisters from wearing brand new moccasins on that hike. I recall describing the moccasins and my blisters to my kindergarten teacher. I never participated in the formal show and tell time because I never felt I had anything exceptional to contribute. I felt I was kind of dumb compared to my peers.

I remember at about four counting the pages of a magazine and proudly telling my mother how many there were. She cut me to the quick by telling me she could tell me how many pages there were by looking at the last page.

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Elementary experience scores:

Pos. 77.8 Pos.-Neg. 0 Neg. 22.2 Neg.-Pos. 0

During first grade my family began attending a different church of the same denomination. We were made much of at the new church. High school age youth carried me around all the time and said how cute I was. I was very small for my age (still am) and their attention began giving me more confidence. In Sunday School I began answering the teacher's questions and I discovered I knew a lot and was the smartest in the class.

Before second grade we moved to Fla. and I became a new person. I made close girlfriends but each seemed to move away. I also had boyfriends. I had felt stupid in first grade—had cheated on workbooks until my helper tricked me by giving me the wrong answers and then changing hers after I copied. In second grade I felt like I was the smartest in my school class. Once I brought home a good report card and asked for money for each good mark because most children received money for their grades. My mother told me my grades weren't to be rewarded with money but instead with the good feeling they gave me. From then on I tried harder because of a desire to prove myself to me and to anyone else who cared. I made good grades because of what they did for myself esteem.

At the end of second grade while taking the achievement tests I looked ahead and sneakily pretended to my mother and sister a sudden interest to know multiplication and division. They taught me and I was able to score extremely high on the achievement test. I felt bad for a long time because I had cheated and knew I didn't deserve to skip third grade (I didn't skip though it was suggested). Finally I decided I had to have been smart to be tutored so quickly by my family.

Before third grade we moved to South Fla. My closest friend was a rather sisyish boy. I had a strong desire to be a boy and spent much of the school day thinking about going home to change into slacks and play with my male friend.

In fifth grade I idolized my choir director—a young woman in her twenties. From then on until college, I always had a female idol.

In sixth grade I had a significant religious experience at a revival. I became a Christian at that time. Being a Christian has had an influence on my entire life. In sixth grade, with a child's faith I felt very close to God and was very happy. For many years after my religious experience

I felt I had slipped far below the point I had been at in sixth grade. Now I know I have grown spiritually. My religious beliefs have allowed me freedom from worry because I feel God will work out everything for the best and he always does in the selection of my husband-to-be (who couldn't be better if I had found him myself), vocational plans, summer jobs, friends—everything. My sixth grade experience was much the result of eleven years of religious training at home and church.

Sixth grade was also happy because I began making close friends (some who are still close) and demonstrating more intellectual talent as winner of my school's spelling bee and with the ease I did my school work.

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Junior High experience scores:

Pos. 0 Pos.-Neg. 60 Neg. 40 Neg.-Pos. 0

In seventh grade in the spring I had my first love. He was good-looking, witty, intelligent and in my eyes—perfect. We never went out and he never called me but we once met at a school play one evening and we talked together all the time at school. He liked me and I was thrilled. We attended church camp together and then both enrolled in a summer band program. He began ignoring me subtly and then openly. I was very hurt and never really cared for another boy until college, because I always looked back on R _____ as being perfect and a standard that other boys just could not match up to.

Throughout junior high I was active in church work. I had my own thoughts about how everything should be done and was quite intolerant of those who differed with me. I would become very upset at youth council meetings and be unable to think clearly or to express myself well. Once I volunteered for my youth group to adopt an Indian boy as a missionary project. My counselor told me we couldn't do it (I still know we could have) and I made arrangements not to do the project. I cried and exchanged hurting words with my counselor. I apologized to her the day after the incident. That was probably the first time I apologized to make peace because I knew I had been in error in letting myself lose my temper and in saying hurtful, thoughtless things although I still believed in the rightness of my cause.

In ninth grade (spring) a very homely but very-intelligent boy liked me. I liked having him around sometimes but didn't really like him. He was very shy but became less so around me. When I decided I didn't want to be tied down like having to walk to class with him I got rid of him by rushing out of classes and openly ignoring him.

In ninth grade one day in my math class I said something and everyone laughed and I felt good about making everyone laugh. So I decided to try to make people laugh and I proceeded to become my math class' class clown. Eventually, I was obnoxious in my class disruptions and I noticed people didn't think I was so funny anymore so one night I decided to cut the funny business and I did. It still amazes me that at will I could change my behavior so easily.

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High School experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 0

In eleventh grade I became witty once more. I attended a non-graded high school. Thus, most of my classes included persons in 10-12 grades. This included my English class which was the highest phase. Once I gave a talk on Shakespeare. I wore a silly looking beanie and though I told the facts I did so in a humorous way and the class' laughing made me feel really good. Also in eleventh grade I took German and as the year wore on became quite a talker. I was moved away from my friends but sometimes I would feel really isolated so while my teacher was talking I would pick up my things and move nearer my friends.

In twelfth grade I was very active in church work. I presided over a 10-church youth organization and the organization really thrived. I presented many programs to my own church and the 10-church organization. At the time I hated school and was happy to spend my time working on programs rather than homework. I wrote plays and even reading them now consider some of them good. I recorded sound effects like birds in my yard which sounded like a jungle with the recorder turned up all the way. One of my best efforts was a program on immigration presented to the 10-church organization. I wrote a story about little Immie Grant and her family--why they left their country, what they found here (ridicule, etc.) and the continuation

of the immigrant's plight in this country (the settled immigrant treating the newcomer as he was treated). The story included symbolic trolls and a good fairy. Some friends of mine acted out the story as I read it. I also had a demonstration with clear water and different food colors showing the waves of immigration and the blending of these waves. I also told about the origins of foods we consider all-American. The program concluded with a discussion. Generally, people were hesitant to speak in such a large group but that night about 25-40 people spoke even though about 100 people were present. I had arranged for two of my friends to begin a controversial discussion on the Cubans and they did it very naturally and it opened up a discussion which I finally had to stop because of time rather than lack of interest. This program and others helped me to later decide to become an elementary teacher--- because I had been able to manipulate a group in a way and had instructed in a manner that people had enjoyed while learning.

In my senior year I really hated school. Most of my class time and assignments were a waste of time. I actually got sick three times at school that year and had to stay out a few days each time. I think my sickness was brought on by my mental condition. Near the end of the year I stopped doing a lot of assignments because I worked and had less time and because I had stopped trying. Most seniors at my school felt the same way. Teachers in frustration over our not doing our homework would assign more but of course we didn't do that either. Graduation was a big disappointment even though I was able to wear an honor cord. I wanted to go to college in order to move away from home (which I really liked a lot) so I could grow up. I had no vocational plans when I began college but my two crummy jobs that summer made me know I had to do something I considered worthwhile and that had higher class fellow workers than a discount dime store offered.

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Undergraduate experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 50

In my sophomore year I tried computer dating. My first date seemed to be perfectly matched except for religion—he being Jewish and me Methodist. We began talking marriage after two days because he was so desperate to be married. He nearly persuaded me of the insignificance of my personal faith but then I received a letter from a

friend at home telling about how much joy she was now finding in the church and thanking me for my persistence in inviting her to come. This letter helped me to realize I couldn't turn my back on my upbringing and on what I felt was important. We broke up after two weeks. We went together again two more times before our final parting. Neither family approved of us. The last time we dated I realized much about him that bothered me. The good of my dating this boy was that I was forced to reevaluate my beliefs, my desires, and my values. My faith took on a new meaning and I was prepared to accept S____, my fiance, a few months later. S____ is a Methodist, a natural person, sincere, and not concerned about trying to be a "real" person. He just is a real person and he has helped me to feel at ease with myself because of his acceptance of me. With S____ I can work toward my dreams rather than having to give up many dreams.

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Subject 50, Modal Male, Age 30

Total Autobiography Scores:

Pos. 69.6 Pos.-Neg. 4.3 Neg. 26.1 Neg.-Pos. 0

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

When I was 5 years old my mother had a nervous breakdown and she was sent to the mental hospital. I was (and my younger sister) sent to some old woman's house where I was kept for a year. I didn't like her because she spanked me for everything I did. I can also remember lying around the house for days at a time crying for several hours for my mother. This gradually subsided, and I started hoping that my mother would not come to see me because I was afraid that she would start crying, as she had on other occasions, and that would start me to crying which I did not want to do because I felt that would make me look like a baby.

My father was never at home and I have no mental pictures of him. He died when I was six, so I do not remember having a father or any family atmosphere.

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Elementary experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. + 0

When I was seven, my sister and I went sent to the Methodist Home in M____. Overall the home was a nice place to live. But it lacked again, a real family type atmosphere. Everything was neatly regulated and material needs were satisfied. I lived in this home for seven years (1947-1954) without seeing my mother or my brothers (4) or any member of my immediate family. This had a profound effect upon me, for I realized that to survive I must take care of myself during these years, however, I did have contact with my mother and the youngest of my three oldest brothers through letters. This (contact) was encouraging and caused me to think of the future, where things would be better.

1. During the years (1949-53) we had a matron in the dormitory who was as mean and hypocritical person as I have ever encountered. These four years were full of misery for me, a misery that made me strong. I can but close my eyes and recall some of the things that she did as punishment to the other boys in the cottage and me. Her whole concept of having the desired behavior from us was to strike terror in our hearts, she, more times than I could count grabbed my ears and beat my head into a corner. She told me on many occasions that I had the eyes of a criminal. One form of punishment she enjoyed was to make me or others lie on our back with our feet in the air for hours at a time; or hand out to your side, etc. If they (feet or hands) dropped, she hit us with part of a conveyer belt. One specific experience that I recall was; one night at the supper table I said something that she considered to be tattling. My punishment was to lie on my back with my feet in the air for 2 1/2 hours. Then she told me to get up and run down 2 flights of stairs, all the while she was beating me. She then told me to "crawl under the bed like a dog and when the others have taken their baths, you can slink out and take yours" this occurred after the lights were out. Needless to say, actions like this on the part of the matron caused most of the boys at one time or another to run away. I don't know why, but running away never crossed my mind. I don't know whether I realised I had no place to go, or whether I felt that I had as much right to be there as the matron.

While all this was going on in the cottage, we had a young man who was hired to run the farm (90 acres) he was a young college grad. in agriculture at Univ. of Ga. He was stern with us but he provided that fatherly image

that I longed for. I could communicate with him and this eased the situation somewhat at home. I think inter-strength among us boys helped us survive many of these trials.

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Junior High experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

When I was in the seventh grade, I was voted the captain of the school boy patrol and was able to go to Washington, D.C. in 1953 with school boy and girl patrol people from all over the U.S.

In the summer of 1954 I saw my mother, and two of my older brothers. This was the beginning of many more associations with my mother, brothers, and other members of my family in the form of visits at Christmas and summer.

While at the home I learned to accept responsibilities because the economy and well-being of the home depended upon us. In 1954 I started cutting all the boys hair (50 boys) and continued until I graduated from high school in 1958. This learned trade allowed me to supplement my college ed. expenditures, especially social.

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High School experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

In the 10th grade I was allowed to actively participate in sports. Prior to this we were not allowed because we were needed to do farm chores.

In 10th, 11th, and 12th grade, I was voted a class officer by my peer in a class of 500. This showed me that others cared and I was going to succeed so long as I tried.

In the 12th grade I graduated with honors by being in the upper 10% of my class.

In the 12th grade, I also excelled in the sports of football and track.

In the 12th grade I was accepted to Georgia Tech.

In the 11th grade I felt accomplishment again in obtaining a driver's license because no one helped me earn it.

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Undergraduate experience scores:

Pos. 50 Pos.-Neg. 25 Neg. 25 Neg.-Pos. 0

At my first quarter at GA. Tech in 1958 I was caught up in the milieu that put the technical schools on stern course as a result of the "Sputnik." I met with failure at the college level—something I hadn't met (of this magnitude before) in the academics, as a result I developed a negative concept which stayed with me until I transferred to Ga. in 1960.

I joined a social fraternity and this again made me feel that I had accomplished because I had been accepted at a very high social level.

I had my first serious love encounter. I told the girl I loved her and I was rejected—this hurt deeply and made me less anxious to put my feelings up for grabs again.

I graduated at the end of my college time—something that has never been accomplished in 3 generations of my family, and had not been done in the home while I was there from (1947-1963).

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Graduate/Adult experience scores:

Pos. 71.4 Pos.-Neg. 0 Neg. 28.6 Neg.-Pos. 0

2. In 1963 when I graduated from Ga., I was on the same day commissioned a 2nd Lt. in the U.S. Marine Corps and served with them for 3 1/2 years. Not only did I further my goals of success, I was also able to see much of the world in my travels which helped me see more clearly the "Big Picture" of life.

Since I entered graduate school here, I find that my negative concept of my academic abilities is gone. I do not experience any negative ideas about not being able to do the work at graduate level.

When I was released from active duty in 1963, I was engaged to a girl I had met in the service. I knew it wouldn't work, but I did not break it off until I returned to Fla. and I did it by letter. This was a rotten thing to do—in that I should have told her face to face. This has been one of the worst acts of behavior I believe I have ever done.

In 1968 I met my wife, this was a very good thing for me. It was love at first sight, which I vowed would never happen to me. She has made me very happy.

3. My wife has now made me doubly happy because we now have a little girl.

I now see the promise of a hidden desire or goal of mine—to have the family atmosphere that I never had. I only hope that I do not in some way inhibit the creative or any other growth of my children.

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Subject 44, Modal Male, Age 18

Total Autobiography Scores:

Pos. 61.1 Pos.-Neg. 0 Neg. 38.9 Neg.-Pos. 0

Preschool experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

Probably the only significant experience I can remember before first grade is the fact that every time I went to a birthday party or simmilar occassion I became over excited and vommitted. I can recall many times when my clothes were messed up because of vommitting.

Another important experience I had was a trip I took with my family the summer before the first grade. We travelled by car from Miami to New York, Mass., and New Hampshire. I can now recall only a few instances of that trip. I can remember staying in an old hotel room in New York, and also of walking down Broadway, seeing all the giant signs, one of which was an advertisement for a cigarette which blew giant smoke rings. I can also

remember an auto accident we were in while driving to see my Grandparents in Massachusettes. A man stepped out in front of our car, my father swerved to avoid him and the car ran into a ditch, luckily no one was hurt. When we drove to New Hampshire I remember seeing the Old Man of the Mountain, an image of a man's head naturally carved on the side of the mountain, and the Flume Gorge, a place with alot of waterfalls and streams.

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Elementary experience scores:

Pos. 40 Pos.-Neg. 0 Neg. 60 Neg.-Pos. 0

I can recall the first day of school in first grade I cried and didn't want my mother to leave. The teacher came over and talked to me and introduced me to some other people, and I calmed down then. I guess I was very shy in elementary school. In second grade I remember going to a friends birthday party. There was a magician at this party who put on a show. One trick he did that I can remember is, he pulled live rabbits out of a hat. I also remember I won some kind of game they had and the magician pulled a rabbit out of his hat and gave it to me for the prize. I took it home and built a cage for it I had it for two years.

A bad experience I can remember in elementary school was an infection I had, I got boils all over my body. I had to get a shot every day for a week and then once a week for about a month. After that I was afraid to get shots.

Some time when I was in elementary school, I can't remember exactly when, my father took me to an engineering fair which was at the University of Miami. I saw all sorts of mechanical devises and games. After this I became very mechanical minded and science oriented. I used to always take apart my mechanical toys to see how they worked. I always was trying to build mechanical gadgets.

I can also remember the time I watched my pet dog give birth to a litter of puppies.

Towards the end of my elementary school days I was continually being sent down to the principal. The teachers said I was very undisciplined, I continually talked back and misbehaved. The teacher sent me to a special councillor for guidance. I don't think that it helped much because I never paid attention.

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Junior High experience scores:

Pos. 80 Pos.-Neg. 0 Neg. 20 Neg.-Pos. 0

Probably the most important experience while in Jr. High was a trip I took with my ninth grade class to St. Petersburg. Although the trip was chaperoned this was the first opportunity I really had to be on my own. We left after school on a Wed., going in a chartered bus. I did not sleep for about 46 hrs. Five people on the trip were there because they had to give a science report. I was not one of those people so I could do what ever I wished. I devoted the whole trip to having fun and meeting all sorts of different people. On this trip also I think it was the first time I ever drank on my own for the sake of getting drunk. At that time I thought it was a big thing to get drunk.

Another experience or group of experiences which are closely related in Jr. High was my participation in the science fairs for the three years. The first year in 7th grade I only won an excellent in the school fair. In 8th grade I won a superior in the school fair and also a superior at the dade County South Florida Science fair. For this same project I also won a special award from the Dade County optometric assoc. For this award I won a nice plaque, and I went to a banquet with my parents. In 9th grade I won a superior at the school fair and an honorable mention at the South Fla. Science Fair.

One experience which I don't consider very important, but which continually sticks in my mind, is the time I saw a dog get run over by a car. The dog bounced up and down underneath the car. When the man passed over it he stopped to see if he could help it. The dog was laying in the middle of the road shivering and shaking and blood was pouring out of it's mouth. The man dragged it to the side of the road and left it. Every time I think of this incident I get a little chill and a slight sickening feeling.

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High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

Probably the worst experience I had between these ages occurred during the summer of 10th grade. In the beginning of the summer my father had a heart attack and I had to drive him to the hospital. My mother was not home at the time so when I came back from the hospital I had to tell her. My father was in the hospital for three weeks. One day when my mother was driving to the hospital the engine blew out in the car. We now had to buy a new car. About a week later the other car broke down and it needed alot of work. A week before my father got out of the hospital we bought a new car. Two weeks later I was driving with a friend home from another friends house. It was twelve midnight and was raining heavily. I was not speeding but was passing a truck on the inside lane of a four lane street. The car lost control and skidded across the street. After pulling the car out of one skid, it went into another. As it was skidding across the street, I remember looking out the window on the passengers side and seeing a telephone pole heading right for the side of the car. I remember expressing a four letter word and then the car hit. The next thing I knew was the car had stopped. I looked over at my buddy and asked him if he was O.K. We both got out of the car and were walking around dazed. The car was totally wrecked and the pole was broken in half. The next thing I thought about was my father at home he had just gotten out of the hospital a week before. My friend called his parents and they came out to get us. When I got home I woke up my mother to tell her. The whole night I was awake worrying how my father would take the news when we told him. I was afraid he would have a relapse, but the next morning we told him and he was all right.

Another important factor in my life I feel was not really a single experience, but rather a job I had for a year and a half. I worked in a clothing store as a salesman. This job gave me the opportunity to meet many different kinds of people. I became more open towards people and was not afraid to express my self to them. Before this I was more introverted and did not really like meeting or being around strange people too long. I know enjoy meeting many different people and talking openly to them.

A third important experience I had was a trip a friend and I took from Miami to Jacksonville to Gainesville and home again. We took our time travelling so we could enjoy the sights. We stopped at many places of interest. I think I was at the age when I could most appreciate the beauties of nature and the differences of scenery because from that time on I have had a great desire to travel, seeing many different places, natural and historical, and meeting many many different kinds of people. When I travel

I like to take the back roads and go to small towns to really see the type of people that live in different regions and to really see the scenery of that region, not the scenery of some landscaped super highway.

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Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

2. Going away to school being on my own has been the biggest experience and the most important during this time. It has taught me how to govern my own time take care of my own needs, burden my own problems, and it has given me the chance to really be free and to do what ever I wish. It has offered a chance to meet many new people and to make many new friends. I feel Gainesville is my home now rather than Miami. Gainesville has offered many new and different experiences and things to do. I have developed an interest to do and experience as many new and different things in life as possible.

3. Another experience of this time is the many small trips I have taken on weekends. I have been to many places in this state, observing many different sights and people. I have also travelled to places in Georgia, S. Carolina and Tenn. It has given me a broad background of these different places the scenery and the people that live there.

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Subject 43, Modal Male, Age 19

Total Autobiography Scores:

Pos. 50 Pos.-Neg. 7.1 Neg. 35.7 Neg.-Pos. 7.1

Preschool experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 0

For my kindergarten school graduation celebrations I was selected to be one of the "Sweet Singers." This group consisted of three other boys, all being shorter than myself. I remember this because I was positioned to the rear of the other singers since I could be more easily seen.

This group had two songs to sing one of which was not in English. I believe it was German. I remember having difficulty learning the words.

I was proud of being selected for this role and especially proud to see my name on the program. My relatives showed great enthusiasm and pride in my performance, which of course, gave me a feeling of accomplishment and importance.

On one of the nights before nursery school, I was watching my mother putting finger nail polish on. I became interested and asked her if I could have a nail polished. She then put some on my left thumb.

That night I slept with the polish on, however, the next morning I asked my mother to take the polish off. She told me she didn't have any remover so I had to go to school with a red thumb.

3. Since I was deeply embarrassed, I hid my nail by forming a fist with my thumb in it. I was like this all day, but, I especially remember playing in the sand box with one good hand and a fist.

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Elementary experience scores:

Pos. 0 Pos.-Neg. 50 Neg. 50 Neg.-Pos. 0

2. In first grade one day we were getting ready to go to lunch. As the line formed I was positioned next to the tables in the rear of the class. Noticing a quarter on the table and imagining how nice it would be to be that much richer, I took the money. When its owner, a girl, came back for the quarter she accused me of stealing it. I denied such actions, but the teacher upon finding an extra quarter in my possession sensed the lie. Although the teacher never reprimanded me or gave any indication that she wasn't fooled, I never really knew if she knew. It was not until several years later that I found out that my parents had been notified about the incident.

I was both a safety patrol and librarian in fifth grade. However, it came to a point where the schedules of the two conflicted and a value choice had to be made. As it turned out, I selected the library council. This position was interesting and also rewarding in a sense that special privileges in the library were common. This choice was made completely on my own after weighing both sides with a relative amount of maturity. For several days everything was fine, however, one day I found out that during one of my absences, the teacher had explained to the class that I was selfish in my choice. I remember being shocked because I had no idea that she felt that way. But, then

I felt good, because I was so sure of my decision and the fact that my teacher disagreed gave me a sense of independence and self confidence.

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Junior High experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 33.3

1. Once in seventh grade I saw a boy with a girl sitting on the steps to the intrance to the school. I went over to him but instead of pronouncing his name correctly, I changed it into some funny sounding word. When he responded by cutting down my last name I told him that I would hit him. So he said he would fight about it. We exchanged a few punches until I got him in a head lock. I had to squeeze very hard since he was a fairly weighty kid. It got to apoint where I thought I might hurt him so I lossened up my grip at which time the kid pulled a reversal and pinned me to the ground. Instead of smashing my face in he got off me and walked away with the girl. At this time I realized that a name wasn't to made fun of, and that I should grow up and quit thinking that I was a tough character.

In ninth grade I went on a science trip to St. Pete, Fla. The entire class stayed in a motel with no chaparones except our teacher who was an eccentric anyway. The excursion lasted four days and was a tremendous amount of fun. It was on this trip that I had my first drinks and experienced gambling (which only amounted to cards and flipping dimes). During this whole time we were completely on our own and did what we wanted to do. I believe this was my first taste of real independence. From this time on I have looked forward to times of such independence.

Towards the end of ninth grade the local high school fraternities started their rushing campaigns. Many of my friends went out for the same frats at the same time I did. When the results finally reached us, I was the only one who was given a bid from every frat I visited. I even received bids from fraternities that I didn't even rush. It was at this time that I felt that my personality was strong enough to make it with just about anyone. A tremendous amount of self-confidence is induced when such a great amount of approval is displayed by ones own peers.

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High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

While pledging the fraternity of my choice, I was instructed to extend my arm with my palm up. At this time a brother proceeded to beat my hand with a strip of hard rubber. After this incident I decided that in order to protect my self respect I had to quit. This incident was not the only factor, however. There were many instances of "tortures" such as physical abuse, paddling etc. I thought myself to be to big a person to let these animalistic people use me as a scapegoat for their sadistic tendencies.

3. In 11 grade I started dating a very petite and cute girl that had been friends of the family for years. Although we had played together as children she moved away and a time span of about ten years had lapsed until our re-meeting. I was dating her for about three months until I broke up with her. She, then, started dating a senior at another school. They went together for seven months until she broke up with him. I then took her out again and we have been dating for almost two years.

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Undergraduate experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

L_____ and I have a fantastic relationship with almost no sex involved (substantially less than commonly practiced after a period of two years). We love each other and plan on marriage after school, etc. The most significant effect this relationship has had is that I am totally disinterested in dating other girls. I can't stand listening to their stupid, unimportant whimsical problems, nor can I stand "playing up" to them. If I take out any other girl, it is because she first showed an interest in me, which is common, or I need sexual satisfaction. In other words, I'm out of circulation.

The fact that I again received bids from both fraternities of my choice boosted my ego. I chose TEP because my brother is a member and I was unintentionally misled into believing that all the brothers were mature and stable people. However, to my dissappoint, I found that the opposite was true. Most of the members are insecure babies who blindly abide the irrelevant rules of out-dated traditions. Because of this and my previous pledging experiences, I paved

a path towards being recognized as being the worst pledge and was awarded the highest initiation number. I had refused to go to their "rat courts" which amounted to 4 hours of uninterrupted exercise, using torturing practices such as turning the airconditioning off and closing the windows. I felt that since I would walk out on my parents if they used such methods, I definitely didn't have to take such ridiculous actions from a bunch of idiots. The major conflict between those I had problems with amounted to the differences in values. I just couldn't place a fraternity so high where it would rule every free minute I had.

During the first quarter I smoked grass about five times. I never once got any particular enjoyment out of it, yet I persisted. I eventually realized that I didn't actually want to smoke, but that it was done out of sheer boredom. Being a person who likes to be in control of himself at all times, I decided that I would rather be bored than stoned. After this decision my self-respect increased greatly.

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Subject 34, Modal Male, Age 23

Total Autobiography Scores:

Pos. 61.5 Pos.-Neg. 0 Neg. 30.8 Neg.-Pos. 7.7

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

2. 1. When 3 or so, I felt I was called by God to enter His service—as a matter of fact, I thought I *heard* God's voice calling me and saying "I want you to be a minister." This of course greatly gladdened my parents. I took a year of seminary to pursue this calling further, but feel now that my best area of service is in the field of counseling.

2. I was afraid of the dark—age 4 or 4 1/2—and an older friend told me that while he stood by me, I was to go into a dark room and switch on the light. I did this and conquered that fear. I believe I shall try this method with my own progeny if the need arises.

* * * * *

Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

1. In the 2nd grade, I called a girl "cross-eyed" and made fun of her. She was actually cross-eyed, and this hurt her deeply. The teacher found out about this and made me apologize to her face, and I was very embarrassed.

2. While fighting a boy in the 4th grade, I knocked him down and then stood over him while challenging him to get up again. When he didn't I hit him and made fun of him. Again, when the teacher heard of this, I was denounced as a coward and a person with a "yellow streak, a mean streak, running through him." This took place in front of the whole class—very bad trip.

3. I peeked once during the Lord's Prayer in school, and another classmate ratted on me. This led to some comment by the teacher on my morals and religious upbringing. I never understood why she didn't ask the other student how he knew I was peeking.

* * * * *

Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

In the 7th grade, we moved to Miami, Fla. There was a great deal of dislike and teasing for the jews there,, and I was mistaken for one because of my large nose—this was humiliating.

3. A teacher I had in the 8th grade once took me aside from class and counseled me on some things he noticed I was doing—nervous blinking of the eyes, picking my nose in class—he helped me to see these things through his eyes and the eyes of others. In general, it was a very beneficial thing, and I was able to bring my personal problems to him from then on.

* * * * *

High School experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 33.3

Around this time I first got drunk and felt some guilt about drinking and smoking, but resolved it by comparing my behavior with others and came out in a favorable light.

Later on, I was named band captain and played 1st choir trumpet in the band. This gave me a chance for leadership and respect from my peers. Helped the self-concept.

I made good grades in subjects I had thought impossible for me to pass.

* * * * *

Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

1. Here I found myself. I committed myself to psychology and all that surrounds it. I started to find meaning and direction to my life. I set up goals and they were successfully reached. These things helped to build my self-confidence.

Being involved with student government helped me develop orational and leadership skills, as well as thinking through a problem to get every possible angle.

* * * * *

Graduate/Adult experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

1st of all, I was accepted to grad. school. This being my 1st year. That is about all for this page.

* * * * *

Subject 54, Modal Male, Age 24

Total Autobiography Scores:

Pos. 28.6 Pos.-Neg. 0 Neg. 57.1 Neg.-Pos. 14.3

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

I lived in a very old, wood structured veterans project. It consisted of two, two-story buildings. They faced each other with a small grass yard between them. One morning (I was about 4 yrs. old) I was playing at a park across from the project and noticed an army ambulance. I ran home to find that there was a gas leak in one of the buildings (not mine). All the children had not awakened. Some elderly people also did not awaken. I remember seeing one mother screaming in front of her apt. that her baby was dead (it was not). I'll always remember the panic, hundreds of people and seeing my friends inhaling oxygen. Coming back from the park as I did, I felt removed since I was not there from the beginning.

Another experience, which has been a very important one, concerns a black family who lived next door to my family in the veterans project. Their youngest boy (there were 5 children) was a friend of mine. One day he had swallowed half a bottle of lye. The boy was dying and his frantic mother called a doctor, but because they were black could not get one to come. Even the army doctors would not come. Being so young I could not understand why, though my father tried to explain to me. Knowing A____, the boy, I couldn't find anything different. He died. I don't remember my reaction to his death. What I do remember is the fact that A____ was sick and the Doctor didn't come because they were black.

When I was 4 1/2 years old I went to camp in New Jersey. It was the summer before 1st grade. My parents were both entertainers and worked at a summer resort in N.J. I knew there would be one visit, but I wouldn't see them for 6 wks. Then I would go to the resort. The specific experience I want to write about however, is not me in camp. It is the first week at the resort, after camp was over. I was asleep up in the hotel room, my parents worked each night in the club downstairs. I awakened by bright flames outside my window. I looked out and one wing of the Hotel was bursting with flames. I ran out of the room just in time to see my father coming down the hall. He took me downstairs to safety.

* * * * *

Elementary experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7

I attended S_____ elementary school in M_____. When I was in the third grade I was chosen to lead our class in its part in the spring pagent. All we did was run out and do some easy exercises but I wore white the rest of the class wore Navy blue. All the parents of the children were there and though it was just a small part of a small pagent, it meant a great deal to me.

I and a friend took a bus to the movies once. It was quite a long way from my home. The movie was more expensive than my friend & I thought. If we saw it we wouldn't have enough for a bus home. We went in anyway. After a while I got restless and could not enjoy the movie knowing I may never go home again. I went out to the lobbie leaving my friend. I went to the manager, started to cry, and told him of my fate. He gave me the 15¢ I needed. I then went home leaving my friend at the theater.

The summer before the 5th grade my family moved to N_____. I had no friends, as there were none there at that time. I went for a ride on my bicycle and I got lost. Everything was fine until supper time. When I got hungry things seemed to change. I remember smelling the food cooking in other homes. This was important to me, because, even today when I'm away from a place of security around supper time, I feel uneasy.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

To a Jewish boy, becoming a man, or being Bar Mitzvoh is one of the most important experiences in his life. I had been a guest at so many, and, of course was looking forward to mine. When it came I had 103° fever and almost could not go to temple. I did, and suffered through the many prayers and the reading of my portion of the "Torah." The reception, of course, was very bad for me, though the majority of people had a wonderful time. I've always felt this to be a moment of dire frustration and hope the day of my wedding will be enough to quell that feeling.

* * * * *

High School experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

In the eleventh grade I participated in what is known as "State Contest." All the high school musicians compete for honors by playing solos, trios, etc. Also a band is picked among the finest of the state. I played a solo and will always remember the feeling of seeing "Superior" marked next to my name and being chosen 1st chair trumpet in the state of Fla.

* * * * *

Undergraduate experience scores:

Pos. 25 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 50

In my first year at the University of Florida (I was a junior), I dated a girl, who was a very unstable individual. At the end of the term, just before finals, she told me she thought she was pregnant. She tried to kill herself several times, was prone to hours of silent staring, always when I was around her. I know you want specific experiences but the whole month this lasted, in my mind is one specified experience. She finally found she wasn't pregnant. During that month I experienced a feeling of unyielding strain. A feeling of unsolvable anguish. I told no one of what was happening, not even my closets friends.

A month after the incident above I got colitis. I was in the hospital for weeks and still had not told anyone of my experience with the girl. The experience in the hospital is my next most important experience of my life. During my time there I began to talk about things that bothered me, something I had never done before. Finally, while I was talking to my Doctor, I told him of my experience with the girl at the U of F. I felt my world open and the weight I had carried for so long was finally lifted.

Love has touched my life from time to time. Different kinds of love, parental love, the love of a dog, young love. Until little more than a year ago, I had never known the true meaning of the word love. For it was then that I met the girl I will marry. My life now is surrounded by love, driven by love, linked with love. She is my lifes second guiding force, the first being myself. Our meaningful

experiences together far outweigh those I've written previously. That is why I rank this no. 1 in importance. The one experience I relate just occurred about 2 months ago. I hadn't started school yet, and came up for a visit. There was something wrong and we both didn't know what it was. We talked. We discovered there was something missing in our relationship. A great deal of it was my maturity. In order to change ones behavior, you must change the way they see themselves. This is precisely what happened to me, after our talk. I started looking at myself as a man, she began seeing me as a man. An experience we both will remember as we grow old together.

* * * * *

Graduate/Adult experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

There are two experiences I wish to relate, that occurred after I graduate the U of F in Dec. 1968. Because of their nature it is very difficult to be specific.

The first is working as a child care worker at the Med. Center. I was in child psychiatry and was assigned to the most difficult group of children. Of the many experiences there, I will relate my most moving. One boy, of whom I was very fond, had been noticing that some children were leaving. This was because no child could stay at the med center more than two years. This particular youngster was one of the most verbal and affectionate of all the children there. To digress for a minute, each time a child would leave the med center, a wasps nest would form on the window of their room, because there was no movement or beating on the window. I went into this youngsters room one night, as always, to say good night. He looked up at me and said something about one of the children leaving, then said, "when will it be my window." Something I will always remember.

In the summer of 1969, I went to Europe for 3 1/2 months. There is neither enough time nor room to go into the many experiences a student has traveling all over Europe. While there I had much time to reflect on my five and 1/2 years of college, and where I was going from there. I feel I learned more in my 3 1/2 months in Europe than in my entire college career.

Subject 57, Modal Female, Age 18

Total Autobiography Scores:

Pos. 20 Pos.-Neg. 0 Neg. 80 Neg.-Pos. 0

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

The experience that stands out in my mind most when I was small happened at my grandmother's house. My sister and I were always warned not to go near the fence in the corner of my grandmother's yard. The fence and yard were located very near a dangerous curve in the road. Quite frequently cars would lose control on the curve and crash into another car or more frequently plunge through the fence. My parents had driven this into me ever since I could remember and I was really afraid of that side of the yard. Even when I wasn't near the fence I still felt strange on that side of the yard. Once while I was playing in the sideyard, I walked to the front yard and decided for some reason, (I don't know why) that I wanted to play over near the fence. So eventhough I knew I was doing something that I wasn't suppose to do I went over to the fence. As I did I saw a Negro man lying very still on the pavement and his motorcycle beside him. There was blood on the pavement and no sign of life or movement in him. The sight of this really terrified me. I ran back from the fence and ran into my grandmother's house to tell everyone that something had happened. When they got out front evidently someone else had discovered the accident too because people who had been inside of the little store next door were standing around. Someone had called an ambulance and in a few minutes the Negro man was taken away. He died shortly after. After that I don't believe that I ever went near the fence again. It frightened me & I saw the danger that my parents had told me about.

* * * * *

Elementary experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

The experience I remember most in Grammar School happened at school while I was in the first grade. The school housed grades 1-6 in it. The 6th graders of the

school always took a special interest in the first graders. The girl I remember was older than a six grader. She had failed many times & she was about 15 years old. She was really kind & nice to all the kids & everyday during recess she would always gather us in a little group & play games with us or tell stories. We always looked forward to this time of the day because she took up so much time with us. I don't remember her name, infact I don't believe that I ever knew it but I really enjoyed recess because she always made it interesting & nice for us. All the kids went home & told their parents about her & the parents became upset because they didn't realize (because she was so old) that she was a student just giving her time to the little kids. I had never forgotton this experience & I think it really influenced my attitude towards children. I've always taken a special interest in them.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

The experience that I had that I remember ties in with two events that were very closely related. When I was in the seventh grade on Friday Nov. 22 I was home from school with a sore throat. I was lying on the couch watching Father Knows Best & a news bulletin flashed across the bottom of the screen stating that President Kennedy had been shot in Dallas. It didn't say that he was dead just that he had been shot & was on route to a hospital. The idea that someone so important & well known had been shot didn't quite register in my mind. I think somewhere along the line I half screamed that it couldn't be true. My mother & I sat there and waited to hear more. Sometime later a bulletin flashed saying that the President had died - the long days of newscoverage started. My reaction shocked me in a way. I had never taken much interest in politics & I had never really had too many feelings one way or the other towards President Kennedy. I think that the things that hurt me most about his death were that first of all he was a person, a very young one, obviously very intelligent, he had a wife & small children & he was our leader. The idea that someone so powerful & important was dead was inconceivable. As facts were released the whole atmosphere in my house & with neighbors became a dream. People were full of emotion - sadness & grief for various reasons. The one thing that I did notice

that kept my faith a little higher was the fact that the country seemed so unified eventhough it was in a state of shock & grief. I remember that after hearing this everything was different. Everyone sat around and watched the television set and there was very little talking friends came in & stayed but no one seemed to say anything. I felt guilty as a person that I had never really appreciated the good that he had done for his country & that this had happened in supposedly such a great country. After this I became very interested in politics, I wanted to know what was going on & how things were working.

* * * * *

High School experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

At the end of my sophomore year in high school I decided that I wanted to go to boarding school. My main reason was a different environment and the desire to have different experiences from what I had known in my high school. I thought that there would be many different kinds of people from different parts of the country & would be a good opportunity. My parents were reluctant because they did not like the idea of my leaving home. Finally after visiting two schools it was agreed that I could go to an Episcopal Boarding School one hundred miles from home. At the time I was unaware of the strained atmosphere. It was much different from what I was use to. New experiences were limited, your time was taken up by daily routine from minute to minute everyday. It was very monotonous and strange. I learned that a girls boarding school can be quite an abnormal situation. There are very limited times when you are with boys which creates a strained relationship or feeling as you go out into the world. On Wednesdays for forty five minutes we were allowed to go to the drugstore. On Saturdays sometimes we were allowed to sleep past 7:00.

* * * * *

Undergraduate experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

The important experience I remember most thus far during my college education occurred over Thanksgiving

vacation 1969. Up until this time my experiences involving the reality of ugliness, real pain and despair were limited. Before I had a tendency to be very happy about everything that happened. I worried about things that bothered me but I was never exposed to deeper, more serious problems which exist. During Thanksgiving vacation I attended the West Palm Beach Rock Festival. I did so in order that I might see what sort of life that a good friend of mine had entered. I wanted to understand what the excitement was, the relationship of his changed outward appearance, to his new found pleasures. In going I was seeking answers to questions. The answers led me into something I knew nothing about. My parents have always brought me up to beware of things which they believed were wrong. I am a curious person & when I arrived at college I was able to pursue this. I decided to make my own experiences & judge from there what I should do. Experiences are important. Going to the Rock Festival was very important to me, I was aware that the surroundings & the people would be very different from what I was use to. What I found was beyond my conception of different. It was quite an experience which I will never forget. In the beginning still unaware of the things I would see, I walked around quite happy yet unaware of the pain, the hurt, & the question I was to be exposed to. I remember after being there for a couple of hours the area began to get very crowded, cars parked everywhere, tents going up, equipment being set up & people wandering around. It began to rain, delaying the show but not delaying the sale & use of drugs or the free flow of quiet conversation throughout the area. I had never smelled the smoke of marihuana before, I had never seen someone passout from an overdose of drugs. All of this I saw that night. It was a shocking sight & at the time it was a very upsetting one. My own little world had been destroyed. I saw how a friend of mine was living now. It was upsetting in that I saw a person that I had so much faith & trust in completely turned away from the principles he once stood so firmly for. I left the area the next day quite bewildered but trying to sort out what I had really seen from what I felt. It was a hard experience but nevertheless very important & good. If more people were exposed to experiences other than daily life routine perhaps there would be fewer problems & more people willing to devote time & kindness to other people who really need it. I experienced the feeling of kindness in these people yet a horrible feeling of their confusion, their need for help & understanding through friendship. I remember most vividly one boy who I saw constantly wandering around. He had very long dark hair, he was tall & thin, dressed in worn blue jeans & a light colored shirt. He didn't stop &

talk to anyone. He just wandered around his eyes didnot appear to focus on anything or anyone. He looked so lost. Whoever he was & whatever he was on I didn't know but the look in his eyes was the look you saw in most of the kids eyes. It was frightening to see just lost expressions, it was like the people were incapable of showing or experiencing any kind of emotion. They were just there, existing. I'm glad that I went & was able to see this & later on understand a little more clearly what is going on around me.

* * * * *

Subject 60, Low-functioning Female, Age 25

Total Autobiography Scores:

Pos. 40 Pos.-Neg. 5 Neg. 40 Neg.-Pos. 15

Preschool experience scores:

Pos. 0 Pos.-Neg. 50 Neg. 50 Neg.-Pos. 0

When I was about 4 yrs old I was sick and in bed - and I begged my mother for a pig because I loved animals & for some reason wanted a pink pig, live. My mother promised me a pig, went out, & when she returned she had a small toy pig. I was very disappointed & cried alot.

My mother enjoyed making me sing a song in front of friends or relatives. I always enjoyed it, too, until one day I apparently saw a mocking or embarrassed expression on an adult's or my mother's face, so I never sang again in front of anyone (and still don't, that is, deliberately for them.)

* * * * *

Elementary experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

(For some reason I can only think of bad experiences. I feel that my general self-concept is fairly low.)

Our family was visiting mutual friends who had jr-high age children and my 2 brothers were also jr-high age - the older kids disappeared & I apparently was lonely for I went

crying down the street looking for them & finally found them having a get-together at another teen-agers' house. My brothers reluctantly (I believe) let me stay with them but I sensed that the other teen-agers disliked me for doing this.

I was selected for several "honors" during 1st through 6th grade and was what I then considered "famous" because I had a horse and was very artistic. In the 6th grade I was selected to be the town's newspaper reporter for my school---so I felt very important; so people wouldn't think I was stuck-up. I practiced walking with my head down, looking at my feet.

I asked some other girls if I could play jacks and they all said, "No." I was very disappointed, couldn't understand why but I never asked them again if I could play with them.

I didn't have many close girl-friends during this period and one time I saw two classmates (girls) together and one girl pretended to duck the other into the water-fountain. I wanted to be their friend so I went over & ducked the girl too but I pushed too hard and she began to cry. The playground teacher came over & slapped my face. I rarely allowed myself to cry but I did cry then.

My mother was having friends out because it was her birthday. I went to the attic and found some things which I thought she would like to have as presents. I gave them to her---I think I was very shy---and she said, "But these came from the attic!" I felt very badly & began to cry because I thought I had hurt her feelings.

In the 6th grade I introduced my 2 brothers, who were older, to my teacher. I said, "This is the cute one, and this is the fat one." As soon as I said it I felt very terrible because I knew I had hurt the "fat" one's feelings but I didn't know what else to say to make amends (I still feel guilty).

* * * * *

Junior High experience scores:

Pos. 60 Pos.-Neg. 0 Neg. 20 Neg.-Pos. 20

While spending the summer in N.Y. state my cousin invited me to ride her pony in a horse show. I was very nervous and shook all over but was flattered that she even considered me for such an honor.

In the 7th grade I took an aptitude test that showed I was 8th grade level. I was so shocked & surprized that I got confused & left homeroom at the wrong bell. Everyone else seemed very blase about the whole thing & I couldn't really understand why. But I believe this raised my self-concept which was very low at this time.

In the 9th grade I was in the band and there was an older girls who had been—I thought—mean to me in junior high that, she treated me as if she thought I was stupid. In the 9th grade I played the saxophone very well and was advanced beyond her to first sax. From then on she was very nice & I felt that I had somehow proven my worth to this girl.

My 7th grade science teacher was very cold but she liked me and sent me on an errand one day to get some orange juice (I guess she was diabetic) and I remember feeling good about being asked to do this.

I had heard a popular girl talking about horses and I said "Oh, do you have a horse?" She said sarcastically, "Oh sure, I have a black stallion," then walked away. I felt snubbed.

* * * * *

High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

In the 12th grade I was interviewed by the school newspaper, to be one of the featured seniors because I was president of a club. I was very surprized and flattered.

I wanted desperately to be a majorette and had even told my friends I was trying out for the squad. I usually was afraid of failure and never told anyone what I was attempting. However, I *didn't* get chosen and tried very hard to smile as I left the room. I thought at the time that I would quit school but to my friends I smiled. That night I cried very hard and my parents heard my crying, so I told them why. I wasn't close to my parents and it was hard to tell them. I didn't ever want them to see me as a failure. However, my father got mad and threatened to ask the band director why I wasn't selected. I felt very good that he was so interested.

My girlfriend in the 9th & 10th grade for some reason lost interest in me in 11th & 12th. She was much more popular

than I was. I passed her in the hall one day and said "Hi, P_____"—and she ignored me. I was hurt and decided that I was odd, and that was why she didn't want to associate with me.

* * * * *

Undergraduate experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 33.3

I pledged a sorority; I went up to the room of my new big sister thinking that she would be very friendly and make me feel welcome, but instead she was quite cool & we didn't have much to say. This was quite a let-down since rush had been so "friendly." I was almost hesitant to return.

I passed an older sister in the hall of the sorority & I turned around just in time to see her make a face at me—as if to say "What a loser you are." This added to the already negative feelings that I had about the sorority. I never liked that girl again.

I skipped formal rush my senior year because I hated it, and in sorority meeting the alumnae advisor made me stand up in front of the girls and tell why I wasn't there. I don't remember what I said but some of the girls made comments in my defense, which surprized me and made me feel good inside.

* * * * *

Graduate/Adult experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 33.3

While working as a new RN graduate in the local hospital, the responsibilities overwhelmed me and I began to cry in front of everyone. I felt that I couldn't cope with the job. I threatened to quit (to my fiancé) but I did go back the very next day, and things went more smoothly. I was proud of myself for having gone back.

I had waited 5 months for my fiancee to come back from Basic Training; I had exercised, grown my hair out, generally tried to improve myself. One our first evening together after he returned he said, "You look great." I actually felt beautiful.

While working at the Med. Center I overheard a nurse say (about me), "She's real good." I had never before felt that I was good as a nurse, or known that anyone felt that way.

* * * * *

Subject 62, Low-Functioning Male, Age 13

Total Autobiography Scores:

Pos. 42.9 Pos.-Neg. 0 Neg. 42.9 Neg.-Pos. 14.3

Preschool experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

I don't remember very much of what happened before about age six. From what I do remember and what my parents have told me the biggest event was my moving from W_____ where I was born to V_____. The only thing I remember before the move is one mind picture of part of the kindgarden school house. As far as I know I had a bunch of friends in W_____. We move to V_____ during the summer before I went into 1st grade. I was probably five going to turn six that Sept. Our first house was on the beach and not near a lot of people but I still had a lot of fun with the friends that lived near me. I don't remember how long we lived there but it wasn't long. We moved to another house in a subdivision near the west city limits. Although there were more people I had nobody I could call my buddy. We lived there for 1-2 years and moved to our present location five blocks (about) away. This house we had built and have been there sence. There was no other houses for two blocks in any direction. I now had nobody to play with and developed a habit of a partical loner.

* * * * *

Elementary Experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

During third grade the teacher was picking people around the room and asking the mulp. tables. Everybody new the tables fairly well. When she picked me she asked a combination like $9 \times 3 = ?$ And I responded 72. She said, "No you have them backwards. So I though quickly and said 27? Everybody in the class laughed at me. I was very upset and broke down and cried.

I don't clearly remember if the combination was 9 x 8 or 9 x 3 or 6 x 6 or 7 x 9. I do remember that I said either 72 or 63 and changed it to 27 or 36. I don't remember the combination but I am almost positive that I said 72 the first time. I am just not completely sure.

* * * * *

Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 50

I think it was the summer between 7 & 8 grade that I went to Camp O____. It is a Jewish Camp in the O____ N____ F____. There was this one counselor who lived in the next cabin and was the owners son. His favorite joke was to put resseling holds on people and let the up and put a different hold on. He was a great guy and liked by almost everybody including me.

This one time I was feeling good and I snuck up behind him and pushed him just for a way of letting him know I was there. Before I knew it he put me on the ground and had a hold on me. It hurt and I got mad but could not do anything. When he let me up I felt a wave of hopelessness because I could not fight him so I grabbed some dirt and through it at him. He caught me and put another hold on me. After two or three times I was crying. When he saw this he stoped and we had a talk. It did a lot of good. I don't think I have cried sence then.

* * * * *

Undergraduate experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

I joinde a fraternity and got a big brother who I liked. He and I do a lot the things together and he has helped me adjust to college.

* * * * *

Subject 65, Low-Functioning Female, Age 19

Total Autobiography Scores:

Pos. 60 Pos.-Neg. 5 Neg. 30 Neg.-Pos. 5

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

In the kindergarten end-of-the-year presentation for the parents, I was more or less the star, because I was "smart" and capable of learning all the difficult parts. I enjoyed performing and everyone was proud of me. I had very good feelings about and opinions of myself. I guess it was at this time that I started thinking of myself as being more intelligent and gifted than some of my classmates. It wasn't until college that I realized that I'm not so smart after all.

A friend and I sang at a Sunday night church service. (age 4.) I liked getting up in front of people and performing.

1. As far back as I can remember—about age 2 1/2 or 3; my parents owned a motel. It was not in a neighborhood, and I had no friends close by to play with. The only time I spent with friends was during kindergarten hours, and when I was invited to another person's house. I spent most of my time with my mother, and played with my brother, who was a year older than I was and mentally retarded. He took up a great deal of my parents' time and energies, but I never felt neglected.

I spent a good deal of my time playing by myself and was very contented. I loved my mother very much, and hated to do anything to displease her.

I attended kindergarten for three years before starting elementary school (at age of six). It was probably because I saw enough of other children in kindergarten that I didn't mind being alone the rest of the day.

I was a "cute kid" and knew it. Everyone made a big fuss over me. During play in kindergarten I was the one who thought up what we would play—usually "horses," where we were either Flicka, Fury, or Black Beauty. My contemporaries followed my leadership.

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Elementary experience scores:

Pos. 71.4 Pos.-Neg. 0 Neg. 14.3 Neg.-Pos. 14.3

This was the age in which my parents enrolled me in every type of lesson imaginable—piano, ballet, tap,

tennis, roller skating, swimming, acrobatics, bowling, etc. I think this was a good experience for me, since I still remember the fundamentals of the activities, and in some, such as piano, I have become quite skilled over the years.

I skipped the first grade in school after being in the class for a few weeks. It was hard for me to adjust to second grade, since I was afraid of all the "big kids" who knew more than I did. Once I adjusted, however, I found myself at the head of the class.

All through elementary school, I was the "leader." In girl scouts and other organizations I was the president.

I won awards in music contests for my piano playing. My mother made me practice every day, and I didn't particularly enjoy it, but I figured it was worth it, if I could win by practicing a lot.

My mother didn't have to pressure me to do my school work. I enjoyed doing it and always did well.

Teachers let me help my classmates who were having problems, and I enjoyed doing it.

About 6th grade, people began to make fun of me because I was getting fat. I had always had a little extra padding, but now it was turning into a problem. I didn't let the teasing bother me much however. I guess I had such a high opinion of myself that the teasing didn't matter. I remember getting back my school pictures and staring at them, thinking how beautiful I was!

* * * * *

Junior High experience scores:

Pos. 25 Pos.-Neg. 0 Neg. 75 Neg.-Pos. 0

During these years, my chubbiness turned out to be a real problem. In junior high school, kids are anything but tactful or sympathetic. I was among new people, and had problems making friends. I was in accelerated classes and there were a lot of people who did just as well as I did.

In seventh grade, I wasn't fashion conscious at all, whereas my classmates were starting to be. I wore whatever my mother told me to.

2. In eighth grade, we moved to another city and I started at a new school. I had only one good friend, who lived in my neighborhood, and no friends in my classes at school. People seemed to ignore me. The boys who didn't ignore me called me names. I felt awful and hated myself for being so fat.

3. In ninth grade I lost weight and was "cute" again. I started dating and had lots of close friends who were boys, but only one or two girl friends.

* * * * *

High school experience scores:

Pos. 0 Pos.-Neg. 50 Neg. 50 Neg.-Pos. 0

These years, I was involved in various activities, but I was no longer a leader, and people didn't elect me for an officer, or respect my opinion on matters. I was head majorette, but this was because of my abilities as a baton twirler.

I had a few friends, but only one or two *close* girl friends. I always had plenty of boy friends, and dated boys from the so called "in-crowd." I wasn't accepted by girls in the "in-crowd" however.

* * * * *

Undergraduate experience scores:

Pos. 66.7 Pos.-Neg. 0 Neg. 33.3 Neg.-Pos. 0

My first year in college I went to a small liberal arts college in O____. I was extremely happy with my group of friends. It was new and exciting experience for me to have *close* friends who really cared about me.

The academic work was very depressing to me, however. I was not interested in my studies. I started out as a music major, but broke my hand and couldn't practice the flute or piano. Also, I wasn't happy with the idea of making a career out of music. I dropped music as my major and was completely undecided about what to do with my life.

I decided to transfer to University of Florida and am extremely happy here. My close friends are all boys,

even though I am in a sorority and live in the sorority house. I like my major (special ed.) and am interested in what I am doing.

I like to spend my time with my boyfriend and his friends, or by myself.

* * * * *

Subject 73, Low-Functioning Female. Age 22

Total Autobiography Scores:

Pos. 14.3 Pos.-Neg. 0 Neg. 71.4 Neg.-Pos. 14.3

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

The birth of my little brother was the main event. I am a twin, so we were really the center of attention before his arrival. The experience was not bad however as we still got more than enough attention for solely being twins. His arrival at home marked the beginning of my first awareness that there was a difference between boys and girls even tho I have 2 older brothers. This was quite an experience but nothing traumatic.

* * * * *

Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

1. Between these ages the event I will never forget was as follows. One day in a movie theatre with my sister and a large older man came and sat next to me. As the show progressed he became very friendly and patted me on the head, knee and progressively became more bold until at last he was trying to put his hand up my skirt as far as possible. Being a young girl I was afraid to tell him to take his hands off me as he was making it all appear to be a friendly gesture. My sister was watching the show so did not witness my dilemma. I finally told him I was going for some candy and when I left I asked my sister to follow me and we never returned. Needless to say I was terrorized but was so ashamed I told no one but her.

* * * * *

Junior High experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

Being the angel in the Christmas play was definitely a high light of my life at this time. I will never forget the anxiety I experienced. When the play was completed I felt like a celebrity.

Also during this space my sister entered the convent. I remember her leaving as it made me very sad. I did not understand what she was doing but I knew it was very important.

My grandfather died also during this time. I remember the day of his death. I felt terrible as I saw my mother break down. I only learned within the last 2 yrs. that he had hung himself as he was about to be hospitalized with cancer.

* * * * *

High School experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

2. Our move from M_____ to F_____ would be the high light here. I hated to leave and I vowed I would refuse to make new friends, but I gradually did and have never regretted it. But I still consider myself a *Yankee*.

* * * * *

Undergraduate experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

My summer before college was filled with anxiety. Saying goodbye to my best friend was the traumatic event of this time.

3. Coming to U. of F. was the main experience as I had gone to a Junior College. It was frightening and shook me as I also became separated from my twin sister for the 1st time in my life.

* * * * *

Subject 75, Low-Functioning Female, Age 24

Total Autobiography Scores:

Pos. 26.7 Pos.-Neg. 6.7 Neg. 53.3 Neg.-Pos. 13.3

Preschool experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

I decided to visit my grandmother who was staying a mile away as the crow flies. I walked crosslots without telling anyone, & was very angry when an adult friend brought me home again before I reached my grandmother. I was very indignant that I was thwarted in this endeavor & spanked by my parents.

* * * * *

Elementary Experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 66.7 Neg.-Pos. 0

3. I was going home from choir practice & some boys I knew who were my age chased me and threatened to take my bicycle away. I was very frightened & cried. Then they left me alone.

When I was in 3rd grade a girl picked a fight with me but I was afraid & ran home. I have always wished I had knocked that girl down or punched her instead of running away.

In first grade my teacher thought I was talking in reading group & she slapped my face. I was very hurt.

The same teacher entertained the class with *How the Rhinoceros got his wrinkly skin*, and I loved it. She used to do a funny imitation of the school principal by holding her arms out and looking big and fat.

My parents nearly got a divorce once. My mother put my sister and I in her car & went to see a lawyer 30 miles away. We were very frightened, and didn't know what was happening. When we got home again my parents had a big fight & Dad pulled Mom out of the car by her hair.

My sister and I and a girl cousin played that we were camping out in the woods one day & and we made a tent or shelter in the woods & ran around for a while without our clothes. It seemed like a fascinating thing to do, since it seemed very wicked.

* * * * *

Junior High experience scores:

Pos. 20 Pos.-Neg. 20 Neg. 40 Neg.-Pos. 20

I developed a passion for Edd Byrnes on "77 Sunset Strip" & began writing stories about that TV program. Another girl and I were desperate for some kind of recognition that we bragged about a weekly date with some guys from Jax; in reality those guys were the same television characters & were from Jax because that's where the T.V. station was. I even wrote a biographical character sketch of Kookie for my English class, since I felt more attached to him than I did real people. I always carried a notebook full of stories I was writing for "77 Sunset Strip" & wrote more constantly. I even brought my stories with me when I stayed overnight with a girl friend.

In 8th grade I borrowed highheeled shoes from a teacher I knew and went to the Prom by myself. (It was a family-type prom. Everyone went.) Another girl and I went through the Grand March together & nearly broke it up by making the girls come out uneven.

I was in a study hall one day a boy asked me why I didn't shave my legs. I was so mortified all I could do was giggle in embarrassment and put my head down on my desk. My best girlfriend made a remark to the guy to shut him up like "she doesn't feel like it," but the real reason was that my mother wouldn't let me. I was in 9th grade then. When my mother bought me a razor to take care of underarm hair I did my legs also, with great satisfaction. Probably the reason my mother told me not to shave my legs was that we lived in a small town in N___ Y___ state when I was in eighth grade, where the girls in class were still little girls & most of them wore undershirts (nobody needed bras yet) and hadn't begun to date yet. The next year we moved to North Central F_____ where the girls were more developed and had been dating for several years. I was never in a peer group that was just beginning to date until I became part of a group of late bloomers like myself in the 2nd semester of 12th grade.

* * * * *

High School experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 100

In January of my senior year in high school I was very depressed. I had never had a date, my figure was not really developed much (at least not to my satisfaction) and I felt terrible. I was convinced no boy would ever take me out. I went to see my optometrist, still extremely depressed; in fact I burst into tears in his office. He asked me what the trouble was and I told him. I was shy, underdeveloped, boys didn't like me, life was miserable. He was very reassuring, and said that it was difficult for him to talk to people too; that he didn't have that many friends either. He said that my breasts *were* satisfactory, & made me feel that I wasn't such a freak as I had convinced my self. His kindness really helped me to regain some of my perspective.

* * * * *

Undergraduate experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

I had just come back to school with my boy friend from Christmas holidays, & he dropped me off without saying when he would definitely see me again--that day, or anything. So I was let down, with nothing in particular to look forward to, and feeling very anxious. That afternoon some guys from out of town were talking to one of the girls on my floor in the dorm to get dates for the evening and I got myself included. I was feeling spiteful, I think. Half an hour later before my blind date was to come, my boyfriend showed up in the lobby expecting to spend the evening with me, and I didn't know what to do. When I told him *my* plans for the evening, he got mad and couldn't understand what I was doing. By that time I didn't either. The result was that I spent a miserable time with a blind date at a party, running myself down with negative remarks. My friends from the dorm had to come back early with me because I had forgotten to sign out & just wanted the night to end. What a mess! And the worst part of it was that I caused the whole thing in the first place. I never could go out with anyone else without feeling very guilty & ruining the date for myself. (My boyfriend is now my husband.)

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Graduate/Adult experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

2. I went to a convention with my supervisor and several other librarians. As well as attending meetings we shopped and talked and got to know each other. Clothes and dressing was one of the things we talked about, and I discovered that in their opinion I had good taste, looked attractive and in general came across as a person better than I thought I had been. This was a great boost to my morale and self concept, and encouraged me to try to develop more as a person.

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Subject 77, Low-Functioning Female, Age 22

Total Autobiography Scores:

Pos. 30 Pos.-Neg. 10 Neg. 55 Neg.-Pos. 5

Preschool experience scores:

Pos. 0 Pos.-Neg. 33.3 Neg. 66.7 Neg.-Pos. 0

The earliest specific experience that I can remember occurred when I was three years old. It was the day we were moving out of our house in L_____. We were almost ready to go. The moving van was out front, and the house was nearly empty. Since we wouldn't be living there any longer, I thought it would be o.k. to break a window. I asked my little brother if he wanted to play too. So we stood on one side of the room and ran to the window on the other side w/ hands outstretched. Steve decided not to play anymore, but I thought I would try once more. This time I succeeded in breaking the window and slashing both arms up to the elbow. Mommy took me to the hospital and the doctor put stinging medicine and bandages on me.

That same year in P_____ my best friend and her mother were visiting at our house. We were all coming out of the kitchen when I pushed my friend. Then she got behind me and pushed me. I fell against the T.V. set and cut my head. I remember crying over seeing all that icky red blood on my pretty pink dress. I remember being on a table in a hospital room and a doctor telling me that that sharp feeling in my head was a safety pin which they were using to hold my head together. That seemed reasonable.

I went to nursery school when we lived in W_____. I can remember loving rainy days when I could wear my boots & cape and take an umbrella and hang them all in a special place. They were red & red-plaid. One day I was feeling sick at school. We were learning to sing "Freres Jacques,"

and I was embarrassed because I had to keep asking the teacher if I could go to the bathroom.

When I was five and we lived in A_____, I remember several of us going to the lake one day. We had just gotten there, and I hopped out of the car and ran down to the lake because I loved the water. I decided that I would walk across the lake (I think I had seen someone come across from the other side). I had just started out a little way when I stepped into a hole. I remember having my eyes open and seeing muddy water. I don't think I was particularly afraid. A big man with all his clothes on and a cast on his arm took me out of the water & brought me to my parents. They gave me a 7-up and sat me on a bench. I was surprised people weren't paying any attention to me. Later on my mom & I were playing in the shallow water.

I can also remember lots of other thoughts I had, lots of scenes, but few other detailed events.

* * * * *

Elementary experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 25 Neg.-Pos. 25

I had not been in first grade very long. We were all sitting on a rug at the back of the classroom while our teacher sat on a chair at the front of the rug. She was reading a story when I laughed or whispered to my little friend. I was then sent to my desk to put my head down. I cried to myself and experienced the deepest humiliation.

That same year my daddy came home after being in Korea for a year. I remember the day well. After school I went across the street to wait for my family to pick me up at the home of a lady that sometimes took care of me. She was having a "Bluebird" meeting, and I felt very special to be able to participate since I wasn't old enough to join Bluebirds yet. After the meeting everyone left except the lady and me. It was late in the afternoon---about 5 PM---when I heard a honk, looked out the window (I had been looking out several times during the afternoon) and ran outside to hug my Daddy.

When I lived in U_____, the popular local kiddie show was "Cactus Jim". I sent in a postcard when it was my birthday, and it was the one chosen from the hat. That meant that I could be the "special birthday guest" on my birthday. I remember wearing a pretty blue, dotted swiss

party dress to be on the show on the day of my 8th birthday. I sat in the saddle and was granted all sorts of privileges. I received several gift certificates and presents including a half-gallon of strawberry ice cream which I held in my lap for the duration of the show, a pair of genuine cowboy blue jeans and a pair of shoes. As a result of all this "stardom" I was *the* celebrity the next day at the bus stop & at school.

When we moved to the base in A_____, I became the first Air Force dependent to enter the fifth grade at the local, rural-type school. I remember entering the classroom in the middle of the day on my first day & thinking or noticing that I was really a big sensation. I had a flashy outfit on, a stiff wide crinoline, and (I'm sure) a snooty look on my face. I thought I was better than these kids and proceeded to show them by wearing lots of different pretty clothes and answering the teacher's questions correctly. My popularity diminished considerably when a new girl—much cuter and as smart—entered fifth grade soon thereafter.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 16.6 Neg. 83.3 Neg.-Pos. 0

My best friend in seventh grade was named D_____. We were in the same gym class in junior high. One day while we were getting ready for class to begin, her mother & another lady came to our class, said something to D_____ (she cried) and then took her away. I found out that her father, his plane, & his crew were missing over the gulf of Mexico. After an extensive search, no body was found. A funeral was planned by the Masons. D_____ asked me to go. We were driven to a board (by friends of the family) named the *Nemesis* and proceeded out into the Gulf where a service was held & flowers sent out over the water. During the service, D_____ cried, but the rest of the time we romped together over the boat, even had a banana split. This was my first real contact w/ the concept of death, and I really didn't understand it. It wasn't what I pictured it to be since everyone wasn't crying all the time. I remember D_____ being excited over buying a new dress for the funeral.

At the end of eighth grade I ran for secretary of the student council. The year before I had run for treasurer & not gotten very far, had tried out for cheerleader & majorette and not gotten very far, but this year my circle

of friends was wider and more people knew me. After a series of "speaking engagements" in the various homerooms, on the stage at lunch time and over the intercom, the field was narrowed to two per office. After the final balloting a dance was held—the first one my parents allowed me to go to, I was announced as secretary and was pleased to get to dance with this big, shy handsome basketball-football star who was the treasurer! The job turned out to be quite rinky-dink & I left in the middle of the year for another school. As a sidelight—I met that handsome sports star at the university my first year and went out with him only to become disillusioned to find that he had not remained quite so shy & innocent!

Soon after we moved during ninth grade, I became attracted to a boy who liked my best girlfriend. S _____ was sick and out of school for a month, and so I zero-ed in on T _____ who then asked me to the ninth grade dance. The day of the dance, S _____ came back to school. Her mother let her come to the dance that night by herself for a little while. T _____ was noticing her, and I felt guilty ever after for acting like such a heel. It was my first date, and it taught me a lesson. I never again acted quite like the sneak in my boy-girl relationships.

* * * * *

High School experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

My tenth grade English teacher was the excellent, inspiring kind. She dressed beautifully, had a few eccentricities, had been divorced (to my horror!), but really "turned the lights on" in many of her students. It was in her advanced world-lit course that I had my first "a-ha" experience. We were reading *Julius Caesar* in class one day when I suddenly was ecstatic with the realization that I loved this play, the insight I seemed to have into literature, and books in general. From there on out I must have been destined to major in English!

My junior year I became very good friends with a devout Catholic girl who played the organ in her church. After spending the night at her house one Saturday, I went to the Catholic church for my first time. I sat up in the loft where she played the organ, so I had a good view of the people below. I remember being horrified at seeing some of

w/ the worst reputations at my school, some of the people who I considered cruel or indifferent, crossing themselves, kneeling in prayer, taking communion, etc. right along with everyone else. How unjust, what hypocrites, I thought.

Swimming has become one of the most exciting things in my life. It began when I joined the team in 10th grade almost as a non-swimmer. I really worked hard killing myself at practice, hanging on every word of my coach. At the end of my junior year I was consistently the best girl on the team, and my times consistently improved. All the hard work was worth it that day in 1964 when we had a meeting against a really top-notch team. The number 1 girl had swum circles around me the year before. I was really keyed up for that 50-meter freestyle. We were off the blocks & halfway down the pool neck and neck. But I had a fantastic turn, and she never had a chance after that. It was heaven! Besides just competition, however, swimming provided a great "quiet time" for me. When you had problems or joys, you could just get in and swim laps, straighten things out, and emerge completely exercised—physically, mentally, & emotionally & spiritually.

November 22, 1963 I came into Spanish class from phys. ed. One boy said something about the president being shot. I thought it was a cruel joke but said nothing. Then the intercom came on with a confirmation of the announcement. It wasn't until I got on the bus & noticed tears that I discovered that Kennedy was dead. When I went home, I went to my room, closed the door, & wrote a long letter to my friend about it. Wasn't that a hellish weekend.

* * * * *

Undergraduate experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

There are many experiences which happened to me during this period which I do not care to relate. Perhaps, I am too close to close to them, perhaps, I am too ashamed to "see them in print", whereas I am not adverse to *telling* someone about them. During my sophomore & much of my junior year, however, in many ways I was a "different" person. There was a period, in fact, in which I considered suicide. The most important event in my life, however, took place at the end of my junior year!

For some reason, many of my Christian friends and relatives felt a desire to witness their faith to me. This

had little effect other than getting me to church. At a meeting of Christian students one Sunday night in March 1968 the claims of J_____ was presented in a very clear manner. I joined silently in a prayer and asked J_____ if he were real—to take my life and show me. Indeed he did. There was no emotionality or walls shaking or anything, but I began to trust in God, to have a real desire to, study about him, and to share my faith w/ others. An outcome of this—my whole life has changed its focus. The things talked about in Salations' fruits of the spirit have happened to me, love, joy, peace, etc. I could go on & on!

* * * * *

Graduate/Adult experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

It was during graduate school that I became engaged. The actual night I became engaged was quite beautiful (I had been prepared all week by sweet notes in the mail, a rose, etc.)—a romantic dinner out, a drive to one of our favorite places, and the proposal itself. Yet the evening seemed so "unreal" itself, I wonder if I don't relate this experience because of its symbolic importance for the years ahead or the culmination of the real love that I had found?

* * * * *

Subject 80, Low-Functioning Male, Age 18

Total Autobiography Scores:

Pos. 57.1 Pos.-Neg. 14.3 Neg. 14.3 Neg.-Pos. 14.3

Preschool experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 50

My natural father and mother were divorced when I was two years old. From that time until the age of four when my mother remarried, I lived with my mother grandmother's house. They spent much time with me reading stories, etc., and I developed mentally much faster than others my age, but was more inhibited and less outgoing.

At four, my mother remarried. I can remember the wedding very clearly. From this time on, I had much attention

from my new father. I liked him and he taught me a lot at an early age. He was a television repairman, and even at that age my interest in electrical things began to develop. This interest in and knowledge about electronics is very much a part of my personality.

* * * * *

Elementary experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

When I was in second grade, we received word that my father had died. This was my first experience with death, and for a long time afterward I had a great fear of it.

* * * * *

Junior High experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

Early in this period I had my first girlfriend, which marked the beginning of my interest in girls. Although I've forgotten many that came since, I'll never forget her.

At about the same time as the previous experience, I became a christian (baptist), and was very religious-minded for 2 1/2 - 3 years.

* * * * *

High School experience scores:

Pos. 50 Pos.-Neg. 50 Neg. 0 Neg.-Pos. 0

At about the time I entered high school, I got my driver's license and a motor scooter. This allowed me to get away from the house and get in with a certain crowd of friends of questionable character.

During this time I went steady with a girl for six months, the only long-term romance I've ever had.

* * * * *

Undergraduate experience scores:
Not Scored

(As a second quarter freshman this time-span is very short).

I had my first sexual encounter.

I smoked marijuana for the first time.

I started smoking.

I started drinking often.

* * * * *

Subject 84, Low-Functioning Female, Age 20

Total Autobiography Scores:

Pos. 18.2 Pos.-Neg. 2.3 Neg. 65.9 Neg.-Pos. 13.6

Preschool experience scores:

Pos. 16.6 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 33.3

I remember going to stay with my parents at my aunt's house in P____. I was really small and so I was put in a crib to sleep. In the middle of the night I started screaming because I saw the bars all around the bed and a completely unfamiliar environment, and I believed I was in jail. My parents came and held me for a long time and took me out of the crib, explained what had happened, and consoled me. I think the outcome was my being less scared in the future about things because this being the first time I can ever remember being scared, and such an experience ending well, somewhat allayed future fears.

Another experience was when I used to steal money from my mother's purse and drawers, and she found out. She took me down to the police station a few blocks from our house and told the officer what I had done & what he thought could happen to little girls who did that. When I think about it now I wish my mother had not involved another person because it was very embarrassing for me.

I also remember when I drank boric acid by mistake and how when I came out of the hospital my father carried me in a beautiful blue felt blanket and gave me a doll with a blue blanket also. The consequence is the memory of being very happy and safe then.

We used to go on car trips, my parents, my 2 brothers, my sister and I, and I would always be hurt because I was losing a car game or I wasn't getting enough attention, or someone made fun of me, and I would decide not to talk anymore. Then my father would start clocking the miles I went without talking & I would set the world's "sulking" record. I remember hating a lot then.

And last, and least vivid, in nursery school I remember dropping or stepping on a whole box of crayons & someone screaming at me. I started crying because I hadn't meant to hurt anybody and I didn't want to go back.

I remember a carnival and a dairy farm my mother & father took all of us to. I remember the day because it seemed as though everything that I could ever want was happening. I got 2 scoops of fudge ripple ice cream, I was finally let on the roller coaster, and everyone was really happy.

* * * * *

Elementary experience scores:

Pos. 20 Pos.-Neg. 10 Neg. 70 Neg.-Pos. 0

I remember the 1st day of school and my thinking I was finally as important as everyone else who mattered. My mother walked me to school the first day and I wanted her to stay. When she left I was so thrilled that I was getting along without her & playing and having a good time that I was very happy.

I remember I went to the bathroom in class in 1st grade & my teacher made me clean it up in front of the whole class. The consequence was the beginning of my suppressing hostilities against teachers and feeling more than ever people were inhumane & life unfair.

In second grade my teacher told all the gentiles & all the Jews to line upon either side of the room. Then she asked the gentiles as she picked off the Jews one by one whether they thought the particular Jewish person was quiet

or not. All of them were noted unquiet, and the teacher then said, "This just goes to show how Jews are an uncivilized, unrefined, etc. etc. etc." And the implications were my first experiences about why I had to be born Jewish, discriminated us, etc.

I remember my sister & I were all dressed up for Sunday school and my parents dropped us off. We decided to skip and play on the monkey bars. My parents came to get us early and saw that we hadn't gone and I felt so guilty because I had disappointed & deceived them, and because we had to see that register of expression in their faces.

A friend of mine had a beautiful kitten and I played with it for hours & hours & I loved it because I thought, this little kitten loves ME, it wants to curl up in my lap & to lick ME, and I was so happy that I would have a life-long friend. Then my mother's friend who was a nurse told my mother that cats cause disease so I couldn't keep it and I hated my mother.

The worst experience I remember of all my childhood was this. My parents went on a short trip and asked my sister and me what we wanted them to bring back. We both wanted Ginny dolls. So my parents came home with two dolls. Within 10 minutes, I had ruined the hair on my doll. I asked my sister if I could play with her doll and she didn't want me to because she was afraid I would ruin hers. I got mad at her for thinking that, grabbed her doll, and very quickly succeeded in ruining the hair on her doll also. She just cried, almost silently. I started crying hysterically & I think I hated myself more then, than anytime in my life. I always think of this story.

My sister went away to camp one summer and I was too afraid to get the shots so when the train pulled away I remember thinking how big & grown-up she was & what a baby I was (we are only a year apart).

It was my mother's birthday and she did something I didn't like so I convinced my sister that we should fill a box with dirt and bugs and give that to her for her present. I remember her face when she opened it. I don't know why my mother didn't hate me or retaliate in any way. Consequences are that I really don't want to have kids who will be capable of inflicting this kind of pain on me for as imbecilic a reason, whatever it was, that I inflicted it on my mother.

The only time I ever got a beating was for telling my sister's and mine mother to drop dead. My father hit my sister and me, and when it was over he asked us if we understood what he had done. My sister said, "yes" & that she was sorry, but I just told my father I hated him.

On Valentine's Day a boy came up and gave me a silver heart on a bracelet that had "I love you" on it. It was from a gum machine but I was so happy because this boy liked me. I think it was one of the few times in my life, and for some unknown reasons, that I felt proud.

* * * * *

Junior High experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 75 Neg.-Pos. 25

In seventh grade we moved and I didn't know anyone. I remember very few experiences—being laughed at because I didn't wear a bra, being laughed at because I only wore 1 or 2 dresses because I was gaining a lot of weight, going to one dance for all junior high and not being asked to dance at all.

I had a friend and we used to steal things from dept. stores all the time. My mother found out and ended the friendship and I pleaded with her not to tell my father but she did. Then I had to return all the stuff, and out of shame had to regain their respect for what seemed like a very long period of time. But I remember they never mentioned it again & never mistrusted me again after I regained their trust.

My brother B_____ broke his back & had to lie on his back in a cast for 6 mos. One day my brother D_____ went out with his friends to play ball & B_____ asked if they would just stay inside a while and throw the ball to him. D_____ said, "No, you're a cripple." And I hated D_____, and I tried to cheer up B_____ but he only shoved me away.

Then in ninth grade I found out that my brother D_____ wasn't a virgin and I couldn't stop crying because I thought—I don't know what I thought—but I think then it seemed like some beautiful free period was over & someone had ruined D_____ and I couldn't explain or tell anyone how I felt.

Then I went away to camp. My cabinmates made fun of me and I wrote my mother a letter telling her how unhappy I was & she wrote back that she would always love me, and that this would pass, and she came to see me there before Visitor's Day and I loved her very much.

* * * * *

High School experience scores:

Pos. 18.2 Pos.-Neg. 0 Neg. 72.7 Neg.-Pos. 9.1

I went to a new camp the summer of 10th grade and I remember running for Camp Council Pres., the only thing I have ever run for and winning. I hated the feeling when I analyzed it, detested seeing the boy I had defeated. But I was happy that night when everyone came to congratulate me.

Much more important than that experience was one with a boy named L____. I started liking L____ and he was the 1st boy I even talked to after 6th grade & moving away. I asked my best friend J____ to ask L____ if he liked me & then tell me. Even now I still remember all the anxiety and anticipation. It was raining and a miserable day but I was waiting at the edge of the bridge for J____ to come back from L____'s cabin & tell me. She said he had said YES. YES. I can't remember ever ever after that feeling like I did. I felt as though somehow the emotions I had couldn't possibly not explode if they were in only a bodily frame. It seems like they had to fill the whole world. And it was raining & slippery but I ran over the bridge screaming & jumping. . . and I fell. But I laughed at myself & everything then & I was really happy.

2. The other really important experience of that summer started with the night my friend J____ broke up with B____. She wanted to break up with B____ & so I was telling her then it must be the right thing to do. Within a few days, J____ was going with L____, B____ hated me, L____ hated me, I hated J____ most of all. The concrete experience though, was when someone was talking to L____ and afterwards I went up to them and said, "Did L____ say anything about me?" And they said, "Yes, he'd like to knife you, thinks you're 2-faced, & hopes you go home from camp." That was the concrete experience. The consequences were the 1st seeds (nurtured forever after) of distrust, suspicion, of alienation, desire to revenge myself, and the worst inferiorities ever. I went around every second of that summer hiding & thinking—someone really hates me, also hating every second, always waiting to "retaliate" against J____ which I found ways to do. And I started envying—every aspect of J____. If she were an inch shorter, I envied people 5'3", whatever aspects she had, I envied & despised their contradictions in myself. I started totally withdrawing into myself.

I came home and my mother took me to a psychologist. We both went together & she waited in the room outside. She was sad I was always depressed & told me that if I went perhaps someone could help me. I kept telling her all the way there

that I wouldn't be able to talk, I would be afraid but she was trying to convince me that the doctor would know how to remedy this. I went and for an hour basically said 2 words. What was important about the experience was coming outside and seeing my mother's face. If it was a personification of something it was expectancy. She asked ever ever so meekly, "Do you feel better, do you think the doctor can help you." And in one second because of the register on my face she knew the answer. And I was more depressed at my mother's thinking my problems would always plague me than at my problems.

There was a day in school I was called up to receive academic excellence awards & a scholarship to F_____ P_____. I was happy and rushed out afterwards to call my mother. I could just picture her finally calling up all her relatives with something good to say about her family.

One morning my friend came to pick me up & my mother opened the door. My friend asked me why I hadn't gone to the awards assembly the night before. I hadn't gone because at that time I was going to no school activities whatever. She said I was in the top 25 of my class & they had called on me to come up & get the gold honor cord and I was the only one who hadn't been there whose name was called. My mother just stood there and said, "My only opportunity for happiness & you denied me it (by not telling her about the assembly, so she & I would have gone)."

There was this boy I knew real well (my friend's brother) who was younger than I was & who used to always do stuff with me and my friends. One day I told him that I had never "made-out" before & could he show me how because I was going away to college and it would be pretty embarrassing if I ever went on a date and had never kissed anyone. He agreed and we went to an empty tennis court. The sensations I got from kissing him were the same as kissing my mother hello—none. I thought sex is really shit or shitless because it is nothing.

I always stayed around my older brother B_____ because I loved him *and* thought (and still think) he is the funniest, smartest, most creative person there is. He was going to a psychiatrist which scared me, and one day he came home and his whole face was twitching. He told me that the psychiatrist was putting him in the hospital, locking him up. Then I know my parents came in with a doctor and said it was time and B_____ was crying and pulling on me to protect him & stop them. And his face was twitching so much that I thought he was going to have a seizure. When he was in the hospital, he only wanted to see me, and every visit he couldn't even form words with his mouth, he was too nervous but I would just hold his hand,

for hours every night the whole length of time he was in the hospital. More concretely, I guess I remember the "experience" of seeing his inability to talk, to stop twitching or shaking his hands, or calm down in any way. I remember the experience of really needing B_____ and loving B_____ and being afraid.

I applied to V_____ and was rejected and the letter was worded or at least I interpreted it as having been worded that I was audacious to have even applied. But I was crushed, all my friends in all the classes we had been together in all through high school (accelerated) were being accepted wherever they applied, and I felt really inferior because I hadn't joined clubs, brownied any teachers or the principal and was just a nonentity applying to an institution with like no credentials as far as *they* were concerned. Getting back SAT scores lower than my friends whose scores were in the high 700's affected the same reactions inferiority feelings not of stupidity but of being nowhere near as smart as I wanted to be or needed to be to do any of the things I wanted to—like getting into such a school.

Another experience similar to the one I described in jr. high years was my girlfriend's telling me that she was not a virgin and my crying.

And the last experience I remember was with my father. My father had a series of financial situations in which his business partners were taking advantage of him, he had to go through several law suits, etc. He was really at a bad period in his life (holding in embitteredness, disappointment, etc. against his associates who had used him). I remember the four of us (children) were going away for a few days and my father was lying in bed. We all went in to say good-bye and kiss my father. And as the last one kissed my father, my father started crying for just one second and then threw the sheet over his head. To him this goodbye was really serious because his family and the people he loved were *all* that reinforced him. Consequences—my father is both a tower of strength (because he did not crack up under the most vile circumstances & continues to work & function) & he is fragile. I will always love him but I always feel tremendous pain when I go home. Other consequences are that I don't want children because the same thing-dependence on them could happen to me, and I might not be able to handle them not needing me and later on when I was at an emptier period of my life when I needed them more.

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Undergraduate experience scores:

Pos. 33.3 Pos.-Neg. 0 Neg. 55.6 Neg.-Pos. 11.1

I dropped out in the middle of my first freshman quarter and I think the experience which precipitated this was the experience of introspection resulting in nothingness. I remember right before going to the dean, etc. and formalizing everything I just thought that if I were to die, no one would even know for at least a week. The experience was undifferentiated fear and the consequences of withdrawing with no viable alternative, and forgetting to consider what caused this fear has made me even more fearful that his immobilization will recur and it has recurred.

L____, who I mentioned earlier, committed suicide. L____ didn't quit affecting my life with the end of the experience I mentioned. I saw him more & more and I always believed in some pathological way that he would save me or I would save him—that we were inseparable in sort of the same way as Miriam & Paul, in D. H. Lawrence's *Sons & Lovers*, both of whom also were not sleeping together. The immediate consequences of his committing suicide—my irrational behavior, anguish, etc. is not important now. The long range consequences were that the person I believed would "go through it all" with me, couldn't take it. Also the person I felt most passionately about in any way, the person who everyday I thought of new things to tell, that I might that day bring myself to tell, to whom I had so much to say & to whom I wanted so desperately much to say it, was gone. There are some constructive effects from this though. Everytime something really expands my frame of reference, reinforces my "courage to be" or makes me feel that with this increased item of knowledge life is or could be enjoyable, I think back to L____, and say to myself if L____ had just lived this long, or 1 minute longer he might have discovered this & might not have committed suicide. I vary between feeling stronger or weaker because of this event.

I went to Europe and the experience of seeing people of various cultures interrelating and mythological notions of Europe becoming realities, was a happy one. Specifically, talking to an East Berlin student in a discussion with much concurrency of thought & emotion was a happy experience.

I saw a movie by Luis Briauel called, "The Exterminating Angel" which was not a happy experience but had very important and happy consequences. The movie concerned a party in which guests invited felt uncomfortable about leaving so they stayed on to the point of absurdity. No one would leave, there was no food or water left after a few days, but still no one could extricate himself from this nightmarish situation. Finally after 2 wks. of almost prison camp

endurance someone just opened the door & walked out. The movie was obviously gruesome but in any situation which becomes gruesome for me I think back to this movie and remember it is just as possible for me to open a door & walk out of something unbearable & to extricate myself as it is to perpetually wallow. The idea of wallowing repulses.

I had a speech course in which we had to give 4 speeches. My 1st 4 I had A's & B's & then it came time for the final. I put about 30 hours of research & 10 hours delivery practice into this final speech & volunteered to go first, really confident. The speech was to be 8 min. long & and I had practiced it at least 20 times & thought it was about 7 1/2 mins. long. I got up to give the speech & halfway through it noticed the teacher looking at me with hate stares. I got progressively more nervous & at the end she embarrassed me in front of the whole class saying how I had taken 12 minutes, wasted their time, etc. We were always given a second opportunity to do our speeches so I asked her if I could over again. She said I had had enough to say, I was really selfish, wasting everyone's time, etc. etc. She gave me a D for the course which I expected would happen because I went to see her but she couldn't understand that I hadn't meant to be selfish. She couldn't understand at all. Everytime I think of this experience I wish I could be hypnotized to forget it. It really bothers me. And I am (or would be if I ever saw her) maybe hostile.

I was seeing a therapist and I said to him one day, "Dr. M____, everyday I think about how I am going to quit seeing you because I can't stand these sessions, but all of a sudden yesterday everything fell in place & I said to myself, 'D____, Dr. M____ is not rivalling you, Dr. M____ is your friend.'" I was crying very much when I said it and he just held me, for a long time, and I was happy.

What happened to my brother and going into the hospital also happened to me. Dr. M____ didn't put me there but another doctor did. So there I was in the mental ward of J____ Memorial hospital in M____. Consequences—belief that I am totally out of the mainstream of life. Belief that I can resort to a somatized life like I had in the hospital with so many stelazines and thorazines & other dope that M had no idea what I was doing, or I can smoke pot or trip, but if I'm not on any tranquilizers or any dope, I'm going to have that recurring immobilizing fear I spoke of. Further consequences—several attempts to get off drugs which further alienates me because I do not know (or am not friends with—I don't know the significance or correlation) anyone who is not on drugs so my attempts make me appear self-righteous to them.

Our entire family went to a psychiatrist one time for about 3 hrs. The experience was happy because we all said things to and about each other that we would otherwise never have said, we understood each other better, and were closer.

And last, the experience of K____. Some background needs to be given before explaining 2 major incidents. K____ was an art student I met who at first I had no particular interest in. Then he started coming over all the time & we were living together, spending every second together, and sleeping in the same bed every night for six months without making love. So every night I would lay there as he was sleeping, thinking that I must be the most sexless, ugly person in the whole world. Then I thought since I have no sexual experience whatsoever, am the least forward person in the world, etc., K____ must perceive all this. So one night after planning for about 2 weeks, I mustered all my strength and told K____ one night when we were lying in the woods, "K____, if I spend all this time with you, I have to get something more out of it than this to make me sure it's worthwhile. I didn't even mean sex as much as I meant some reassurance of affection other than a willingness to see me all the time. I remember I even wrote myself a poem about it & in 1 line I said,

Not attraction not repulsion
Love for me has this compulsion
I must know.

But K____ said, "Well then you shouldn't spend so much time with me." (He said more but this was his basic stance.)
Consequences: When you're shot down you start, or I start thinking of why you are inadequate. This time I was totally willing to give everything to a person who I thought was accepting all of me, and it was rejected. After dropping out of school and 2 more months in a hospital, I saw K____ and he told me that he felt he must tell me something. Since I was amazed that he thought he had anything to say to me I said o.k.

"D____, I'm a homosexual."

Consequences—renewed suspiciousness, renewed feelings that I am a naive fool who has not ever gone through adolescence & may never, belief that I am as disturbed as K____ for sustaining an obviously pathological relationship for over 6 mos.

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Subject 88, Low-Functioning Male, Age 23

Total Autobiography Scores:

Pos. 46.4 Pos.-Neg. 7.1 Neg. 42.9 Neg.-Pos. 3.6

Preschool experience scores:

Pos. 100 Pos.-Neg. 0 Neg. 0 Neg.-Pos. 0

2. At this time my parents were very loving, toward each other, my half-brother and myself. We went on picnics together and my home was very happy.

Some girls that lived near-by taught me in a "play-shcool."

I used to go with my mother and father to the plant where they worked. Everyone was very nice to me and I was enchanted with the activity and machinery there.

* * * * *

Elementary experience scores:

Pos. 42.9 Pos.-Neg. 0 Neg. 57.1 Neg.-Pos. 0

I was spanked by my first-grade teacher for climbing on the window sill.

My fourth grade teacher allowed me to read to the rest of the class during rest period.

I won a trip through Safety Patrols to Washington D. C. in the sixth grade.

In the fifth grade, my family moved away to another town. I went from a small-town to an even smaller community, rural in nature. The school was extremely small—two grades in one room, 1-8, thirty-five students in each room.

3. My mother seemed to be unfaithful to my father although I was never sure. She once came home drunk, but otherwise never drank.

My father began to drink a great deal. My mother found him with another woman. A great deal of arguing, threatening divorce, etc.

My brother had trouble in high school but my grades were very good.

I missed my old friends.

* * * * *

Junior High experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

At the end of the 8th grade, my family moved back to my original home-town.

I was president of the 7-8th grade class and president of the Jr. High Chorus.

My male cousin and I began experimenting with each others bodies. He would visit occasionally.

My brother was married and his wife was a tramp and a constant source of disruption in my family.

My mother and father quarrelled continuously. He once slapped my mother. He continued to drink.

* * * * *

High School experience scores:

Pos. 33.3 Pos.-Neg. 16.7 Neg. 50 Neg.-Pos. 0

My maternal grandmother with whom I spent a great deal of time with—summers and weekends—died.

My brother and his wife were constantly divorced and/or separated and/or remarried. They have three children.

My cousin and I began to develop a homosexual relationship. I was passive. I was in a constant state of guilt.

I was outstanding in high school extra-curricular activities, but not in sports.

My friends were limited to one boy and two girls. We formed a clique exclusive of others.

My senior class went to Washington D. C. and NY City.

I developed a warm and sincere relationship with my 9th, 10th & 11th Grade English Teacher. She provided me with much advice and encouragement.

* * * * *

Undergraduate experience scores:

Pos. 50 Pos.-Neg. 16.7 Neg. 16.7 Neg.-Pos. 16.7

1. Up until my last year, each time I went home and my cousin and I were alone, the homosexual relationship continued. I tried unsuccessfully to break it off several times.

My senior year I experienced the first sexual experience with a girl involving intercourse. I had several heterosexual relationships earlier involving sex but this was the first time for intercourse. My fears of inadequacy were partially relieved.

My sophomore year, I fell in love but she turned out to be promiscuous with others and unwilling to change—perfect in every other way however.

I converted to Catholicism. The Church enchanted me and fulfilled my needs.

I loaned my car to a friend and he wrecked it. My parents were understanding however and gave me another car.

I was a member of a social fraternity and loved just about every minute of it.

* * * * *

Graduate/Adult experience scores:

Pos. 0 Pos.-Neg. 0 Neg. 100 Neg.-Pos. 0

I underwent personal counseling at the Infirmary's Mental Health Unit. 3 sessions. I also consulted a medical doctor about the size of my penis. It is small but not as small, comparatively, as I had thought before. I'm still self-conscious about this however.

I'm in a sensitivity group. I have learned to be more introspective, but have not decided if this is good or bad however.

The graduate dean was upset with my first term's grades and had a fit. Everything is fine now however. I felt as if I had been treated badly.

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Subject 86, Low-Functioning Female, Age 35

Total Autobiography Scores:

Pos. 38.3 Pos.-Neg. 2.1 Neg. 51.1 Neg.-Pos. 8.5

Preschool experience scores:

Pos. 40 Pos.-Neg. 0 Neg. 60 Neg.-Pos. 0

I remember virutally nothing of what happened to me as a very young child.

My aunt lectured me on the evils of my mother's smoking, which I reported to my mother, which made my mother furious. I felt terrible.

My father read to me constantly, every day—all sorts of things. I remember "The Little Prince" Van Loon's "Child's history of the World" (might not be correct title.) I loved this.

I indulged in some sex play with a boy down the road. My mother was furious.

My sister was born when I was 3 1/2, but I don't remember that—only later, when she crawled on the table & ate the sugar—& my mother spanked her with a fly swatter. I felt terrible.

My father would take me to the bank & I could play with the rubber stamps. I loved this, too.

* * * * *

Elementary experience scores:

Pos. 50 Pos.-Neg. 16.6 Neg. 33.3 Neg.-Pos. 0

We lived on a farm in I____. I had much freedom, which I loved. One spring my sister & I took a barn census. We hunted out all the nests of kittens in the hay mow, & noted number, sex, and description. It was fun. I felt I had accomplished something important.

My parents worked a Negro settment house before they married. They were called by one of the young men in the

house who knew them when he was a child. He had formed his own fairly well known band, & was playing a nearby city. He brought his little band to our house & we had a *big* party. It was my first contact with Negroes & I was fascinated. I sat on the man's lap & ate chicken. We all danced, & it was wonderful. The next day someone in the nearby town (pop. 150) insulted me in a way I couldn't understand—and my mother explained racial prejudice to me. It was a sobering experience—and I couldn't understand why anyone wouldn't like a person because of his colour.

My brother was born when I was 10, & I don't remember it. I assisted at the birth of twin calves. I held the glucose bottle. The vet had to "pull" them. I was nauseated but fascinated. Both calves & cow lived.

Our house cat had kittens under the dining room table while we ate supper. I was thrilled.

My parents had a party. I sneaked down the backstairs which connected my bedroom with the kitchen. I poured out half of the liquor in each bottle & replaced it with water—because I was so upset at my mother's drinking. I wore a flannel nightgown & it was cold in the kitchen. I was afraid.

In the 1st grade I had my appendix out. I was screaming & crying in the hospital & everybody thought it was because I was afraid of surgery. But it was really because I was deeply insulted by being put in a bed with sides—which I saw as a baby bed.

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Junior High experience scores:

Pos. 14.3 Pos.-Neg. 0 Neg. 71.4 Neg.-Pos. 14.3

A man came to live with us for 3 months. He had studied in Europe with my father before WWII. His name was L_____ & he was German. I was afraid of him for reasons I could not fathom. One night we had chicken for supper—roast chicken. There were 3 adults & 3 children to eat it, so we ate it *all*—only the carcass was left. I was dancing in the kitchen with the carcass dangling from my hands. My sister was laughing with joy. L_____ came into the kitchen. He hit me. He took the carcass & yelled at me in German. My sister ran out but he got me in a corner & yelled & yelled. My mother & father came & made L_____ sit down. I went streaking up the back stairs & hid in my closet. My parents came up and explained that L_____ was Jewish, & had been in a

concentration camp—& this had destroyed him in a way—he had come to live with us to try to recover—& he saw my playing with a carcass as making light of starvation.

Later I sneaked down the back stairs & peeked out the crack in the door. I could see L. sitting at the table eating tiny bits of the carcass. I cried silently thinking—now I know what war is—what evil is—that all that is evil in humanity created what I was seeing in L. and that I wanted to find & enhance the good in people.

I wondered why people hated each other because of religion.

My mother was terribly upset because a friend's teenaged son tried suicide & was in a mental hospital. She said he was probably a homosexual. I had no idea what that was, but I didn't ask.

I was furious at my mother because she got drunk at a small party. My father talked to me at length—how I must be "nice" and "understand" my mother.

My mother took me to visit her guardians. They were old & awful. They had horsehair furniture that hurt to sit on. They had no bathroom. The wall paper had faded blue octagons. I protested going the second time. She said I should not hate anyone, that she didn't hate them. I thought what a terrible life she must have had—to be a child and live in that house. I thought how wonderful she must be to still love them. Years later, when these people died, they left an estate of \$80,000, yet lived in poverty.

The wife died (the husband had died a couple of years ago) my mother cried. I said, "I don't understand how you can cry for them—it's truly wonderful that you can." She screamed at me "I *hated* them. I *hated* them." I think that maybe one of the few honest things she said to me. I was astounded.

My sister was born when I was in the 9th grade. I do not remember the pregnancy, but I remember being in general science class when the principal told me the news. I was so thrilled. That night, the nuns smuggled me up to see my mother & my sister. I was fascinated. When she came home from the hospital, I undressed her & was delighted at the miracle of such perfection. I felt like she was my child.

Years later—when she came to me, 15 & pregnant, & I felt again that she was my child. I tried to help her, but my parents destroyed her. They broke her down & forced her to marry a boy she didn't want to marry. But this crisis forced me to break with my parents. It was high time.

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High School experience scores:

Pos. 37.5 Pos.-Neg. 0 Neg. 62.5 Neg.-Pos. 0

I began to menstruate in the 10th grade. I was *so happy*, having been convinced that I was abnormal and unfeminine. Even sometimes when I had cramps, I was grateful.

My mother told me that I would look better if I wore falsies. I already had some on. It makes a good joke, but I was crushed. I was tall & scrawny & thoroughly unattractive. There were 10 in my class at school, & the other girls were cute & popular.

I had a few dates. One boy told me that I did not know how to kiss, & that I didn't need to pull away all the time. I decided, after a few tries, that kissing was a lot of fun. I wondered why my parents had been so free with information about sex, but had never mentioned that it was fun.

I was an A student. In 11th grade I did not want to take 5 subjects---in our tiny school this added to my oddity. But my father insisted. I cried & cried, but gave in.

I read every book in the school library, plus all the other ones my father got for me. I memorized poetry---the whole of "Thonatopsis," for instance.

A boy came to take me out. My little sister D_____ climbed all over him, kissing & hugging. He remarked, "I am taking out the wrong sister." My older younger! sister was very pretty, too, & popular, & failing all school subjects. I envied her so much. D_____ dated some although nearly 4 years younger than I & she menstruated two months after I did. I was miserable with jealousy. Later, when we spoke of these things as adults, she surprised me by saying how bitterly jealous she was of my academic achievements and of my peaceful relationship with mother. I held in anger whereas she lived in open warfare.

My parents arranged with their friends from a distant town, a date for me with their son for a high school dance. I was mortified & miserable the evening. I did not know how to dance, either.

My parents offered a neighbor boy our car if he would take me to the movies. I threw up.

* * * * *

Undergraduate experience scores:

Pos. 50 Pos.-Neg. 0 Neg. 50 Neg.-Pos. 0

I went to a small (700 students) Quaker liberal arts college in I____. Although I had been a straight A student in high school, my rural education was a severe handicap. I had never heard of a term paper.

I loved music & had enjoyed my mother's piano playing. But now I was introduced to a whole new world of music. I listened to records while studying. My roommate suggested I get the Brandenburg Concertos, & I could find nothing by Brandenburg. I felt so stupid when I realized my error.

At the end of my first semester I had straight A's & was worn out. I made the decision to work less & to try to have fun. I made lower grades thereafter, and still had very little fun. I cried all one evening of a dance because as usual I was dateless. I hated being so underweight.

I had my ears pierced. When I returned to my home my parents were upset. They figured I was a fallen woman--my mother questioned me at length about my sexual experiences. I was evasive, not wishing to admit to such a lack of experience, & secretly delighted that she thought I was 'bad'.

I took a course called the Rise of Western Civilization! It was terribly hard, but I was overwhelmed with what I was learning. I loved it. I heard about philosophy and ideas and I would get so lost in the lectures that I would forget to take notes. I did poorly in tests--I was still in the absorbing stage--& was not yet ready to assimilate and give back.

For my junior & senior years I transferred to a teacher's college in E____. I was hoping for a more active social life.

I went to the Chicago Museum of Art. I was wandering through it in a state of great happiness when I suddenly found myself standing in front of a painting of a nude called 'Egyptian Girl'. Years before I had cut a print of this out of a Sunday supplement, framed it, in cardboard, & hung it in my room. (People made fun of me because it was a nude.) I never realized the difference between a painting and a print before. I had thought my little print was beautiful--and the beauty of the original was almost more than I could stand.

I burst into tears & several worried ladies tried to help me—but I could only say to them that there was nothing wrong, & I would be all right.

I hate going home. I avoided it if possible. In March of my senior year I decided to teach at a Friend's School in B_____ the following year. I went home that weekend, after signing the contract, and met J_____—my husband-to-be—on a blind date, arranged by my sister P_____ & and his brother B_____—they were engaged to be married. I was sick of the social life I was having—dates with Northwestern boys who usually got drunk & wanted to go to bed. I was delighted to meet J_____. P_____ & B_____ made him kiss me good night, & we were both terribly embarrassed. I automatically french kissed him—which was the limit of my sexual knowledge—but he appeared startled—(his sexual experience was less than mine!) & I figured I had lost him for sure. He decided I was probably not a virgin, but that was all right with him, & in June, after P_____ & B_____ were married, we announced our engagement.

We both felt that I had given my word to teach in Baltimore, & I must honour this, so I did.

* * * * *

Adult experience scores:

Pos. 38.5 Pos.-Neg. 0 Neg. 38.5 Neg.-Pos. 23

2. My year in Baltimore was a good one. I went home in June to do two things. I had decided to fight my mother, and of course I was to be *married*.

I walked into the house with J_____ who had gotten me at the airport, & saw P_____ on the couch. I saw my mother standing beside her. In an awful instant I saw that my sister was broken and would never fight my mother again. My mother was triumphant. I felt guilty for all those years I let my sister fight alone. (Later I found out all the gory details of my sister's destruction. Today she lives with her husband & children in a semblance of normal life—but deep inside I know she will commit suicide some day.)

I fought my mother on the matter of my wedding & won having a very small one at home. I insisted the 'obey' be left out of the service. On my wedding day I weighed 104 lbs. (height 5'7 1/2") & was pale & exhausted. After the wedding I ate *two* meals at a restaurant. I felt saved from my family. I also felt fearful lest J_____ find out how dreadful my mother was. (He knew, but I didn't know this.)

Our wedding night was a nightmare. Two frightened, inexperienced, inhibited people! It took us about a week to have intercourse. We both decided that it really was fun, & decided to learn as much as we could about sex. We read books, saw foreign movies, asked questions of intimate friends. We made great progress. We tried everything we heard about, & enjoyed ourselves immensely. I gained weight J_____ finished his Ph.D. I taught school I was happy.

1. When my sister D_____ arrived in Florida I told my parents I was no longer their daughter. This happened about 3 months after I had begun *psychotherapy*. I told them that in an effort to get them to allow D_____ not to marry. She asked me to do all that I could, so I did.

Our sons were born in 1959 and 1961. Our younger son was having some peculiar problems, so we took him to a psychiatrist at the med center. It quickly became obvious that J_____ & I needed help. So we had some marriage counseling & each of us had some therapy alone. A miracle occurred in our home because we all responded so well to therapy.

In therapy it nearly killed me to talk about my parents and their problems. It was the first time I ever said out loud, "My mother is an alcoholic. She is vicious & destructive. I hate her." I cried & cried & the psychiatrist really had to drag it out of me. But I felt so much better afterwards.

I got letters from my family & J_____ 's family telling me it was proper for D_____ to marry, that I was awful to be so cruel to my parents—and that I was "crazy" to be this way. I got pneumonia & at times I wanted to call my parents & say, "yes yes, you are right—give me your approval"—but I held on to my self & to J_____ and I began to get well.

When my mother found out I was seeing a psychiatrist she renewed her efforts to convince everyone I was terrible. She said on the telephone, "*I am strong. I never need help solving my problems. You are weak.*" Then she said, "You are my first born child, & *I want you.* Suppose someone took away *your* first born child!" This is precisely what she did to my sister P_____—forcing her to have an abortion—P_____ was too weak & scared to say 'no'—and when my mother said that to me, I really don't know what happened. I found myself in my sons' tree house, in a corner. In my mind I had strangled her with the telephone cord. I was in terror to see the violence in myself. For a long time my therapist & I worked with this anger in me.

When all seemed to be going well, we all stopped therapy.

A little over a year ago I finally admitted to myself, and to J____, that I have never had an orgasm. So I am having therapy again—for about 14 months, & continuing. I am discouraged about my sexual problems. But I am making much progress in other areas. Except for sex, our marriage is very happy. Our sons are in really good shape. Their emotional health is *so good*. They have some of our hang-ups, of course,—but we have done many things right with them. Maybe I will never be able to express myself sexually, & I cry about that sometimes. Still, I am very lucky. Of the 4 children of my parents, I am the happiest, & the most free. I've had a lot of luck—J____, therapy, good accepting friends. I do not see myself as an adequate person.

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BIOGRAPHICAL SKETCH

Clarence Wallace Duncan was born December 24, 1934, at Louisville, Kentucky. In June, 1952, he graduated from Myers Park High School in Charlotte, North Carolina. In June, 1956, he received the Bachelor of Arts degree in Religion and Psychology and in 1959 the Bachelor of Divinity degree, both from Texas Christian University. Mr. Duncan was ordained to the ministry of the Christian Church (Disciples of Christ) in 1959 and continued in the ministry until 1969 when he released his ordination. In 1968, he earned the Master of Education degree in guidance and counseling from the University of Florida and until the present time has pursued his work toward the Doctor of Philosophy in Counselor Education.

Clarence Wallace Duncan is married to the former Rose Nell Hehl, and is the father of four children. He is a member of Phi Delta Kappa, The American Personnel and Guidance Association, the American School Counselor Association, The American College Personnel Association, the Association for Counselor Education and Supervision, The Association for Humanistic Psychology, and he is an associate member of the American Psychological Association.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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