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AN ATTEMPT TO MEASURE EGOISTIC AND SELFLESS FACTORS  
IN PERSONALITY THROUGH THE USE OF A SELF-RATING SCALE

by

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Presented in partial fulfillment of the requirements  
for the degree of Master of Arts

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1948

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## I. Introduction

The measurement of personality continues to be one of the most difficult and baffling problems to which psychology is addressed. Objective methodology toward personality measurement may have begun in 1869, when Galton devised his word association test. Since that time, investigations of personality and measurements of personality components have constituted an important undertaking, and fill a massive literature. This paper is chiefly concerned with that subdivision of personality measurement which embraces the questionnaire or self-rating scale.

One of the earliest of these was the Personal Data Sheet devised in 1917 by Woodworth. It was designed to predict neurotic tendencies among soldiers. Although questionnaires and self-rating scales subsequently have proliferated in all directions, two important kinds of inventories may be noted:

1. Inventories designed to show psychiatric syndromes or clinical categories. The Humm-Wadsworth (1934) is of this sort, as is the Cattell (1936), and the Minnesota Multiphasic Personality Inventory (1942).

2. Scales or inventories designed in accordance with particular psychological theories of personality. A few of these are Laird's Inventory of Extroversion-Introversion (1925), Allport's Ascendancy-Submission Scale (1928), Thurstone's Personality Schedule

(1930), The Bernreuter Personality Inventory (1931), and the Watson-Fisher Inventory of Affective Tolerance (1941).

Scales or instruments designed to reflect psychiatric classification have suffered from the same general weaknesses which characterize such categorizing processes. The tendency in psychiatry is toward the discovery of the fluidity of clinical categories. The once impressive and rigid categories are now thought to be of only superficial use. The shifting and fluid character of personality disorders and of personality structure is becoming continually clearer. Hence the elaborate inventories do not really tell much about the individual, even though they affix to him impressive tags.

Similarly, those self-rating scales and questionnaires which have been constructed to buttress particular psychological theories have suffered from the limitations of those theories. The question has had to be asked: "What do you know about an individual once you know that he is introverted? Or submissive? Or masculine? Or even plain maladjusted?"

It has seemed to this investigator that the answer too often has been: "Very little."

For example, Subject A may be found to be significantly introverted in comparison with the general population or with his age and sex or occupational group. Yet he may have made a situational adjustment that has permitted him to function well and be in no danger of a breakdown. We do not know the reasons for his introversion. Again, Subject B may make a score indicating feminine

interests that is considered statistically significant and indicative perhaps of homosexuality. Yet this person may very well have factors in his environmental, experiential, and motivational complex which permit him a sufficient adjustment and show no homosexuality.

The rating instruments, whether concerned with empirical entities or with theoretical constructs, have eventually found themselves concerned with traits. While there is no authoritative conclusion as to whether traits are basically generalized or specific with the individual, it would seem that the reasons for the appearance of traits are not reliably generalized.<sup>1</sup> Baffling varieties of persons may be observed to present the same patterns of traits for diverse and confusing reasons. The inquiry seems always to turn back to purposivism. Why do people have the traits they have? Which is tantamount to the question: Why are people as they are?

Albert Ellis<sup>2</sup> has summarized various criticisms of personality questionnaires as follows:

1. They do not bring out configurational meanings, like the case study method of diagnosis presumably does, and hence can give no whole, or organismic, picture of human behavior.

1. Young, Kimball. Personality and Problems of Adjustment. Crofts, 1947. pp. 285 - 289.
2. Ellis, Albert. "The Validity of Personality Questionnaires," Psychological Bulletin, Vol. 43, No. 5, Sept. 1946, pp. 385 - 440.

Alexander, F. "Evaluation of statistical and analytical methods in psychiatry and psychology." Amer. J. Orthopsychiatry, 1934, 4, 433-438.  
Kirkpatrick, C. "A critical note on the statistical study of personality reactions. J. Abnormal and Social Psychology, 1933, 28, 168-171.  
Layman, Emma M. "An item analysis of the adjustment questionnaire." J. Psychology, 1940, 10, 87-106.

2. They may sometimes give an adequate picture of a group of persons, but rarely can be of use in individual diagnosis.

Frank, L. K. "Projective methods for the study of personality." J. Psychology, 1939, 8, 389-413.  
Moore, H. & Steele, Isabel. "Personality tests." J. Abnormal and Social Psychology, 1934, 29, 45-52.  
Spencer, D. "Fulcrum of Conflict." Yonkers-on-Hudson, N.Y.: World Book Co., 1938.  
Terman, L. M. "The measurement of personality." Science, 1934, 80, 606-608.

3. Personality cannot be described in terms of single traits, such as neuroticism. Questionnaires which purport to estimate such a trait are really measuring a composite of several different ones.

Guilford, J. P. & Guilford, Ruth B. "An analysis of the factors in a typical test of introversion-extroversion." J. Abnormal and Social Psychology, 1934, 28, 377-399.  
Mosier, C. I. "A factor analysis of certain neurotic symptoms." Psychometrika, 1937, 2, 263-286.

4. The questionnaire is sometimes unreliable, and when this is the case, it cannot have a high validity either.

Bingham, W. V. "Reliability, validity, and dependability." J. Appl. Psychology, 1932, 16, 116-122.  
Lents, T. F. "Reliability of opinionnaire technique studied intensively by the retest method." J. Soc. Psychology, 1934, 5, 338-364.

5. Some questionnaires (like the Bernreuter Personality Inventory) which purport to measure several distinct traits are,



at best, measuring the same one under two or more different names.

Large, I. "Personality traits by fiat: I. The analysis of the total trait scores and keys of the Bernreuter Personality Inventory." J. Educ. Psychology, 1935, 26, 273-278.

Perry, R. C. "Analysis of group factors in certain adjustment questionnaires." Psychol. Bull., 1933, 30, 898.

Perry, R. C. "A group factor analysis of the adjustment questionnaire." Southern California Educational Monograph, 1933-1934, 5, 1-98.

6. Cultural factors, which cause persons raised in different communities to make different responses to the questionnaires, may interfere with their validity.

Shen, E. "Differences between Chinese and American reaction to the Bernreuter Personality Inventory." J. Social Psychology, 1936, 7, 471-474.

7. Questions on personality schedules are interpreted in different ways by different individuals, and hence make test results suspect.

Eisenberg, P. "Individual interpretation of psycho-neurotic inventory items." J. Gen. Psychology, 1941, 25, 19-40.

8. There is a general over-estimation, or self-halo, effect when normal persons take personality questionnaires.

Allport, G. W. Personality: a Psychological Interpretation. New York: Henry Holt, 1937.

Laslett, H. R. & Bennett, Elisabeth. "A comparison of scores on two measures of personality." J. Abnormal and Social Psychology, 1934, 28, 459-461.

9. Most subjects can easily falsify their answers to paper and pencil tests of personality, and frequently choose to do so.

Allport, G. W. Personality: a Psychological Interpretation. New York: Henry Holt, 1937.

10. Questionnaires are administered under all sorts of conditions, and the motivations of their respondents may vary in consequence. True clinical rapport is not possible under such circumstances.

Rysenski, H. J. "The effect of incentives on neurotics, and the variability of neurotics as compared with normals." Brit. J. Med. Psychol., 1944, 20, 100-103.  
Frank, B. "Stability of questionnaire response." J. Abnormal and Social Psychology, 1936, 30, 320-324.  
Maller, J. B. "Personality tests." In Hunt, J. McV. (Ed), Personality and the Behavior Disorders. New York: Ronald Press, 1944.  
Vernon, P. E. "The attitudes of the subject in personality testing." J. Appl. Psychol., 1934, 18, 165-167.

11. The manner in which responses must be made in questionnaires -- for example, on a YES? NO or on a rating-scale basis -- may influence the validity of schedules.

Large, I. "Gen-like: Halo or reality?" Psychol. Bull., 1937, 34, 545-546.

12. The manner in which the directions of a test are given may significantly affect the results made on it.

McQuitty, L. L. "Conditions affecting the validity of personality inventories: I." J. Soc. Psychol., 1942, 15, 33-39.  
van Wageningen, N. B. The Stability of Self-Description Tests of Personality Adjustment. New York: Author, 1935.

14. The particular way in which questions are stated, and their vocabulary range, may cause many misunderstandings by the respondents, and thus adversely affect test validity.

Hampton, P. "Language difficulties of the Bernreuter Personality Inventory." J. Educ. Psychol., 1941, 32 471-473.

Papert, M. J. "A study of the Woodworth Psychoneurotic Inventory with suggested revision." J. Abnorm. Soc. Psychol., 1930, 25, 335-352.

Rundquist, E. A. "Form of statement in personality measurement." J. Educ. Psychol., 1940, 31, 134-147.

15. Testing is sometimes an artificial procedure which seems to have little to do with real-life situations, and in these instances its results are not very valid.

Krait, M. H. "Personality testing in the light of the situational approach." Amer. J. Psychiat., 1931, 10, 839-854.

Watson, G. "Next steps in personality measurement." Character & Pers., 1933, 2, 66-73.

16. Some personality questionnaires are "validated" against other questionnaires from which, in turn, their items were largely taken, thus rendering their "validations" spurious.

Kusnets, G. "An analysis of Bernreuter's Personality Inventory." Psychol. Bull., 1934, 31, 585.

17. Even when the respondent does his best to answer questions truthfully, he may lack insight into his true behavior or may unconsciously be quite a different person than the picture he draws of himself on the test.

Alexander, F. "Evaluation of statistical and analytical methods in psychiatry and psychology." Amer. J. Orthopsychiat., 1934, 4, 433-438.

Laslett, H. R. & Bennett, Elisabeth. "A comparison of scores on two measures of personality." J. Abnorm. Soc. Psychol., 1934, 28, 459-461.

18. Most questionnaires consist of a pot-pourri of items of much or little or no significance, so that no one quite knows what

their total scores really mean.

Watson, G. "Next steps in personality measurement."  
Character & Pers., 1933, 2, 66-73.

20. While low (or neurotic) scores on personality schedules may mean something, high (or non-neurotic) scores may mean nothing at all, and may in fact indicate serious maladjustment.

Johnson, Hope. "Objective tests, including the Bernreuter Personality Inventory, as constructive elements in a counseling technique." Amer. J. Orthopsychiat., 1936, 6, 431-436.  
Landis, C. & Kats, S. E. "The validity of certain questionnaires which purport to measure neurotic tendencies." J. Appl. Psychol., 1934, 18, 343-356.

21. Armchair, rather than empirical, construction and evaluation of test items is frequently the case in personality questionnaires.

Landis, C., Zubin, J., & Kats, S. E. "Empirical evaluation of three personality adjustment inventories." J. Educ. Psychol., 1935, 26, 321-330.

22. Uncritical use of statistical procedures with many personality tests add a spurious reality to data which were none too accurate in the first place.

Landis, C. "Questionnaires and the study of personality." J. Nerv. Ment. Dis., 1936, 83, 125-134.

23. Questionnaires of the YES NO type often force inaccurate judgments on their respondents, since no intermediate responses are allowed.

Landis, C. "Questionnaires and the study of personality." J. Nerv. Ment. Dis., 1936, 83, 125-134.

24. Many personality tests which claim to measure the same traits -- e.g., introversion-extroversion -- have very low inter-correlations with each other.

Flerning, E. G. "Emotion, intelligence, and introversion." J. Gen. Psychol., 1932, 7, 201-205.  
Guthrie, E. R. "Measuring introversion and extroversion." J. Abnorm. Soc. Psychol., 1927, 22, 82-88.  
Stagner, R. "The intercorrelations of some standard personality tests." J. Appl. Psychol., 1932, 16, 453-464.

25. There are no statistical short-cuts to the understanding of human nature, such as the ones many test makers try to arrive at through involved factorial analyses.

Burke, Barbara S. "Personality scores in relation to measurement." J. Soc. Psychol., 1936, 7, 140-149.  
Terman, L. M. "The measurement of personality." Science, 1934, 80, 605-608.

26. When used for occupational purposes, personality questionnaires give their respondents incentives to over-rate themselves, and are consequently usually invalid.

Traxler, A. E. "The use of tests and rating devices in the appraisal of personality." New York: Educational Records Bureau, 1942. Educational Research Bulletin No. 23, revised ed.  
Vernon, P. E. "The attitudes of the subject in personality testing." J. Appl. Psychol., 1934, 18, 165-167.

On the other hand, it is probable that most counselors and psychotherapists have found some one or another of the available personality scales to be useful as an aid to counseling. Ellis summarizes such opinions in this fashion:

"In the hands of an experienced clinician, personality tests may give valuable information about their respondents. Even though total scores may be somewhat meaningless, examination of individual responses may provide valid clinical material."<sup>1</sup>

Gorham, D. R. & Brotemarkle, R. A. "Challenging three standardized emotional tests for validity and employability." J. Appl. Psychol., 1929, 13, 554-581.  
Hunt, W., Wittson, C. L., & Harris, H. I. "The screen test in military selection." Psychol. Rev., 1944, 51, 37-46.

The scores of an individual on any given scale or inventory almost always have to be "rationalized." That is to say, the tendency indicated by the score must be explained in terms of what the counselor knows of the individual's particular experience and specific problems. The scale is thus useful not as an arbitrary indication, but as a suggestive mechanism. Often the total score cannot be used at all, although the responses to selected items may indicate fruitful leads for follow-up.

It has seemed to this investigator that one possible reason for the general unsatisfactory nature of personality inventories may be the inadequacy of the personality theories in the light of which they are constructed. This does not imply that there is any one perfect or wholly adequate theory of personality, nor that a scale constructed with reference to it (if there were one) would be the best possible scale.

1. Ellis, Albert, "The Validity of Personality Questionnaires," Psychological Bulletin, Vol. 43, No. 5, p.338.

It does imply that such a scale, if satisfactorily constructed, might be an improvement over existing scales. It might at least point the way toward a more realistic approach to scale construction.

This writer is aware that there are too many existing theories of personality for convenient summary in a modest space. Each psychological system, and each variation of the many systems, contributes its bit to explaining the phenomena of personality.

The most exhaustive review of theories of personality with which this investigator is acquainted is to be found in G. W. Allport's Personality: a Psychological Interpretation, Holt, 1937. A sampling of the more outstanding theories may be included here:

1. The Freudian theory.<sup>1</sup> Freud is chiefly concerned with two tendencies, the life instinct - eros, libido, sex - and the death instinct. He sees a strict determinism in psychological processes. Three interacting factors, the id, the ego, and the superego, make up personality structure. The id represents roughly biological urges; the ego, attitudes and habits of the present self; the superego, the moral self or conscience which controls the relations of the id with the ego. The id urges are continually being repressed by the superego, and the consequent displacement is damaging to the ego.
2. The Adlerian theory.<sup>2</sup> For Adler, striving toward any goal is in accordance with a basic motivation of desire for power. Blocking of the ego or self in this striving for power gives rise to compensatory activity. Thus, feelings of inferiority will be turned into striving for superiority. Discontent with femininity will be turned into striving for masculinity.

1. Freud, Sigmund. Basic Writings. Modern Library, 1938.
2. Young, Kimball. Personality & Problems of Adjustment. Crafts, 1947, p. 283.

3. Trait theories.<sup>1</sup> Cattell, Woodworth, and Thorndike are outstanding among psychologists who pioneered in the study of personality with reference to patterns of traits. The trait theories in general assume that personalities vary in relation to the distinguishing traits, and depend upon the assumption that various elements are constant and meaningful. Personality as a summation of discrete parts or elements is stressed at the expense of integration. Social interactional and cultural factors are ignored.
4. The Gestalt theory.<sup>2</sup> Lewin, a leader in this field, sees personality as a configuration of features, aspects, or forces. This theory is in direct opposition to the trait theories.
5. The personalistic theory.<sup>3</sup> G. W. Allport, who confesses that he derives from Stern, is foremost in developing a theory of personality which sees the individual as a law unto himself. The individual must be considered from his own unique frame of reference. This theory is in opposition to both the Freudian and the cultural theories.
6. The social-interactional theory.<sup>4</sup> This theory considers the personality "to be fundamentally a social-cultural product, but one which is always in a dynamic or moving state of equilibrium or disequilibrium with reference to the particular group and its culture at a given time and place."

This writer has no quarrel with any of these theories, or related theories, as such, but none of them seems so satisfactory and comprehensive in relation to the whole field of personality as does that theory which is associated with the name of V. E. Fisher. Although it may bear some traces of derivation from Freud, Jung, and Adler, the particular construct is Fisher's own. Fisher calls it the

1. Young, Kimball. Personality & Problems of Adjustment. Crofts, 1947. pp. 285-289.
2. Ibid. p. 239.
3. Allport, op. cit.
4. Young, op. cit., p. 295.



autocorrective principle. In this paper it is called the ego-racial theory of personality.

Fisher finds man an animal with three distinguishing modes or categories of behavior:

"1. Activity, the purpose or goal of which is the maintenance and furtherance of one's own physical well-being. This category includes all activity which has to do with the fulfillment of such motives as hunger, thirst, the need of shelter, the elimination and avoidance of physical suffering, and so forth. Much of the average man's life is devoted to this type of activity.

"2. Activity, the purpose or goal of which is the propagation of the species. Here we find those activities which spring from such motives as sex, love, sympathy, suggestibility. Different individuals vary markedly with respect to the amount of time which they devote to the activities belonging to this category.

"3. Activity, the purpose or goal of which is self-distinction or individuation. The motives in human nature from which this type of activity results are variously labeled as egoism, ambition, the power motive, self-assertiveness, and so forth. These three broad classes of behavior then are, psychobiologically speaking, the irreducible types which include all human activity."<sup>1</sup>

The usual life pattern of the individual finds him achieving a modest individual distinction while at the same time and with roughly the same energy expenditure he is engaging in such activities

1. Fisher, V. E., Autocorrectivism, Canton, 1937, pp. 27-28.

as mating, child rearing, and social duties which serve to invest his forces and meaning in the group and race. Various types of training and life experience tend to result in an exaggeration of the individual's activities in one or the other of two basic directions. ("Those motives which subserve the physical needs of the individual rarely come into sharp conflict with either of the other two sets of motives.") A person may come to spend a disproportionate amount of his total time and energy on distinguishing and enhancing his individual self and his individual meaning. Or he may come to spend a disproportionate amount of his total time and energy in merging his life, his energy, and his identity or his meaning in the lives of others, in group activity, in the future of the race.

When the individual's development is exaggerated toward either extreme, we find an unbalance. But something happens. The individual does not collapse. Says Fisher: "We are forced to assume in the human individual an autocorrective principle or function, a motive which is directed to the end of maintaining a quantitative balance between the racial and ego motive systems. Autocorrective activity occurs or tends to occur in the case of the individual in whom either racial or ego interests have become exaggerated. Depending upon the degree of exaggeration, such a condition constitutes an inner emergency situation. The stronger interests would tend to absorb more and more of the individual's energies till a condition of complete enslavement to a single type of goal existed, and the twofold biological meaning of the individual's life were destroyed.

But when a certain point or degree of mental unbalance is reached, the individual reacts, or endeavors to react, in such a manner as to check the further extension of the predominant interest. This mode of reacting, which we call autocorrective, has the sole purpose and end of maintaining or restoring a quantitative mental balance. It naturally follows that autocorrective activity is usually painful or distressing and unintelligible, and often enough in opposition both to the individual's consciously most highly esteemed goals and to socially sanctioned objectives. And since it is felt by the individual to be an infringement of his freedom and perceived by others as an incapacitation, it is regarded universally as being wholly detrimental. In matter of fact, however, the nervous or neurotic person's symptoms, his autocorrective devices or attainments, stand solidly between his psychobiologic integrity and an utter prostration, fanaticism, or insanity."<sup>1</sup>

"Inasmuch as the 'normal' person's activity is subserved by a relatively adequate degree of balance and integration of racial and ego-motives or interests, whatever autocorrective functioning there is, is not clearly apparent. But in the case of the abnormal individual, particularly the neurotic, the major part of his activity may be of this type. And once the true nature of neurotic behavior is understood, one is reminded of the behavior of the man who suddenly sees that his house is afire and, casting aside all other interests of the moment, devotes himself exclusively to the task of extinguishing the blaze. In the case of the neurotic, too,

1. Fisher, V. E. Autocorrectivism. Caxton, 1937. pp. 66-67.

especially observable at the time of the nervous breakdown, everyday interests are laid aside and his energy is devoted to his obstructing some dangerously exaggerated striving. Thus the neurotic's symptom is purposive and corrective, and until rendered unnecessary it constitutes the individual's principal safeguard against a threatened further loss of mental balance."<sup>1</sup>

Going along with the assumptions of Fisher's theory, it would appear that personality disturbances or "breakdowns" occur chiefly when an individual has come to utilize most of his energy in striving toward one or the other of two goals: distinction of the self, or immolation of the self. Distinction of the self might not necessarily imply winning international renown. It might as easily take the form of relatively small self-indulgences on which the individual's attention might be centered intensely. And on the other hand, immolation of self, or excessive denial of self-interest, would not necessarily include the sensational qualities of sacrifice. It might in a given instance represent the personal enslavement of a relatively weaker person to a relatively stronger person.

This writer has observed considerable difficulty even on the part of supposedly sophisticated persons in understanding the meaning of "selfless" and "egoistic" activity. It seems that the difficulty chiefly lies in our cultural endowment of virtue for the concept "selfless" and disapproval for the concept "egoistic". One should strive to adopt an antisaytic viewpoint. Exaggerated selfless interest does not necessarily imply virtue; the interest may be

1. Fisher, V. E. Autocorrectivism. Carlton, 1937. pp. 67-68.

grudgingly and gracelessly given, as in the case of the enslavement. Exaggerated ego interest does not necessarily imply odium; it may be indulged with little ostentation and with no intent to offend.

If neurotic symptoms represent an autocorrective effort to resist exaggerated strivings in one of two directions, it should be interesting and clinically useful to know of a person whether or not his strivings are tending toward exaggeration in either direction. After all, an individual may be found to possess a trait or pattern of traits; or he may be found to coincide in interests and attitudes with persons tagged with a psychiatric syndrome. Yet the person in question may be making an adequate adjustment to his particular environment. Can we foretell trouble for him? If we might discern a tendency toward exaggeration of ego or racial strivings, it seems that we can.

A rating instrument which would do the job of discovering a person's orientation in regard to Fisher's two personality variants would seem to me to be of great value for the clinician. It would simplify diagnosis by separating the situational maladjustments from the deeper-lying personality disturbances. It would give the clinician a sure and fundamental knowledge of the personality pattern of his patient in place of the trait-oriented profile which seems largely meaningless to many workers.

In a scrutiny of the psychological literature, this writer has not found a single worker who so much as recognized or admitted the importance of the problem, let alone one who undertook to measure the relative dominance of ego and racial interests in individual personality. This paper represents the beginning of an attempt.

## II. The Problem

If we assume the validity of Fisher's ego-racial theory of personality development, we look upon the appearance of neurotic activity of neurotic symptoms as an end result following a process of exaggeration of one or another basic set of strivings over a period of time. We assume that such an exaggeration, in whatever form, is the irreducible prerequisite of neurotic behavior. It would follow then that exaggeration of either ego or racial propensities would always be found in the individual prior to or at the time of the neurotic breakdown. And it would seem obvious, furthermore, that indications of exaggeration of ego or racial striving, beyond a certain critical point, unique for each individual, would be a dependable prediction of the appearance of neurosis.

Now if the exaggeration of ego or racial motives takes place over an extended period, it would seem that measurement of the preponderance of either of these sets of motives would have to proceed through examination of long-term attitudes, as opposed to immediate or current interests. It should be possible to measure such established attitudes in terms of the individual's reaction to so-called fundamental or basic life situations and concerns. Such attitudes form slowly and change only gradually, thus presenting a relatively stable stratum for survey and measurement.

This relative stability of basic attitudes is in distinct

contrast to the trait patterns measured by other personality scales. Not only do traits themselves change with considerable rapidity in relation to a given individual, but the meaning of any given trait varies widely among the general population.<sup>1</sup>

It is recognized on the other hand that the discovery of the so-called basic attitudes is by no means easy. An attitude toward a certain matter may indicate egoistic orientation on the part of one individual, and its opposite on the part of another individual. Nevertheless, it is the hypothesis of this paper that it is possible to discover life situations and problems to which the general population will present stable attitudes indicating egoistic and selfless orientation and from which neurotic individuals and groups will vary significantly.

We now proceed to the testing of the hypothesis.

1. Young, Kimball. Personality and Problems of Adjustment. Crofts, 1947. p. 287.

### III. Method of Procedure

Items for Form I of the scale were selected over a period of two years, beginning in 1944. Items were chosen on the basis of attitudes which seemed to be held consistently by individuals tending toward either the egoistic or the selfless extreme. These judgments were admittedly subjective. No objective criteria for the measurement of selfless or egoistic interests have ever been established. Definitions were established at the outset, however, and conscientiously adhered to insofar as possible. These definitions were as follows:

1. The egoistic person. One who spends the greater part of his or her time and energy on individual comfort, gratification, indulgence, and self-enhancement. This person uses whatever means or endeavor is most available to him to make himself seem important in his own eyes and in the eyes of others.
2. The selfless person. One who spends the greater part of his or her time and energy in activities concerned with the needs, comforts, and self-esteem of one or more other persons. This person uses whatever means or endeavor is most available to him toward the end of merging his energies and personal meanings with the lives and meanings of other individuals or of a group.

Insofar as was practicable, each item was discussed with some one or more persons who might be assumed to have acumen in the judgment of personality variants. The items were discussed in a general way in relation to the attitudes under consideration. Final selection depended upon the subjective judgment of the writer.

One hundred items were selected out of several times that many items considered. For each item, the subject tested was allowed five choices of the degree in which he embraced the attitude suggested.



The five degrees were indicated by the letters a,b,c,d,e, -- with a representing perfect or very strong identification or agreement of the subject with the attitude, b moderately strong agreement, c average agreement, d less than average agreement, and e very little or no agreement. The succession of the letters was varied for each item to guard against perseveration or set.

An arbitrary or non-weighted scoring procedure was fixed upon. For each item, perfect acceptance of which was assumed to indicate strong egoistic tendencies, a was given the scoring value of 5, b 4, c 3, d 2, and e 1. For each item, perfect acceptance of which was assumed to indicate strong selfless tendencies, the scoring values were reversed. It was thus determined that the maximum score would be 500, and the minimum score 100, with the theoretical or arbitrary balance at 300. The assumption was that scores above 300 would begin to indicate egoistic preponderance, while scores below 300 would begin to indicate selfless preponderance.

The first version of the scale was scored by the non-weighted method for an unselected population of 80 college students, approximately divided into male and female. These were freshman students at Montana State University, Missoula, Montana. Testing with the first version was abandoned when it became apparent that

the system of indicating alternate degrees for the various items (a,b,c,d,e) offered considerable opportunity for confusion and might invalidate the results. Before the testing was abandoned, scores for a group of 10 selected psychotics were obtained. These psychotics were selected from among those institutionalized at Montana State Hospital, Warm Springs, Montana. The testing was done by Mrs. Fred Merritt, resident psychologist.

For the first normal population, a reliability coefficient was derived by the odd-even correlation method, and corrected for the whole test by the Spearman formula. A critical ratio was established between the normal and the psychotic groups.

The scale was then revised in an effort to simplify the language of the items, remove ambiguities, and provide clear and easily understandable degrees of acceptance for each item. The attitudes sought after by the original 100 items remained, but the wording of the items was often so changed and simplified that the assumption of a different response seemed justified.

This revised scale was administered to a mixed group (Group I) of 143 unselected and supposedly normal college students at Idaho State College, Pocatello, Idaho. It was also administered to 16 selected psychoneurotics from the clientele of Dr. V. E. Fisher, and from among those who came to the attention of the writer at Idaho State College. Scoring values for each item were determined by means of an abac prepared by Strong.<sup>1</sup> This abac is based upon a

1. An unpublished photostatic copy of this abac was available through the courtesy of E. A. Atkinson.

formula developed by Kelley<sup>1</sup>, and provides scoring values ranging from 0 to 32 in terms of the percentage of responses of a given kind by any two groups which differ according to some criterion. Positive scoring weights were assigned those items preferred by a greater percentage of psychoneurotics, while negative weights were assigned items preferred by a greater percentage of normals. Minus values were avoided by adding an even 200 to each raw score.

A fresh normal population of 60 unselected college students and nurses (Group II) was then tested and scored by the weighted scale, and a critical ratio was established between this new normal group and the psychoneurotic group. For a fully valid critical ratio it was desirable to have a fresh psychoneurotic group also, but this was not possible, inasmuch as the psychoneurotics were selected by the slow process of clinical observation. Since the psychoneurotic group contributed to the establishment of scoring weights through the item count, it was to be suspected that the resulting critical ratio (validity) would be spuriously high.

The high critical ratio resulting confirms this suspicion, and it is further confirmed by the low critical ratio resulting from re-scoring of the Group II scales on the original subjective basis.

For the second normal population, a reliability coefficient was derived as before for both the weighted and the subjective scorings.

1. Kelley, T. L. "The Scoring of Alternative Responses with Reference to Some Criterion." Journal of Educational Psychology, 25:504-510, 1934.

IV. Results

Table I - Scale Form I

Comparison of the Scores of a Group of Normals and a Group of Psychotics

Normals		Psychotics	
324		330	
319	1	326	1
314	3	320	0
309	6	316	1
304	7	310	0
299	10	308	1
294	16	300	3
289	14	296	0
284	10	290	1
279	7	286	2
274	3	280	1
269	6		
Low score	269	Low score	280
High score	319	High score	326
Range	50	Range	46
N	80	N	10
Mean	294	Mean	300
Sigma	11.7446	Sigma	13.3529
Sigma av	1.51	Sigma av	4.22

Sigma difference - 4.426

Critical ratio - 1.35

Table I shows the range and distribution of scores for normals and psychotics on Form I of the scale. The mean, sigma, sigma average, sigma difference, and critical ratio are given. The critical ratio between the groups is 1.35, indicating that Form I of the scale does not discriminate adequately between normals and psychotics as groups.

It may be recalled that, according to the a priori scoring system, the mean of the normal group should have been 300. The fact that it falls below 300 (294) may possibly be a reflection of our cultural values, which traditionally encourage the individual to behave, or to assume that he behaves, rather more selflessly than egoistically.

On the other hand, it may reflect nothing more than the indeterminable difficulty, previously predicted, of deciding whether a given individual's selection of an item indicates egoistic or selfless propensities.

The fact that the mean of the psychotic group falls at 300 must be regarded as most likely due to chance, in view of the smallness of the group.

The product-moment correlation of odd and even items for the normal group reveals a correlation of the half test of  $-.032$ . Corrected by the Spearman formula, the correlation indicating the internal reliability of the whole test becomes  $-.036$ . This is virtually a reliability of zero. It means that the scale measures nothing consistently, and in this form is of no value for any purpose.

Table II - Scale Form II

Comparison of the Scores of Normals and Psychoneurotics (weighted scoring)

Normals		Psychoneurotics		
222		434		
202	3	414	3	
182	3	364	1	
162	4	374	1	
142	14	354	3	
122	12	334	0	
102	11	314	1	
82	7	294	2	
62	4	274	0	
42	1	254	1	
22	1	234	3	
		214	1	
Low score	22	Low score	214	
High score	210	High score	430	
Range	188	Range	216	Sigma difference -
N	60	N	16	18.6815
Mean	129	Mean	329	
Sigma	38.4	Sigma	72.4	Critical ratio -
Sigma av	4.94	Sigma av	18.1	10.7

Table III - Scale Form II

Comparison of the Scores of Normals and Psychoneurotics (subjective scoring)

Normals		Psychoneurotics	
319		313	
314	1	309	1
309	1	305	1
304	7	301	3
299	2	297	2
294	6	293	3
289	13	289	2
284	13	285	0
279	5	281	0
274	6	277	2
269	6	273	1
		269	1
Low score	269	Low score	269
High score	314	High score	310
Range	45	Range	41
N	60	N	16
Mean	288.95	Mean	293.4375
Sigma	10.985	Sigma	11.576
Sigma av	1.42	Sigma av	2.894

Sigma difference - 3.2236  
Critical ratio - 1.39

Table II shows the range and distribution of weighted scores for normals and psychoneurotics on Form II of the scale, and Table III shows the same for subjective scoring. The mean, sigma, sigma average, sigma difference, and critical ratio are given. For the weighted scores, minus values were eliminated by adding 200 to each of the raw scores. While a normal group, other than the one used for item count to establish scoring weights, was tested for comparison purposes, no fresh group of psychoneurotics was available for the critical ratio. It may be assumed that because of this, the critical ratio figure of 10.7 is too high. How much too high is indicated in part by the critical ratio of 1.39 when subjective scoring was used.

It should be noted that Form II with weighted scoring shows no overlapping at the extremes of the scores. The highest normal score (210) is lower than the lowest neurotic score (214). With subjective scoring, the overlapping for the normal and neurotic groups is virtually complete, the low score being the same for both groups (269), and the high score 314 for the normals and 310 for the neurotics.

The product-moment correlation of odd and even items for Group II reveals a correlation of the half test (weighted scoring) of  $-.16$ . Corrected by the Spearman formula, the correlation indicating the internal reliability of the whole test becomes  $-.27$ . The subjective scoring yields a reliability coefficient of  $+.279$ , possibly indicating that the way to perfecting the scale may lie in refining subjective judgment, but definitely emphasizing the lack of reliability, and hence validity, of the test.

In general, it is not possible to say whether either Form I or Form II measures egoistic and selfless factors in any degree. One still has not solved the problem of the nature of a given subject's neuroticism. Much more extensive testing of psychoneurotics, rigorously selected for their demonstration of one or another extreme, will be necessary before it is possible to proceed further toward the proving of the hypothesis.

Since the highest coefficient of reliability is .279, it may not be assumed that the scale in either form is measuring any factor consistently. The low reliability points to a lack of consistency in the scale which precludes any possible validity.



## V. Conclusion

### Summary

A self-rating scale for personality measurement was developed in an effort to measure the relative strength of egoistic and selfless tendencies in the personality. One hundred items were chosen on the basis of subjective judgment, but were discussed with other persons before finally being selected. Items were selected on the basis of their probable selectivity in discriminating between persons predominantly oriented toward egoism and persons predominantly oriented toward selflessness.

At the outset an important problem lay in determining the existence of objective criteria for validation of the scale. It was decided to compare the results of the scale when administered to selected psychotics with the results from a general normal population. Form I of the scale listed five degrees of fitness or appropriateness for each item, designating the alternatives a,b,c,d,e, and varying the succession of the letters to avoid the influence of set. Arbitrary scoring weights, subjectively determined, were attached to each alternative.

The scale was administered to 10 selected psychotics at Montana State Hospital, Warm Springs, Montana, and to 30 unselected college freshmen from various classes at Montana State University, Missoula, Montana.

Form II of the scale was a revision made necessary by the wording of some of the items and by the confusion caused by

rotation of the letters indicating alternative degrees of fitness of the items. Form II was administered to 143 unselected college students at Idaho State College, Pocatello, Idaho, and to 16 selected psychoneurotics. A further unselected normal population made up of 60 college students and nurses was tested for a validation group. Scoring weights were derived on the basis of an item count and the establishment of percentage relationships. Scoring weights were taken from an abac table (Strong), and were given plus and minus values in relation to whether more neurotics or more normals chose the item. The group of 60 was also scored on the original subjective basis. The critical ratio method was used to determine the degree to which the scale would discriminate between normal and psychotic, and normal and neurotic groups.

#### Specific Conclusions

The validity of Form I is low, as indicated by the split-half reliability coefficient of  $-.066$ , and by the critical ratio between the normal and psychotic groups of  $1.35$ . Subjective or a priori scoring seems to be unsatisfactory in this instance.

When weighted scoring was used with Form II, the critical ratio between normal and psychoneurotic groups is  $10.7$ . This ratio is too high because no fresh group of psychoneurotics was available for comparison. When subjective scoring was used, eliminating the fault, the critical ratio was only  $1.39$ . On the subjective scoring basis, a high score does not indicate neuroticism more than does a low score.

Form II shows a reliability coefficient of  $-.27$  for weighted scoring, and plus  $.279$  for subjective scoring. The low reliability is the conclusive indicator of low validity. The critical ratio figures are not significant because of the small  $N$  of the psychotic and neurotic groups.

Problems Remaining

1. Form II should be revised further to refine the general wording of the items, and to eliminate ambiguities insofar as possible. Each item should be subjected further to empirical analysis and to subjective evaluation. Less discriminating items should be dropped. The first objective is to construct a scale with a reasonable degree of reliability.

2. The revised scale should be administered to a much larger group of selected psychoneurotics, and to a larger group of normal subjects taken at random from the general population so as to avoid the selection that may occur in college populations. New scoring weights should be established from this testing. Further testing should then be done with other psychoneurotic groups and with other normal groups, and new validity and reliability coefficients should be established. All scales should be scored on a weighted basis and also on a subjective basis to see which yields the greater reliability.

3. The scale should be correlated with other instruments for personality measurement. Among these should be the Inventory of Affective Tolerance, the Bernreuter Personality Inventory, and the Minnesota Multiphasic Personality Inventory.

4. In order to establish clinical validity, and in order to attack further the problem of measuring egoistic and selfless factors, the scale should be administered to selected psychoneurotics who are rated as excessively egoistic or excessively selfless by several clinicians in diverse areas.

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VII. Appendix

Item Analysis and Scoring Weights

<u>Item</u>	<u>Percentage Proportion</u>		<u>Scoring Weight</u>
	<u>Normals (143)</u>	<u>Psychoneurotics (16)</u>	
1. a.	2	12	8
b.	10	25	5
c.	33	25	-2
d.	52	19	-8
e.	3	19	9
2. a.	2	6	5
b.	8	6	-1
c.	25	25	0
d.	33	38	1
e.	32	25	-2
3. a.	4	12	6
b.	38	44	1
c.	50	31	-4
d.	6	13	4
e.	2	0	-10
a.	22	6	-7
b.	27	13	-5
c.	24	31	2
d.	13	12	-1
e.	14	38	7
5. a.	1	0	-10
b.	1	6	7
c.	7	6	-1
d.	31	19	-3
e.	60	69	2
6. a.	20	25	1
b.	33	25	-2
c.	25	25	0
d.	13	6	-4
e.	9	19	4
7. a.	1	0	-10
b.	4	6	2
c.	18	13	-2
d.	28	25	-1
e.	49	56	1

Item	Percentage Proportion		Scoring Weight
	Normals (143)	Psychoneurotics (16)	
8. a.	10	6	-3
	15	19	1
	38	31	-2
	32	31	0
	5	13	5
9. a.	1	0	-10
	1	6	7
	5	19	7
	25	31	1
	68	44	-5
10. a.	24	19	-2
	28	19	-3
	22	18	-1
	16	44	7
	10	0	+11
11. a.	10	19	4
	17	25	3
	44	38	-1
	24	12	-4
	5	6	1
12. a.	10	44	10
	18	31	4
	28	13	-5
	27	12	-5
	17	0	-12
13. a.	3	13	7
	14	0	-12
	34	27	-2
	39	40	0
	10	20	4
14. a.	17	27	3
	32	27	-1
	31	26	-1
	15	20	2
	5	0	-11
15. a.	20	19	0
	30	44	3
	24	12	-4
	12	5	-4
	14	19	2

Item	Percentage Proportion		Scoring Weight
	Normals (143)	Psychoneurotics (16)	
16. a.	8	6	8
b.	6	13	4
c.	20	31	3
d.	28	19	-3
e.	44	31	-3
17. a.	11	19	3
b.	28	6	-9
c.	27	25	-1
d.	19	25	2
e.	15	25	3
18. a.	9	13	2
b.	11	12	1
c.	18	6	-6
d.	27	19	-2
e.	35	50	3
19. a.	31	38	2
b.	31	31	0
c.	29	31	0
d.	7	0	-11
e.	2	0	-10
20. a.	2	13	8
b.	12	13	1
c.	19	27	2
d.	19	20	0
e.	48	27	-5
21. a.	3	6	3
b.	5	0	-11
c.	18	19	0
d.	32	35	1
e.	42	37	-1
22. a.	8	0	-11
b.	27	6	-9
c.	35	31	-2
d.	24	44	5
e.	3	19	9
23. a.	15	0	-12
b.	10	25	5
c.	25	44	4
d.	30	6	-9
e.	20	25	1

Item	<u>Percentage Proportion</u>		<u>Scoring Weight</u>
	Normals (143)	Psychoneurotics (16)	
24. a.	22	6	-7
b.	19	12	-3
c.	31	38	2
d.	18	25	2
e.	10	19	4
25. a.	10	25	5
b.	20	12	-3
c.	20	25	1
d.	38	38	0
e.	12	0	-11
26. a.	42	38	-1
b.	29	12	-6
c.	23	25	1
d.	4	19	8
e.	2	6	5
27. a.	1	12	10
b.	10	13	1
c.	32	31	0
d.	23	19	-1
e.	34	25	-2
28. a.	11	19	3
b.	45	19	-7
c.	38	56	4
d.	6	6	0
e.	0	0	0
29. a.	16	25	3
b.	31	31	0
c.	28	13	-6
d.	21	25	1
e.	5	6	1
30. a.	34	38	1
b.	29	19	-3
c.	22	31	2
d.	12	12	0
e.	3	0	-10
31. a.	2	12	8
b.	5	25	9
c.	12	13	1
d.	40	31	-2
e.	41	19	-6



Item	<u>Percentage Proportion</u>		<u>Scoring Weight</u>	
	Normals (148)	Psychoneurotics (16)		
32.	a.	17	38	6
	b.	31	19	-3
	c.	43	31	-3
	d.	8	12	2
	e.	1	0	-10
33.	a.	37	31	-1
	b.	30	31	0
	c.	19	25	2
	d.	14	13	-1
	e.	0	0	0
34.	a.	47	31	-4
	b.	46	69	5
	c.	7	0	-11
	d.	0	0	0
	e.	1	0	-10
35.	a.	3	0	-10
	b.	5	6	1
	c.	18	12	-2
	d.	38	38	0
	e.	36	44	2
36.	a.	7	12	3
	b.	16	12	-2
	c.	37	25	-3
	d.	30	45	3
	e.	10	6	-3
37.	a.	8	6	-1
	b.	27	31	1
	c.	45	44	0
	d.	19	13	-2
	e.	1	6	7
38.	a.	43	38	-1
	b.	23	19	-1
	c.	23	31	2
	d.	8	12	2
	e.	3	0	-10
39.	a.	8	7	-1
	b.	24	40	4
	c.	41	27	-3
	d.	19	13	-2
	e.	8	13	3

<u>Item</u>	<u>Percentage Proportion</u>		<u>Scoring Weight</u>	
	<u>Normals (145)</u>	<u>Psychoneurotics (16)</u>		
40.	a.	36	38	0
	b.	36	31	-1
	c.	22	25	1
	d.	5	6	1
	e.	1	0	-10
41.	a.	4	6	2
	b.	20	6	-7
	c.	33	25	-2
	d.	34	19	-4
	e.	9	44	11
42.	a.	30	19	-3
	b.	20	12	-3
	c.	33	31	0
	d.	17	38	6
	e.	0	0	0
43.	a.	12	25	5
	b.	22	19	-1
	c.	34	31	-1
	d.	24	19	-2
	e.	8	6	-1
44.	a.	0	0	0
	b.	1	0	-10
	c.	1	0	-10
	d.	19	12	-3
	e.	79	88	3
45.	a.	15	12	-1
	b.	22	0	-13
	c.	24	44	5
	d.	28	19	-3
	e.	11	25	5
46.	a.	9	6	-2
	b.	27	13	-5
	c.	38	31	-2
	d.	21	19	-1
	e.	5	31	10
47.	a.	3	6	3
	b.	1	0	-10
	c.	3	0	-10
	d.	15	0	-12
	e.	78	94	7

Item	Percentage Proportion		Scoring Weight
	Normals (148)	Psychoneurotics (18)	
48. a.	8	6	0
b.	8	19	5
c.	23	31	2
d.	24	6	-7
e.	39	38	0
49. a.	8	31	8
b.	6	0	-11
c.	6	7	1
d.	20	8	-5
e.	60	54	-1
50. a.	1	0	-10
b.	2	19	10
c.	17	12	-2
d.	16	6	-5
e.	64	63	0
51. a.	2	12	8
b.	10	12	1
c.	30	19	-3
d.	23	18	-4
e.	35	44	2
52. a.	26	12	-5
b.	36	25	-3
c.	32	63	7
d.	5	0	-11
e.	1	0	-10
53. a.	3	27	11
b.	3	0	-10
c.	27	20	-2
d.	35	33	0
e.	32	20	-3
54. a.	4	6	2
b.	43	69	6
c.	23	15	-4
d.	27	12	-5
e.	3	0	-10
55. a.	1	0	-10
b.	0	6	11
c.	2	7	6
d.	27	7	-3
e.	70	80	3

Item	Percentage Proportion		Scoring Weight
	Normals (143)	Psychoneurotics (16)	
56.			
a.	48	19	-7
b.	39	62	5
c.	9	19	4
d.	3	0	-10
e.	1	0	-10
57.			
a.	11	0	-11
b.	11	13	1
c.	30	20	-3
d.	22	20	-1
e.	26	47	5
58.			
a.	2	6	5
b.	3	19	0
c.	12	6	-1
d.	38	26	-3
e.	45	44	0
59.			
a.	6	6	0
b.	8	19	5
c.	17	12	-2
d.	34	25	-2
e.	35	39	1
60.			
a.	32	50	4
b.	26	25	0
c.	24	13	-1
d.	10	6	-3
e.	8	6	-1
61.			
a.	21	13	-3
b.	22	31	2
c.	37	50	3
d.	17	6	-6
e.	3	0	-10
62.			
a.	6	12	4
b.	12	13	1
c.	26	19	-2
d.	24	25	0
e.	32	31	0
63.			
a.	5	7	2
b.	4	0	-10
c.	15	31	5
d.	31	31	0
e.	45	31	-3

Item	Percentage Proportion		Scoring Weight	
	Normals (145)	Psychoneurotics (16)		
64.	a.	6	25	3
	b.	24	38	3
	c.	40	25	-4
	d.	27	12	-5
	e.	3	0	-10
65.	a.	1	12	10
	b.	10	19	4
	c.	27	19	-2
	d.	48	31	-4
	e.	14	19	2
66.	a.	1	0	-10
	b.	7	6	-1
	c.	27	19	-2
	d.	28	31	1
	e.	37	44	1
67.	a.	6	0	-11
	b.	8	13	3
	c.	18	6	-6
	d.	35	25	-2
	e.	33	56	5
68.	a.	7	12	3
	b.	14	0	-12
	c.	40	38	0
	d.	36	44	2
	e.	3	6	3
69.	a.	4	0	-10
	b.	14	25	4
	c.	42	25	-4
	d.	31	25	-1
	e.	9	25	6
70.	a.	21	25	1
	b.	22	13	-3
	c.	23	56	8
	d.	25	6	-8
	e.	9	0	-11
71.	a.	10	6	-3
	b.	13	19	2
	c.	17	31	4
	d.	36	6	-11
	e.	24	38	3

Item	<u>Percentage Proportion</u>		<u>Scoring Weight</u>
	Normals (145)	Psychoneurotics (16)	
72. a.	57	63	1
b.	30	31	0
c.	11	6	-3
d.	1	0	-10
e.	1	0	-10
73. a.	40	38	0
b.	17	25	3
c.	16	11	-2
d.	15	12	-1
e.	12	12	0
74. a.	1	13	10
b.	5	19	7
c.	16	12	-2
d.	23	0	-13
e.	55	56	0
75. a.	8	19	5
b.	5	12	4
c.	14	6	-5
d.	37	25	0
e.	36	39	0
76. a.	12	19	3
b.	7	12	3
c.	13	19	2
d.	15	0	-12
e.	53	50	-1
77. a.	10	19	4
b.	8	25	6
c.	15	25	3
d.	24	12	-4
e.	43	19	-6
78. a.	2	0	-10
b.	3	12	7
c.	13	12	-1
d.	18	13	-2
e.	64	63	0
79. a.	29	19	-3
b.	13	37	7
c.	20	6	-7
d.	23	19	-1
e.	15	19	1

Item	Percentage Proportion		Scoring Weight	
	Normals (148)	Psychoneurotics (16)		
80.	a.	16	19	1
	b.	22	25	1
	c.	29	19	-3
	d.	18	25	2
	e.	15	12	-1
81.	a.	10	0	-11
	b.	11	38	8
	c.	30	50	4
	d.	35	12	-7
	e.	14	0	-12
82.	a.	12	19	3
	b.	35	44	2
	c.	41	31	-2
	d.	10	6	-5
	e.	2	0	-10
83.	a.	4	7	3
	b.	3	6	3
	c.	28	31	1
	d.	34	25	-2
	e.	31	31	0
84.	a.	25	44	4
	b.	45	38	-4
	c.	21	12	-3
	d.	7	6	-1
	e.	2	0	-10
85.	a.	11	12	1
	b.	16	19	1
	c.	40	19	-5
	d.	22	25	1
	e.	11	25	5
86.	a.	15	31	5
	b.	24	25	0
	c.	37	25	3
	d.	18	19	0
	e.	6	0	-11
87.	a.	4	28	3
	b.	27	13	-5
	c.	37	25	-3
	d.	29	31	0
	e.	3	6	3

Item	Percentage Proportion		Scoring Weight	
	Normals (148)	Psychoneurotics (16)		
88.	a.	0	6	11
	b.	5	19	7
	c.	20	12	-3
	d.	50	44	-1
	e.	25	19	-2
89.	a.	3	6	3
	b.	15	19	1
	c.	36	38	0
	d.	36	37	0
	e.	10	0	-11
90.	a.	34	31	-1
	b.	31	31	0
	c.	22	19	-1
	d.	12	13	1
	e.	1	6	7
91.	a.	17	6	-6
	b.	18	19	0
	c.	25	25	0
	d.	29	19	-3
	e.	11	31	6
92.	a.	13	6	-4
	b.	25	50	6
	c.	29	12	-6
	d.	26	19	-2
	e.	7	13	3
93.	a.	29	19	-3
	b.	32	50	4
	c.	22	19	-1
	d.	15	6	-5
	e.	2	6	5
94.	a.	10	25	5
	b.	35	50	3
	c.	37	13	-7
	d.	15	3	-5
	e.	3	6	3
95.	a.	15	19	1
	b.	17	31	4
	c.	24	12	-4
	d.	25	13	-4
	e.	19	25	2



<u>Item</u>	<u>Percentage Proportion</u>		<u>Scoring Weight</u>
	<u>Normals (143)</u>	<u>Psychoneurotics (16)</u>	
96. a.	12	0	-11
b.	39	33	0
c.	41	37	-1
d.	7	12	6
e.	1	6	7
97. a.	38	44	1
b.	30	31	0
c.	22	19	-1
d.	7	0	-11
e.	3	6	6
98. a.	3	6	6
b.	25	12	-6
c.	26	25	-1
d.	33	33	1
e.	11	19	6
99. a.	36	19	-4
b.	31	19	-6
c.	13	25	2
d.	10	12	1
e.	5	25	9
100. a.	11	6	-6
b.	22	6	-7
c.	37	32	0
d.	22	44	6
e.	8	6	-1

The E-R Scale

Form I

1. I feel happiest in any task or activity when I am in a position of leadership.

a, b, c, d, e

2. I make it my business to know and cultivate persons who are considered important.

b, c, d, e, a

3. I feel that sex has been like a tyrant in my life.

c, d, e, a, b

4. I feel that it is my duty to have children.

d, e, a, b, c

5. I have usually felt justified in kicking others in the teeth to get what I wanted.

e, a, b, c, d

6. I feel that the most important thing in life is marriage and a family.

a, b, c, d, e

7. I believe that one should get his own share first and let the other fellow take care of himself.

b, c, d, e, a

8. I feel happiest when I can do something good for someone without his knowing it.

c, d, e, a, b

9. I like to do as I'm told and not have to think for myself.

d, e, a, b, c

10. The most important influence in my life has been my father.

e, a, b, c, d

11. In my estimation, giving to others is the best work one can do.

a, b, c, d, e

12. My worst fault is being too concerned with myself.

b, c, d, e, a

13. I have usually put the happiness of my parents before any personal plans.

c, d, e, a, b

14. I feel that the works of the mind are more important than individual power and glory.

d, e, a, b, c

15. I feel that having children is not essential to my happiness.

e, a, b, c, d

16. I think that a dog is a person's best friend.

a, b, c, d, e

17. I am unhappy if I have to be alone much of the time.

b, c, d, e, a

18. I cannot see why some people make pets of cats.

c, d, e, a, b

19. I want to get to the top and really be somebody.

d, e, a, b, c

20. I want to fall in love but I can't seem to find the right partner.

e, a, b, c, d

21. I'd rather study and develop my mind than spend a lot of time at dances and parties.

a, b, c, d, e

22. I find that quite a lot of the time I can't trust anybody's judgment but my own.

b, c, d, e, a

23. I feel that I will be happiest when I can live and work in a big city.

c, d, e, a, b

24. I feel that I will be happiest when I can live and work in a small place far from the crowded cities.

d, e, a, b, c

25. The appreciation of the people I work with means a great deal to me.

e, a, b, c, d

26. I feel more contented if I can work by myself.

a, b, c, d, e

27. I doubt if I'll ever get married because I don't want to give up my freedom.

b, c, d, e, a

28. I want to make money and more money, and I will never have too much money, because that's what makes the world go round.

c, d, e, a, b

29. I am more interested in practicality than in idealism.

d, e, a, b, c

30. I detest persons who have odors and aren't always scrupulous about personal cleanliness.

c, a, b, c, d

31. If I were disfigured or had to have a limb amputated, I think I'd kill myself.

a, b, c, d, e

32. My home and family mean more to me than anything else in the world.

b, c, d, e, a

33. I have a feeling of discomfort if the room or house I live in is not decorated and arranged just right.

c, d, e, a, b

34. I think a person should spend his best in time and energy on his education.

d, e, a, b, c

35. I don't want to live to be so old that I'll be dependent and useless.

c, a, b, c, d

36. I want to achieve something while I'm alive so that my name will be remembered for a long time.

a, b, c, d, e

37. I find much satisfaction in religion because it gives me opportunity to do good for others without thought of self.

b, c, d, e, a

38. The most important influence in my life has been my mother.

c, d, e, a, b

39. I feel that sex is a way of realizing oneself, and that those who don't are missing something.

d, e, a, b, c

40. I like to dress well, and I go to a lot of trouble to see that my clothes are the best I can get and look just right.

e, a, b, c, d

41. I don't take any abuse from anybody, and when someone tries to hand it to me, there's trouble.

a, b, c, d, e

42. Getting out by myself does me more good than anything else.

b, c, d, e, a

43. I don't mind suggestions, but I hate to take orders.

c, d, e, a, b

44. I don't mind being mean to a weak person because it probably does him good in the long run.

d, e, a, b, c

45. I enjoy very much the experience of being one of a large crowd that is united by a purpose.

e, a, b, c, d

46. I find that a tough decision is easier to make if I can talk it over with friends I trust.

a, b, c, d, e

47. I can't see anything wrong about mob lynchings if the person lynched really deserved it.

b, c, d, e, a

48. Having a love affair always gets me involved to where it hurts, so I try to stay away from the serious ones.

c, d, e, a, b

49. I can drink a large amount, but even when I feel the effect of the liquor I hate to let go.

d, e, a, b, c

50. I feel that sex is a necessary evil.

e, a, b, c, d

51. In this world the strong rule over the weak, and I think that's the way it should be.

a, b, c, d, e

52. When I play a game, I've got to master it and win at it or I'm miserable.

b, c, d, e, a

53. I have a very great distaste for doing anything if I have to do it along with a large number of others.

e, d, c, a, b

54. It may be a noble thing to die for a cause, but once I'm dead, the cause is finished.

d, e, a, b, c

55. When I get in trouble it's usually because someone else messes me up and then leaves me to take the blame.

e, a, b, c, d

56. I am most unhappy when I have to submit to being shoved around.

a, b, c, d, e

57. I am very fond of big church weddings.

b, c, d, e, a

58. Thinking or reading or talking about death depresses me.

c, d, e, a, b

59. I would never murder anyone, but I have some acquaintances the world would be better off without.

d, e, a, b, c

60. If I enjoy life as much as I can, I'll have the best possible chance of making others happy.

e, a, b, c, d

61. What I want is to be able to do whatever I please whenever I feel like it.

a, b, c, d, e

62. I feel that the person who doesn't live and strive for the good of mankind might as well be dead.

b, c, d, e, a

63. Having children should not be allowed to interfere with the personal lives of the parents.

c, d, e, a, b

64. The opinions of others about me influence me in nearly everything I do.

d, e, a, b, c

65. I often hesitate to ask for things for fear of being rebuffed.

c, a, b, c, d

66. As I see it, sex is fun but not really essential to my happiness.

a, b, c, d, e

67. The goal I am working toward is so important that it justifies almost any means I may employ.

b, c, d, e, a

68. I don't mind giving up things if I feel that my small sacrifices are contributing to the common good.

c, d, e, a, b

69. I feel that we may safely entrust our affairs to our important men.

d, e, a, b, c

70. I feel that my duty to myself and family comes before saving the world.

e, a, b, c, d

71. I should like to keep on living indefinitely.

a, b, c, d, e

72. I care very little about my surroundings so long as I can carry on the work that seems important to me.

b, c, d, e, a

73. Without reference to religion, I feel that there is a life of some sort after death, where I will have the same identity that I have now.

c, d, e, a, b

74. I feel that marriage is too restricting, and that when the human race is more mature, marriage won't be necessary.

d, e, a, b, c

75. For me the most horrible thought of all is the thought of my own death.

e, a, b, c, d

76. I see nothing wrong with dissecting living animals for experimental purposes, as the lower forms of life do not suffer pain as we know it.

a, b, c, d, e

77. I think babies are sweet, and it seems to me that a person never again is so lovable as in babyhood.

b, c, d, e, a

78. It seems to me that certain persons are inherently superior to the rest of us, and that it is right and just that those persons should have greater privileges.

e, d, e, a, b

79. I am much comforted by the thought that there is a God who watches over me personally and who will always protect me.

d, e, a, b, c

80. The most important influence in my life has been that of my brother or sister.

e, a, b, c, d

81. I cannot help giving money to beggars and cripples.

a, b, e, d, c

82. Working for the good of others is what makes life worthwhile to me.

b, e, d, e, a

83. I feel most content in thinking of myself as a small cog in a big machine.

e, d, e, a, b



84. For me, being in love is the most important experience in life.

d, e, a, b, c

85. I appreciate having my work laid out for me by those who are wiser than I am.

c, a, b, c, d

86. As my way of thinking, having wealth is not so important as accomplishing something for the good of mankind.

a, b, c, d, e

87. I have usually put the welfare of other members of my family ahead of my own desires and needs.

b, c, d, e, a

88. I prefer to be a follower rather than a leader.

c, d, e, a, b

89. I often hesitate to press for what I want because I do not wish to deprive someone else.

d, c, a, b, e

90. The person I admire most is the scientist who devotes his life to the service of mankind.

c, a, b, c, d

91. I like belonging to a number of groups and find much satisfaction in my membership.

a, b, c, d, e

92. I find it natural to volunteer for various chores around the house.

b, c, d, e, a

93. A period of isolation in the woods or at the seashore always makes me anxious to get back to where there are people again.

c, d, e, a, b

94. It seems to me that I go to considerable trouble to avoid hurting others.

d, e, a, b, c

95. Death holds no terrors for me because I feel that I am part of a larger purpose.

c, a, b, c, d

96. The strongest emotion that I have ever felt is patriotism.

a, b, c, d, e

97. In my estimation, a man's faith is his most important asset.

b, c, d, e, a

98. I find that people tend to tell me about themselves, and that it is natural for me to become involved in their problems.

c, d, e, a, b

99. I feel that I can never repay what my parents have given me.

d, e, a, b, c

100. When I suffer pain or illness I usually try to keep it to myself so as not to inconvenience others.

e, a, b, c, d

-68-  
The E-R Scale

Form II

Complete each statement by drawing a circle around the letter indicating the word or phrase which makes it fit you. The completed statement should be one that is true for you, insofar as you know yourself. Work quickly.

1. In any task or activity, I want to have a position of leadership  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
2. I make it my business to know and cultivate persons who are considered important  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
3. In my life, sex is  
a. Very important      d. Minor  
b. Important              e. Negligible  
c. Moderately important
4. That it is my duty to have children, I am convinced  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
5. I feel justified in taking advantage of others to get what I want  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
6. I feel that the most important thing in life is marriage and a family  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
7. I believe that one should get his own share first and never mind the other fellow  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
8. I feel happy about doing something good for someone without his knowing it  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
9. I like to do as I'm told and not have to think for myself  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
10. In my life, the influence of my father is  
a. Very important      d. Minor  
b. Important              e. Negligible  
c. Moderately important
11. I feel that giving to others is the best work one can do  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
12. I feel that my worst fault is being too concerned with myself  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
13. I put the happiness of my parents before any personal plans  
a. Always                      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
14. I feel that intellectual achievement is more important than prestige and glory  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
15. I feel that having children is essential to my happiness  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately
16. I feel that dog is a person's best friend  
a. Very strongly      d. Mildly  
b. Strongly              e. Not at all  
c. Moderately

17. I dislike being alone much of the time  
a. Very strongly      d. Mildly  
b. Strongly      e. Not at all  
c. Moderately
18. My dislike of cats is  
a. Very strong      d. Slight  
b. Strong      e. Nonexistent  
c. Moderate
19. I want to get to the top and really be somebody  
a. Very strongly      d. Mildly  
b. Strongly      e. Not at all  
c. Moderately
20. I shy away from love affairs because I can't find the right partner  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
21. I prefer study and intellectual development to dances and parties  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
22. I trust my own judgment in preference to the judgment of others  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
23. I like living and working in a big city  
a. Very much      d. Mildly  
b. Much      e. Not at all  
c. Moderately
24. I like living and working in a small community  
a. Very much      d. Mildly  
b. Much      e. Not at all  
c. Moderately
25. I feel more contented if I can work by myself  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
26. The appreciation of the people I work with is important to me  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
27. To me, marriage would mean giving up my freedom  
a. Completely      d. Very little  
b. Substantially      e. Not at all  
c. Partially
28. In my life, money is  
a. Very important      d. Minor  
b. Important      e. Negligible  
c. Moderately important
29. I am more interested in practicality than in idealism  
a. Always      d. Sometimes  
b. Very frequently      e. Seldom  
c. Frequently
30. I dislike persons who have body odors  
a. Very strongly      d. Mildly  
b. Strongly      e. Not at all  
c. Moderately
31. If I were disfigured or had to have a limb amputated, my desire to kill myself would be  
a. Very strong      d. Slight  
b. Strong      e. Nonexistent  
c. Moderate
32. To me, home and family mean  
a. Everything      d. Relatively  
b. Nearly everything      little  
c. Much      e. Little
33. I dislike a disarranged or improperly decorated room or house  
a. Very strongly      d. Mildly  
b. Strongly      e. Not at all  
c. Moderately
34. In my life, education is  
a. Very important      d. Minor  
b. Important      e. Negligible  
c. Moderately important
35. My desire to live to a great age, even if it means being dependent and useless, is  
a. Very strong      d. Slight  
b. Strong      e. Nonexistent  
c. Moderate
36. My desire for achievement, so that my name will be remembered, is  
a. Very strong      d. Slight  
b. Strong      e. Nonexistent  
c. Moderate

37. In my life, doing good for others without thought of self is  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
38. In my life, the influence of my mother is  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
39. Sex, as a way of realizing oneself, is to me  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
40. Being well dressed and looking just right is to me  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
41. I can stand abuse from others  
a. Very easily d. With difficulty  
b. Easily e. With great difficulty  
c. Moderately
42. I enjoy getting outdoors by myself  
a. Very much d. Mildly  
b. Much e. Not at all  
c. Moderately
43. I resent taking orders  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
44. I feel that being mean to a weak person is justified  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
45. I enjoy being one of a large crowd that is united by a purpose  
a. Very much d. Mildly  
b. Much e. Not at all  
c. Moderately
46. I prefer to talk over a tough decision with trusted friends  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
47. In my estimation, mob lynchings are justified if the person lynched really deserved it  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
48. I stay away from serious love affairs so as not to get involved to the point where it hurts  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
49. Even if I have drunk a large amount of liquor, it is difficult for me to let go and really enjoy myself  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
50. I feel that sex is a necessary evil  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
51. I feel it is right that the strong rule over the weak in this world  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
52. When playing a game, I want to master it and win at it  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
53. I dislike doing things along with a large number of others  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
54. To die for a cause seems to me  
a. Glorious d. Useless  
b. Commendable e. Horrible  
c. Necessary
55. Other persons are to blame for my getting in trouble  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently

56. I resent being shoved around  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
57. I enjoy big church weddings  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
58. Thinking or reading or talking about death depresses me  
a. Very greatly d. Mildly  
b. Greatly e. Not at all  
c. Moderately
59. Although I do not approve of murder, I feel that certain persons should be disposed of  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
60. I feel that if I enjoy life as much as I can, I'll have the best possible chance of making others happy  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
61. I want to be able to do whatever I please whenever I feel like it  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
62. I feel that the person who doesn't live and strive for the good of mankind might as well be dead  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
63. I feel that having children should not be allowed to interfere with the personal lives of the parents  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
64. I am influenced by the opinions of others about me  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
65. I hesitate to ask for things for fear of being rebuffed  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
66. I feel that sex may be fun but is not really essential to my happiness  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
67. In my estimation, an important goal justifies any means  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
68. If I feel that my sacrifices are contributing to the common good, I am happy to give up things  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
69. I feel that we may safely entrust our affairs to our important man  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
70. I feel that my duty to myself and family comes before community or national duty  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
71. My desire to keep on living indefinitely is  
a. Very strong d. Slight  
b. Strong e. Inexistent  
c. Moderate
72. My working and living surroundings are to me  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
73. I feel that there is a life after death  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately

74. I feel that marriage is too restricting  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
75. I dislike the thought of my own death  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
76. I am against dissecting living animals for experimental purposes  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
77. I feel that a person is never so sweet and lovable as in babyhood  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
78. It seems to me that certain persons are inherently superior to the rest of us, and that it is right and just that those persons should have greater privileges  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
79. I feel that there is a God who watches over me personally and who will always protect me  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
80. In my life, the influence of my brother or sister is  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
81. I am moved to give money to beggars and cripples  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
82. Working for the good of others is to me  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
83. I like being a small cog in a big machine  
a. Very much d. Mildly  
b. Much e. Not at all  
c. Moderately
84. As an experience in life, being in love is for me  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
85. I appreciate having my work laid out for me by those who are wiser than I am  
a. Very much d. Mildly  
b. Much e. Not at all  
c. Moderately
86. I feel that having wealth is not so important as accomplishing something for the good of mankind  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
87. I put the welfare of other members of my family ahead of my own desires and needs  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
88. I prefer to be a follower rather than a leader  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
89. I hesitate to press for what I want because I do not wish to deprive someone else  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
90. I admire the scientist who devotes his life to the service of mankind  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
91. I like belonging to a number of groups and find satisfaction in my membership  
a. Very much d. Mildly  
b. Much e. Not at all  
c. Moderately

92. I find it natural to volunteer for various chores around the house  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
93. After a period of isolation in the woods or at the seashore, I want to get back to where there are people again  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
94. I go to considerable trouble to avoid hurting others  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
95. I feel that death is nothing because I am a part of a larger purpose  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
96. In my life, the emotion of patriotism is  
a. Very strong d. Slight  
b. Strong e. Nonexistent  
c. Moderate
97. In my life, the asset of faith is  
a. Very important d. Minor  
b. Important e. Negligible  
c. Moderately important
98. I find that people tend to tell me about themselves, and that it is natural for us to become involved in their problems  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently
99. I feel that I can never repay what my parents have done for me  
a. Very strongly d. Mildly  
b. Strongly e. Not at all  
c. Moderately
100. When I suffer pain or illness, I try to keep it to myself so as not to inconvenience others  
a. Always d. Sometimes  
b. Very frequently e. Seldom  
c. Frequently

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Raw Score \_\_\_\_\_ Norm Correlate \_\_\_\_\_