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LIVES IN PROGRESS

THE DEVELOPMENT OF A SMALL GROUP OF INDIVIDUALS
OVER A FOUR YEAR PERIOD OF THEIR LATE ADOLESCENCE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Walter Scott Bower, B.S., B.S. Ed., M.A.

* * * *

The Ohio State University
1972

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CHAPTER I

INTRODUCTION: GENERAL NATURE OF THE RESEARCH

This study is concerned with particular people and how best to view their general growth patterns, particularly psychological ones, over an extended period of time. It contains, therefore, two major foci. First, the work attempts to deal with a particular set of theoretical notions concerning the changing motivation of its subjects. These notions are rooted in the theories of those individuals who view self-actualization as the sine qua non of human motivation. These theories will be reviewed in detail later. Second, the study is committed to a degree of methodological experimentation in relation to the specific theoretical ideas employed. The methods to be used, in themselves, are not new, but their peculiar use here, in combination with a theory of motivation based on self-actualization, is purposely meant to be relatively unique. The general purposes, therefore, of this research are to investigate the developing self actualization processes of a small group of individuals, over time, using particular methods, most notably that of the case study. These purposes will be explained in
detail in subsequent sections of this report.

Carl Rogers states, "... that the motivation for learning and change springs from the self-actualizing tendency of life itself, the tendency for the organism to flow into all the differentiated channels of potential development, insofar as these are experienced as enhancing" (79, p. 285). Other writers, to be discussed later, express similar and related views. Rogers' statement expresses succinctly the basis for the view of human psychological growth espoused here. Our theoretical task in this study was to define the self-actualization process in such a way that certain key elements in its structure might be viewed as they relate to one another in terms of increasingly more advanced levels of the development of the process. In order to apply such a definition, it is assumed that the self-actualization process manifests itself through evidences of individuals' motivated behaviors. That process can then be described, for individuals and groups, as more or less highly developed, through observation and analysis of these manifestations, according to a theoretical definition of the process.

A theoretical definition of self actualization ought to emphasize the view of self and its growth as perceived by the subjects themselves. This view, taken here, is an
outgrowth of the tenets of perceptual psychology as discussed by Combs and Snygg (18). The existence, thus, of a totally personal view of self, or self concept is a further theoretical assumption of this work. Though the self-concept cannot be known by others, since it is totally personal, inferences about its nature and the status of its development can be made through observation of the motivated behaviors which are outward manifestations of its inner nature.

Though the theoretical views taken here emphasize psychological development, allowances for the inevitable and pervasive influences of social contact and associated environmental milieu need to be made. Mitchell states:

". . . the determinants of behavior need to be sought more often in the environmental context and the interaction of these characteristics with individual traits and abilities, and that a search for individual characteristics in vacuo can lead only to partial understanding or no understanding at all" (63, p. 696).

Since our area of expertise is that of education, influences of schools and school people on self-actualization ought to receive particular attention. The theory to be developed here will allow for attention to be given both to educational and more general social and environmental influences on self-actualization. Self-concept obviously does not develop and change within a
vacuum. Though our approach here is not primarily a sociological or an anthropological one, the theory to be employed should give observable credence to the profound and crucial effects of other human beings on the self growth of subjects.

In our judgement, the general theoretical considerations discussed above can be researched most fully through a variety of methodological approaches. Though it is beyond the scope of our resources here to employ the full range of that variety, a certain breadth can be approached. Quite naturally methodological limitations are necessary even within that breadth, and these need to be imposed according to the several theoretical emphases to be espoused here.

Skinner (83) argued that the use of elaborate statistics and complex experiments may prematurely structure inquiry and bypass careful and detailed observation of phenomena. He urged researchers to reduce sample size, to carefully control conditions and to observe change. Since our chief concern here was to view the development of self concept over time, rather than to chart fully the causes of that development, Skinner's first and last suggestions seemed valuable. Highly controlled observation was impossible due to the ex post facto nature of the
study, to be described more fully later. Our concern with single individuals and the richness of their lives seemed to suggest the use of a case study approach. Aspects both of the traditional clinical case study, as described by Bolgar (7) and Paul (71), and of the empirical case study, as described by Thoreson (88), provided methodological direction for our task.

Our concern with the developing self-actualization of subjects obviously necessitated a longitudinal aspect to the methodology. Though the chief problem here is description of self-actualization over time, according to a particular conceptual structure, a secondary intent is to generate and investigate information which might provide general insights into the functional relationships between past events in the lives of the subjects and the present status of their self-actualization process. The methods here, thus, bear at least a general similarity to experimental-longitudinal design, as discussed by Thoreson (88), though specific cause-effect relationships are not hypothesized.

Self concept and its development, as defined here, must ideally be described through the totally personal perceptions of individual subjects. Though this ideal cannot be reached, it can be worked toward by at least
two somewhat contradictory approaches. First, personal information which is as fully related to self-concept as possible ought to be gathered. A major way of gathering such data is through various self-report techniques. Second, this information ought to be gathered and interpreted in depth, in order for the vicissitudes and contradictions of the growth process, as well as its consistencies, to become apparent. An important way to acquire such depth is through the participant observation of the researcher, though the presence of hazards affecting the level of objectivity of such research cannot be denied.

Though our concern here is primarily with individuals, the importance of viewing self-growth in context has been mentioned. This is important not only for ascertaining influences on self-actualization, but also in describing the nature of self-concepts, which often come to personify environmental influences. Such a view of self-actualization in society requires at least an interdisciplinary perspective if not commensurate theoretical and methodological expertise. Such a perspective is taken here. Methodologically, this suggests that data related to sociological and anthropological considerations be recognized if not fully analyzed and interpreted as self-actualization is viewed. Though this work is primarily concerned with education and psychology, it cannot, thus,
ignore the purviews of other disciplines as information is studied.

To summarize, then, the present study aims to view the developing self actualization processes of a small group of subjects, over time, chiefly as they are perceived by the individuals themselves. Self actualization is seen as the major concomitant of individual human motivation. The research is meant to emphasize an individual view of its subjects through case studies, and chooses to favor description of self development, through participant observation, instead of behavioral prediction or precise cause-effect relationships. Finally, the subjects and their development are to be studied as they relate to contextual influences, particularly educational ones, necessitating a highly generalized interdisciplinary perspective both in theory and methodology.

**Origins of the Study**

This work grew out of the writer's experience in an action research program designed to provide the opportunity for education beyond high school to a group of low income subjects who generally would not have considered further schooling.

The project (27, 28, 29) was funded for two years by
the United States Office of Education, through the Ohio State University Research Foundation and Ohio State's College of Education. Essentially, it consisted of four phases: testing, encouragement, follow-up, and evaluation.

In the testing phase of the project, experimental and control groups of subjects were identified by means of a test battery designed to assess "unconventional" capabilities, (creativity, divergent thinking, etc.) as well as conventional ones, such as verbal ability. The assumption here was that a wider range of kinds of intelligence ought to be considered when college entrance and subsequent success are at issue. The total senior classes of ten urban high schools with high proportions of disadvantaged students were tested. (Total N=2677) Experimental and control groups were selected roughly according to financial need and, more accurately, according to test battery scores relative to the test battery mean scores for the total group. Those assigned to experimental groups were designated for counseling and encouragement to enter post-high school educational programs, particularly colleges, and, specifically, Ohio State University, although those who chose technical programs and the like were included.

The second or encouragement part of the project was
conducted by two full-time persons and part-time student assistants whose job it was to meet the experimental subjects and encourage them to further their education, had they not previously chosen to do so. These project personnel were also to provide relevant practical information to the group about college admissions and financial aid policies. For those subjects who decided to attend Ohio State, normal high school grade point requirements for financial aid were waived through the cooperation of Ohio State University's Office of Student Aid. All other aid and admissions procedures at Ohio State and elsewhere remained essentially the same. The future plans of all experimental subjects were recorded for later use in the evaluation of the project.

The third or follow-up phase of the project consisted of providing whatever assistance was necessary in order that those subjects who chose to further their education should have improved chances of success in their studies. The same project personnel who conducted the encouragement were involved here. Types of help ranged from tutoring, to personal counseling (loosely defined) to simple advice-giving about a wide range of matters, to the provision of a friendly ear, with no specific problem to be dealt with. The bulk of the help probably dealt with what might vaguely be called "college adjustment". Adjustment, of course,
means much more than can be detailed here. Since grades have much to do with college adjustment, they were recorded for later use.

The project evaluation was three-fold. First, experimental entrants to post-high school education were compared with entrants from the control group and a statistical test of significance conducted. Second, experimental grade-point averages of those in educational programs were compared with similar controls, and a test of significance done. Third, educational success in terms of grades was compared, experimental versus control group, according to the various tests in the battery and on total score pattern. The latter was done to determine how accurately the various tests and score patterns would predict to college "success".

The present project had its genesis in several shortcomings this writer saw in the previous effort, particularly in the evaluative phase. They had to do chiefly with the operational criteria for motivation used in that work, namely college entrance and grade point average.

As the project progressed, it seemed that information presented itself, usually having to do with
individual peculiarities of subjects and their situations, which had much bearing on the evaluation and would add depth to it if included. Our criticisms were not meant to deny the necessity for some kind of evaluation design for such a project, or for operational definitions of criteria. The experimental design was appropriate, and the criteria for motivation, while unelaborated, were at least realistic.

More, however, needs to be known about individualized motivational patterns if more effective help is to be provided to individuals. Entrance to a college and performance therein are very appropriate criteria for motivation in higher education, but such criteria say absolutely nothing about the multitude of internal and environmental factors which inevitably effect in complex ways the individual's state of mind before and after he enters college, or if he enters it at all. College entrance and grades, therefore, as criteria for college interest, may in fact demonstrate motivated acts, but do not define and describe them. Greater understanding comes from such definition and description, however imprecise it may be, and more appropriate kinds of assistance can thus be given.

This writer's criticism was not meant to suggest that experimental design and definitions of variables were
unnecessary, but that they said too little about individuals in the project. This in no sense denies the need for the degree of objectivity which research design can bring to evaluation nor for the practical necessity of placing limitations on design and on definitions of variables. But for experiments to infer, however accidentally, that even the best made designs and the most elaborate definitions purport to put some kind of finality on something as complex as how a student gets the grades that he does in college, or why he goes there in the first place, is totally unrealistic. Our project surely made no such claim. The omission, however, of at least some mention of an awareness of the possible effects of extraneous variables on the eventual validity of research results, is a serious one. The seriousness lies primarily in the extent to which users of such results fail to gain that awareness because of the omission.

Researchers are often so committed to science and the quest for objectivity, that they may fail to realize that objectivity in a perfect sense can never exist as long as human beings are fallible. As such, objectivity is one kind of thought pattern, no worse but perhaps no better than any other we can subscribe to. It is, as Novak states, "... the selection of one set of values in preference to others, ... the shaping of perception
and other mental operations along specified lines. Objectivity is a highly selective, highly developed subjective state" (69, p. 37). Human beings, of course must make selections. Since they are not infallible, they cannot be all things to all people in all situations, but it is possible to improve both the process of selection and the nature of the selections made. This is a general intent of the present study.

Although the criticisms out of which this effort grew are based largely on a particular educational effort, this research is not to be construed solely as a re-evaluation of that project's effectiveness. It is meant, rather, to be a small scale demonstration of the use of evaluational criteria, specifically concerned with individual motivation as evidenced in self-actualization. Such criteria potentially define that motivation in more depth than does a grade or a score on a test. It is our purpose in the next section to explicate these criteria.
CHAPTER II

SPECIFIC PURPOSES

Most of what is written in this section relates, of course, to the generalized reasons for the research just discussed. Because of the general nature of those reasons, some of which deal rather directly with methodology, difficulty may arise in determining whether or not the ideas here should be discussed under methodology or purposes. Since one reason for writing this is methodological experimentation, it seems apparent, therefore, that certain purposes should be defined as methodological perspectives. It will be attempted, thus, to segregate what is written here according to the degree to which the purposes under discussion are more or less specifically related to methodology. First, that purpose will be discussed which relates to theoretical considerations of individual motivation vis-a-vis self-actualization. Second, particular methodological perspectives, which, as discussed here constitute purposes of this work shall be detailed.
Specific Purpose #1

It is the first purpose of this study to propose, explicate, use and, if necessary, revise or reject a self-actualization model for individual motivation. That conceptual structure will relate to more specific kinds of individual development, (i.e., educational) and also more generally to the total development of one's concept of self and others. It should thus, add depth to research dealing with individual human beings. The model will be used to interpret data relevant to the development over four years of a small (N=20) subsample of individuals drawn from the original experimental group of subjects involved in the counseling-testing program referred to earlier.

Since this purpose proclaims the existence of a theoretical model for motivation, it seems best now to propose that model, explain it and generally define its elements. The model employed here may be represented graphically as follows:
Figure 1. Self Actualization Model of Motivation

The illustration does not mean to suggest a precise relationship among its elements. In our opinion, no such device can or should. General trends, however, are meant to be postulated, and it is the purpose here to discuss those generalities. Definitions of the elements will follow.
The seven numbered elements comprise the essence of self-actualization, as defined here. They relate, quite crucially to a universe or totality of motivated "behaviors", whose "limits", quite broad of course, are represented by the outer circle. Curved lines are used throughout the diagram in order to suggest the imprecision by which the relationships among the elements and motivated "behavior" must inevitably be viewed in reality.

The word "behavior" is used in quotation marks to suggest the ultimate difficulty in defining it for empirical purposes. Because of this difficulty, the term is not defined precisely. Although most of the data gathered here will hopefully reflect observable behavior of the subjects, the lack of precise definition of the word "behavior" is meant to acknowledge the multitude of relatively indescribable and/or unobservable "behaviors", such as nonverbal actions, which, while crucial to individual understanding, are seldom readily quantifiable or interpretable with consistent accuracy.

Combs (19) has stated that all behavior is motivated, and if it weren't, men would die of starvation. This assumption is followed in the present model and implies that all behavior is caused by some complex of influences leading to the motivation to act. Carried to its logical
extreme, the assumption is purely behavioristic and thus
smacks of the objective thought patterns criticized
earlier. While assuming the cause-effect model to be use-
ful, the purpose here is not to hold it inviolate. Al-
though the theory will be used to interpret the data
collected, undoubtedly important information will be
found which is not interpretable according to its con-
structs. Some of this data will be recorded as well as
that which fits the model, though it will not be thor-
oughly analyzed.

The elements of the model are numbered in order to
suggest a highly generalized relationship among them,
namely that they come about, or are realized, in more or
less sequential order (i.e., that hope is necessary for
self-awareness, and so on). Hope, or the perceived
probability of attaining a goal, is given its central
position to indicate its status as a basic prerequisite
for the positive development of the other elements. This
sequentiality, however, suggests a lock-step kind of
movement through various "stages" of self-actualization,
which is not meant to be implied. Thus the "boundaries"
among the elements, and between them and the universe of
behavior are drawn as curved lines to suggest a constant
ebb and flow in the way that the elements interrelate
among themselves, and how they relate both "outwardly" -
to affect motivated behavior, and "inwardly" to affect the nature of hopefulness. In addition, the elements have been arranged in a circle in order to suggest that individual experience of these constructs, as encountered in daily life, may bring about a kind of circular "movement", wherein the elements feed back into and thus support one another for an individual. Thus, one may experience a moment of self-awareness, which might flow back into and affect his personal conception of his ownhopefulness. It might also flow outwardly and relate to, perhaps cause, particular motivated behaviors. It might also alter his awareness of others, which in turn might effect and re-effect any or all of the other elements of his self-actualization process, eventually, perhaps, that part where the process began - in this example, self-awareness.

This kind of process, it would seem, goes on constantly within individuals as they relate to others and ultimately to themselves. The kaleidoscope of thoughts, events and feelings, new and old, which people encounter daily, and over a lifetime, seem to relate to the process of self-actualization, at least in part as described here. Self-actualization, or the degree of it that one realizes at any point in his life, thus relates crucially to motivated "behaviors", observable or otherwise, and also to an
individual's degree of hopefulness, though the ways in which it relates and the value of the relationships for individuals will probably always be difficult to know, even in generality. To attempt to arrive at some such generalities, for a few individuals over a short but crucial period of their lives, is one purpose of this writing. The model described seems to be a useful one for this purpose, more useful, perhaps, for educational practitioners than traditional criteria, like good grades and diplomas, which somehow seem to imply that they are concomitant with a high degree of self-actualization.

These ideas ought to enable practitioners to add sorely needed depth to their consideration of individuals, even though they are not meant to be employed with the expertise of a psychotherapist. If a teacher could train himself more fully to view student progress in terms of self-actualization, good performance in traditional terms might follow. Far too often, however, self-actualization is seen as a result of good grades, rather than the cause of them.

There are no illusions here about the degree of difficulty involved in operationalizing the model for the present research. Any such theoretical idea which purports to be useful for understanding the vicissitudes
of the self as they relate to motivation must acknowledge openly the variance of human perception of like events, no matter how carefully the criteria for the perceiving are set down. This is done here, with no apologies. The model will be used as consistently as possible, since objectivity obviously has value, up to a point. When doubt about that consistency presents itself, one can only hope that by discussing the doubt, the inevitable subjectivity which led to the uncertainty in the first place can be objectified.

Definitions of Terms

Strict operationalizing of the particular elements of the model, for use in assessing the data to be gathered, is quite difficult if not impossible. Rigid criteria for recognition of a model element within each separate definition shall, therefore, not be used. Although providing a greater degree of objectivity, such criteria can also tend to eliminate or obscure consideration of data which, while obviously important at face value, may not "fit" the operational definition. Thus, rather than to try to construct a set of more rigidly controlled operational definitions to cover as many expected kinds of data as might possibly be predicted beforehand, we have chosen instead to use more general definitions of terms and to grapple on an admittedly more subjective basis with the
problem of fitting the data to the definitions, where possible, rather than the reverse.

Either of the above approaches presents problems, of course, the chief one of the approach chosen being that less precision in analysis of data can be assured because of the broader discretionary parameters given to the researcher. Since the effect of researcher bias introduced by this means is difficult to reduce, while still using a broad definition, the best that one can hope to do is to exhibit openly the results of that bias as it affects the analysis of the data. Thus, since interview data constitutes a large part of the information to be analyzed, examples of verbal statements categorized according to particular elements of the model will be used as frequently as possible. More objective data, such as test scores, grades, etc. will also be used in relation to the model, although the applicability of this kind of data may be more or less direct than the interview data. This will be detailed more fully later in the report.

The first two general definitions of terms, (i.e., motivation and motivated behavior, and hope) which now follow, are used here in the sense that they are to be defined for each individual subject according to the nature of the other five model elements, defined as correlates
of motivation and hope. In other words, the nature and
degree of each individual's self-awareness, self-clarity,
awareness of others, self-strength and self-purpose, as
ascertained from the data, will, in effect, generally
explain the nature of that individual's hopefulness, his
motivated behavior (level of motivation) and, thus, the
status of his self-actualization. Definitions of the first
two terms are given therefore, for general rather than
for methodological purposes.

Motivation. Motivated "Behavior" - The two are mentioned
here together, because of their practical inseparability.
Motivated "behavior" is a manifestation of the nature and
level of individual motivation. Use of the term behavior
was discussed previously. The nature of motivation, there­
fore, becomes most apparent at the point where a complex
of perceptions, experience, previous directed actions
(i.e., motivated actions) and intuitions relate in in­
umerable ways to effect more or less observable directed
actions. Motivation is neither the complex itself,
mentioned above, nor the subsequent actions, but the act
of deciding to act, of deciding to what degree to act, and
in what directions and ways to act.

Hope - Stotland's definition (84, p. 7) will be used:
"... an organism's ... perceived probability of
attaining a goal . . . ."
Self-Strength - Commonly called self-confidence, this concept refers to the degree of genuine belief in self derived from the particular "fit", individually perceived, between self-concept and concept of others. Ideally, this fit should be enhancing of both self and others, but it is very conceivable that one could in fact be self-confident because of his ability to take advantage of others. Individual values, therefore, obviously affect the self-concept and resultant level of self-strength.

Self-Purpose - Involves the degree to which a distinct, but not necessarily unchanging, motivational directionality becomes apparent in an individual's social, vocational, educational, philosophical, moral and other aspects of his life. Self-purpose is a result of the interaction between concept of others and other aspects of the self-concept.

Life Meaning - Involves the extent to which an individual is concerned with contemplating, discussing, or reacting to, regardless of the level of knowledgeability, perceptions and ideas about the ultimate meaning of his life on earth.

This "search for meaning" is what Frankl describes as "the primary motivational force in man" (25, p. 154).
He suggests that man self-actualizes though motivational commitment to a search for his life's meaning, and that only as man transcends himself can be actualized (25, p. 173). The position taken here, however, is that men enhance their capability for a knowledgeable search for meaning as they move toward self-actualization. In other words, the more self-knowledge one has, in relation to others, the more he is apt to be able to transcend himself, to search for meaning. Self-actualization is thus seen as at least a concomitant of the attainment of a capability for conducting a knowledgeable search for life meaning, and may, in fact, precede it.

**Self-Actualization** - Refers here to the degree of congruence between an individual's more or less observable actions, over time, and his concept of self. The extent to which one actualizes his self-concept depends primarily upon the degree to which he "experiences" all of the elements in the model described here. Thus the nature of these elements determine the nature both of his motivated behavior, and revert back to define and redefine the nature of individual hopefulness. One ought, then, to be able roughly and generally to describe the degree of an individual's self-actualization, by observing his "behavior", and attempting to interpret it in terms of the elements of the model. The terms growth, self-
growth, development and self-development will be used here interchangeably with self-actualization.

Specific Purpose #2

Where specific purpose #1 was meant to provide theoretical depth in the consideration of criteria for individual motivation, this purpose means to provide methodological breadth in the study of those criteria, or, simply, several perspectives. Consideration of these ways may best be presented in dichotomous form, as follows.

2.1 Individual - General

In keeping with a concern for viewing the whole in relation to its parts, this work will gather and interpret data both at the level of individual subjects (case studies) and at the level of the subjects as a group (generalities for the total sample). Case studies will be viewed as miniature pieces of research, worthy of study in themselves, and the total sample, though quite small, will be viewed as a basis from which tentative generalizations might be made, hopefully in terms of the model, both for that group and beyond it. To generalize beyond so small a sample is highly risky, but this process may be aided somewhat by the fact that the working sample is actually a somewhat representative sub-sample of a larger group. Sampling procedure will be described in
2.2 Longitudinal - Cross Sectional

In order to demonstrate a concern about viewing individuals as being in a continual process of development, this study will include both an element of longitudinality and of cross-sectionality. The longitudinal aspect will not be as continual or consistent as it ought to be in order to reveal most clearly the patterns of individual development. The subjects have been viewed, however sporadically, for a period of four years. Only the first two years of that period, during the funded operation of the project, provided any degree of consistency to the view of the subjects in question, and even that view was not as precise as it could have been, since at that time no follow-up was envisioned. The view of the subjects for the last two years was largely accidental and sporadic at best, since the follow-up was not undertaken until recently. With some subjects, no contact at all was had for the last two years, until recently. Longitudinality is thus provided by a process of combining former data from the project itself with the data gathered specifically for this follow-up, and combining the two with whatever incidental information that was accumulated in between. Much of the "in-between" data is anecdotal and sketchy due to poor record-keeping,
but will be considered nonetheless, in order to provide some continuity. Cross-sectionality will be provided largely by the many objective measures employed both in the original project and in the follow-up. College grades will provide both cross-sectionality as well as longitudinality, due to their patterning over time. In the analysis of data, degrees of change in individuals over time will be noted where apparent, again hopefully in terms of the self-actualization model.

2.3 Objective – Subjective

Data which is more nearly objective will be employed chiefly in the form of questionnaire and paper and pencil inventories. Such data is called objective here for convenience, since it is our belief that true objectivity is impossible. This data will be easily quantifiable and, ideally at least, open to fewer interpretations than the more subjective kinds to be discussed. Such data may be thought of as more highly structured, in that the instruments used to elicit it are presumably designed for particular purposes. This kind of data is also more directly elicited, whereas certain elements in interviews, for example, may be spontaneous.

Data which is more highly subjective will also be sought, in order to give more visible credence to the
individuality of both researcher and subject. Realizing the problems in generalizing from such information, it will be clearly labeled so that interpretations can readily be questioned. Examples of such data include interview statements, written autobiographies and miscellaneous anecdotes based on telephone calls or casual conversations. This data may be thought of as less structured, in that precise purposes were not in mind as it was gathered. The basic follow up interview, for example, was largely unstructured, in that only a general directionality was provided by asking the subject to talk about his last four years of life. Most remarks, therefore, were quite spontaneous, full of the richness of the individual's personality, but often difficult to interpret either in terms of the model or outside it. Much subjective data was thus only indirectly elicited. Ideally, then, both kinds of data should provide a look at individual self actualization, elements of which will be more or less generalizable and/or unique, depending in part on the way the data was elicited, the plausibility of the ways in which it is interpreted, and the degree and nature of its relationship either with the present model or with other theoretical components.

2.4 Narrow and Broad Contexts

As mentioned previously, the data which is collected
here will be interpreted most fully according to our own areas of expertise. Thus, the theory grows chiefly, but not totally, out of psychology, and the results of its implementation will be analyzed mainly as they relate to psychology and education. Particularly, educational influences, such as the project, college and high school will be stressed, as they relate to individual subjects' self-actualization in terms of the model. Thus, narrowness, or specialization, is assured, both in the view from which data is to be looked at, as well as in the kinds of data selected for use.

It seems obvious, however, that the variety of contexts, both "pure" and mixed, in which individuals function as a matter of course, is illimitable. It seems, therefore, equally obvious that there are illimitable influences on a person's concept of self and his motivated behavior, as well as many valid viewpoints, academic and other, from which to look at the interplay of self-concept and behavior. If it can be said that a true laboratory situation in research with humans cannot exist, then research workers must at least acknowledge a practical lack of control of those outside variables which must influence all research results, regardless of how controlled experiments seem from the view of probability theory. In a crude sense, that kind
of acknowledgement is built into this work, though this is not meant to imply that outside variables will be looked at systematically or in depth. Given that our main view here is a narrow one, acknowledgement of the breadth of noneducational contexts and influences will be accomplished by accumulating certain data which is uninterpretable in terms of the model under a "miscellaneous data" category. Such data is bound to present itself, though it will not be analyzed here with any expertise. The best that can be done, therefore, is to mention it and speculate about its relevance to the individuals in question. The amount of data in this miscellaneous category, should relate directly to the degree of usefulness of the self-actualization model.

2.5 Personal - Impersonal

This point has some relationship to the objective-subjective methodological perspective (2.3) discussed previously. It is included separately here because it deals specifically with the nature of the personal relationship between researcher and subject. Where 2.3 deals with kinds of data as a way of looking, 2.5 deals with the nature of person-to-person contact or participant observation as an influence on research procedure. Such contact might be more or less personal, in the sense that researcher and subject may or may not know each other well.
In the action-research project described earlier, this writer inevitably became well acquainted with some subjects, even to the point of friendship, and much less well acquainted with others. While an impersonal relationship has the potential to provide more objectivity in data interpretation, a more personal one, while containing more potential for bias, also has the capability for providing data in much more depth than might be gained otherwise. Consequently, subjects were chosen who had a personal relationship with the writer and project staff, as well as others who did not. This will be referred to again under subject selection.

Another aspect of this impersonal-personal dichotomy bears, in part, on the application of the theory in question. The particulars of that model are basically impersonal, in that they are imposed on the data from a viewpoint and by an individual which are largely divorced from the truly personal aspects of each individual subject's uniqueness. Such a situation is inevitable, of course, since we can't get inside the mind of an individual except indirectly. The possibility remains, therefore, that our concept of progress in life through self-actualization may have little to do, either in actual fact or in terms of the applicability of the model to certain individuals' experience, with how particular
persons conceive of self-growth. Thus, if an individual subject communicates, in whole or part, a personal conception of growth which defies classification in terms of our more impersonal model, then the best that can be done is simply to mention that more personal "model", as accurately as possible, and let it stand outside the theory as a tribute to that subject's individuality.

2.6 Experiential - Analytical

Analysis is accomplished all through the present work, particularly in the application of the theory through data interpretation. Analysis at its most difficult will come when the attempt is made to put together each case study into a coherent whole, stressing self-actualization patterns where they are apparent. Guidelines for this analysis have been and will be set down, and the extent to which they can be followed will determine the level and quality of the analyses. Although these analyses are important, they must be based on data, which, in the broadest sense, are descriptions of experience. Experience, per se, can only become a part of a report like this indirectly, as it is described, and because of the inadequacy of words those descriptions may be inadequate. To the extent that such data remains descriptive, it remains more accurately reflective of experience, yet far less generalizable and usable, than if it were analyzed.
The work here will attempt to incorporate both descriptiveness, and hence reflections of experience, as well as an analysis of that experience.

This section has attempted to describe in detail both the theoretical and methodological emphases in the study as they are defined in terms of research objectives. A definition of self actualization as it relates to motivation and hope has been offered, and methodological perspectives have been discussed which are meant to provide breadth in viewing that theoretical definition with real data. Though ultimately limited in scope, it is the hope here that these ideas can provide at least a small beginning toward a more profound view of criteria for human motivation, for teachers and others. Literature related to our ideas will be reviewed in the next section of the report.
CHAPTER III

REVIEW OF RELATED LITERATURE

The theoretical ideas just presented relate quite closely to the work of others, even though the arrangement of elements may be unique here. The nature of the relationship is not precise nor sequential since the power of central concepts rather than of logically connected sub-elements has exerted influence on the present theory. Because of this, these ideas are discussed of others in more general fashion, disclosing their connections with the model only where such relationships are not obvious.

The theory proposed here has its roots in what has been vaguely referred to as "third force psychology". This kind of orientation contains elements of phenomenological psychology, existentialism, "self"-psychology, humanistic psychology and various psychotherapeutic approaches proposed by theorists of this ilk. Obviously none of these rather vague terms nor any of their step-children are mutually exclusive, either within psychology and psychiatry or between these disciplines and other related areas such as philosophy, education or sociology.
Today indeed, in this age of "do your own thing", many more or less related manifestations of this orientation have appeared, for example, in popular educational literature to the extent that they are almost clichéd. Witness the writing of Kohl (54), Silberman (82), Axline (3, 4), Postman and Weingartner (74), Glasser (41), and Holt (46, 47). This literature and other writings more or less closely related to the "third force" seem to have one key element in common - the basic importance of the concept of self in individual human development. Much such writing either states directly or implies that the positive development of the self concept - self actualization - is the key to mental health. Several important works relate the nature of man's motivated behavior more or less directly to self-actualization. It is this writing to which the theoretical ideas proposed here are most closely related.

The work of Maslow (59, 60), is this kind of writing. He postulates a unique, biologically-based, inner nature - the self - which all men possess and which has at least a degree of commonality with the species. The unaffected nature of the self is seen as basically neutral, and evil in men comes about because of reactions of frustrations against the fulfillment of basic needs, one of which is self-actualization. Such frustrations, in the extreme,
result in mental illness. Denial of this "inner nature", the self, thus brings stagnation of the process of self-actualization, and results in motivated actions which are inevitably unhealthy and damaging for the individual involved and/or others who must relate to him (59, pp. 4-5). Maslow states: "... every crime against one's own nature, every evil act, every one without exception records itself in our unconscious and makes us despise ourselves" (59, p. 5). Self-actualizing people are thus apt to find life more meaningful because they can live in the realm of being themselves. Because they realize that life is not, cannot be, a search for a perfect world, they are able to avoid the traps of making either/or choices" (60, pp. 15-17).

Self-actualization is but one of a hierarchy of higher level needs which become necessary to individuals only after more basic needs, such as the physiological necessities, are met, according to Maslow (60). We include a concern for others (other-awareness) as an aspect of self-actualization, while Maslow has categorized this under a separate set of needs, which he calls the belongingness and love needs (60, p. 43). It seems to me that an awareness of others is a necessary ingredient of self actualization, and that one cannot be himself unless he does so in a social context. While it is true that
that context can be limiting of the extent to which one can "be," man does not live in a vacuum, but with his neighbors. Thus, sometimes unfortunately, he must "be" within limits. These limits may, in fact, be enhancing of the self, and since, according to our scheme, self-awareness and self-clarity contribute to awareness of others, self-actualization must therefore be well underway before one's awareness of others can grow. In general terms, then, self-"discovery" leads to a fuller concern for others, though in reality, the two inevitably interplay in innumerable complex ways. Our model suggests that these elements are parts of the self-actualization need, rather than separate needs, as Maslow suggests.

Maslow also describes the "self esteem needs" (60, p. 45) as a particular group of higher level needs more or less separate from self-actualization. Included in this category are adequacy achievement and self confidence, which seem roughly equal to our elements of self-strength and self-purpose. Again, however, Maslow has chosen to speak of these elements as needs somehow apart from self-actualization, whereas they are seen here as part and parcel of it. Maslow speaks of self-actualization as being true to one's nature, as being what one can and must be (60, p. 46). This relates to our element of self-purpose, though to know one's purposes,
one must first understand himself (self-clarity and self-awareness), be aware of the nature of his relation to others (other-awareness) and thereby gain enough self-strength to formulate and presumably act upon those purposes.

Maslow's conceptual framework and that here thus differ in detail, and at times it may appear inconsequential to discuss and compare the differences and similarities. Up to a point this is important, but carried to extremes, it becomes an end in itself and higher purposes become lost.

While Maslow sees self-actualization as just one of a hierarchy of "higher" level needs, Rogers seems to subsume all other needs, including the physiological, under the general rubric of self-actualization: "The organism has one basic tendency and striving - to actualize, maintain and enhance the experiencing organism" (78, p. 487). Rogers' theory of personality and behavior suggests strongly that most of those parts of an individual's perceptual field which do not relate in some fashion to his self-concept, and thereby to his self-actualization, are, for all intents, practically ignored as determining forces in the person's life, except in cases where they cannot be ignored or integrated. The
latter instance results inevitably in frustration and degrees of mental illness depending on the extent of potential congruence or non-congruence with self-concept. Although our view sees self-actualization as a vital process in individual development, we prefer not to subsume all needs under it as Rogers seems to have done, despite the broadness of his definition. There must be other "motivators", not considered, and perhaps some actions are not motivated, but occur by chance, accident or whatever. We do not postulate what the nature of such actions might be, but prefer to stay open to the possibility that they may be important, perhaps crucial, in one's life, yet not necessarily related to self-actualization. So much in life seems to occur by chance, rather than by design, that we feel compelled to acknowledge this as fact, despite the mystery it suggests.

The present views coincide with those of Rogers in several other important areas. For example, Rogers states that self-actualization necessarily involves socialization (78, p. 488), a point which subscribed to here by including awareness of others as an element of the model. In addition, Rogers implies that certain elements of self actualization are more or less prerequisite to a more healthy awareness of others:
When the individual perceives and accepts into one consistent and integrated system all his sensory and visceral experiences, then he is necessarily more understanding of others and is more accepting of them as individuals (78, p. 520).

Self-knowledge, perhaps self-acceptance, must be considerable, before an individual's motivated "behaviors" will suggest much real awareness of and concern for others. Self-knowledge and in some cases even self-strength can, in turn, grow out of a concern for others, so the process in reality is never clear. The generalization is still appropriate, as long as one realizes that it is a guideline rather than a statement of irrefutable fact.

We concur with Rogers also in the general way by which he relates self-actualization to particular motivated behaviors. He implies that one person does not "motivate" another to change his behavior. He can, however, provide the conditions whereby one can most readily self-actualize, and when one begins to self-actualize, change and learning occur quite naturally (79, p. 285).

Rogers' conditions for learning in psychotherapy - congruence, unconditional positive regard and empathy - are quite well known, and it is noteworthy that Rogers'
one prerequisite to these conditions is almost totally related to self. That prerequisite is that the individual face the problem which needs changed (79, p. 282). This suggests again that some self-knowledge is necessary - in this case enough to realize that one has a problem - before one can relate in a beneficial way even to the therapist whose charge it is to help solve that problem. Although others can help one toward self-knowledge, the ultimate task is left up to the individual to do by himself, precisely because he is an individual. This point is made quite clearly in Moustakas' book, Loneliness (64).

When Rogers' Client-Centered Therapy (78) was first published in 1951, he saw "... the end-point of personality development as being a basic congruence between the phenomenal field of experience and the conceptual structure of the self" (78, p. 532). This statement reflects precisely the way in which self-actualization is defined here. Though terms like self-actualization, progress, movement, etc. infer positive directionality to development, they are used here in the sense that they can be viewed as capable not only of positive movement but also of stagnation, (a temporary "stalling") or "de-actualizing", a regression leading to mental illness. The point is that movement and directionality are relatively constant, thus Rogers' "end-points" are never reached.
Maslow's interpretation, referred to earlier, suggests a hierarchy of needs. When one progresses in that hierarchy, higher level needs constantly present themselves as lower ones are "fulfilled". The reverse can also occur, but the process as "high" or as "low" as it can go. Maslow suggests that a need for self-transcendence is the next higher step "above" self-actualization, though he doesn't mean that to be an end point. This element is included in the present model, (life-meaning) and, though it ought not to be described with any degree of false finality, it may constitute a kind of ultimate, universal "motivator", as Frankl (25) suggests. Since life itself has a beginning and an end, it may be appropriate to accept the idea of optimums if not of end points, even within life. At any rate, this is done in the present model by inferring that individual consideration of life's meaning is a kind of high-level "step" in self-actualization.

It is difficult to categorize the writers whose works are reviewed here with any preciseness according to their general emphasis, such as phenomenological, humanistic, etc. All seem to share certain crucial elements in their approaches, with more or less emphasis. Existentialism is one such element. Maslow defines it as a kind of radical, philosophical concomitant of phenomenological
psychology: "... a radical stress on the concept of identity and the experience of identity as the *sine qua non* of human nature, and of any philosophy or science of human nature" (61, p. 50). It may be appropriate to note the degree of closeness of the writers here to that definition.

Maslow himself is a scientist, broadly defined, though many of his central concepts implicitly avow existentialism as their philosophical base. This is the case with Rogers too. Both are more scientist than philosopher, though existentialist ideas are vital to their theories. Moustakas, to be discussed next, is perhaps closer to the existentialist definition of Maslow, though he too is scientist with a philosophical bent.

The self and self actualization are also central to Moustakas' ideas:

The first requirement for the growth of the individual self is that the person remain in touch with his own perceptions. No matter how different one's experience is from that of others, he must trust in the validity of his own sense if he is to evolve as a unique being --- To the extent that he respects the authenticity of his own experience, he will be open to new levels of learning, to new pathways of relatedness with others and to a genuine respect for all life (65, p. 13).

Moustakas thus implies that self-knowledge is a kind
of flexible prerequisite for a fuller awareness of others, as well as for a broader learning, which might include a concern about the ultimate meaning of one's life. The similarities of these ideas to the present model are thus obvious. Moustakas believes, like Maslow and Rogers, that the urge to realize one's inner nature lies within each individual, that it is a positive force and that it has a biological base. As physical growth is natural process, so too is psychological and personal growth (65, p. 2).

Much of Moustakas work is written from an activist's point of view. His writing seems to be more of a demonstration of being and becoming rather than a exposition about it, as with Maslow and Rogers. Though he is definitely theoretical, his theories are presented as they are woven around ideas for doing. Because of this, it is more difficult to relate his concepts to the present model, since they do not constitute a model in the same sense that our ideas do. One point which he makes forcefully is the ultimate aloneness of the self (64). This bears closely on clinical research methodology and will serve to illustrate the point just discussed about the nature of his writing:

The self is itself alone, existing as a whole, with enduring presence and emerging patterns. Because of its complexity and depth, the self
cannot be fully known; but its qualities or states can be felt or perceived as the reflections of as an inconceivable totality or whole ... (65, p. 2).

Though the use of the model described previously, and from the general methodological view of participant observation, it is a general aim of this study to perceive some of the qualities and states of which Moustakas speaks.

Without directly affirming or denying the validity of the ideas of a self, a self-concept or self-actualization, De Charms (22) presents a group of theoretical notions which are related, in our view, to these ideas and to our own methodological biases. Although his avowed purpose is, "... to suggest a somewhat novel way of approaching the problems of human motivation, to break from tradition" (22, p. V) he specifically attempts to build on, rather than deny, the usefulness of objectivism in psychology. He does prefer, however, to criticize those who sling dogmatically to traditional conceptions of objectivity to the extent that they categorically deny the usefulness of information which is supposedly "subjective" because it comes from private or personal sources:

The purging of psychology of all subjective phenomena has served an important function in overexposing pseudo-explanations. In addition, strict adherence to behavioristic analysis has most often resulted in parsimony. When behavioristic zeal leads to ignoring
psychological phenomena, simply because they are subjective or private, without investigating their importance first, then the procedure is arbitrarily limiting the field (22, p.23).

Stressing the importance of operationism in making personal knowledge more public, deCharms suggests the technique of content analysis which is applied in this work. Where our central idea is self-actualization, DeCharms' is "personal causation: the internal affective determinants of behavior" (22). He defines personal causation as "... the initiation by an individual of behavior intended to produce a change in his environment" (22, p. 6) and believes that "man's primary motivational propensity is to be effective in producing changes in his environment" (22, p. 269). "Personal" is the key work in DeCharms' conception. It is meant to suggest that individual man is the ultimate origin of his behavior, therefore causation of that behavior is irrevocably and ultimately a personal matter, though not without the influence of others (22, p. 271). Man thus sees himself and strives more fully to be the locus of his behavior, an originator rather than a pawn. The more one becomes origin, the more total is the involvement of the self, (22, p. 325). DeCharms thus implies the existence of a uniqueness of individuality, the self, which is developed to its optimum when it is in fullest control of its fate.
Where Maslow, Rogers and Moustakas indicate self-actualization as a process of "being" and/or "becoming" one's self, DeCharms introduces the element of control into healthy personality development, though he makes no direct reference to this in terms of self-actualization.

It seems fruitless to argue whether such control is an element of self-actualization, though it might parallel self-strength and self-purpose. Surely self-actualization involves environmental control, though the reverse might well be argued too.

A more salient point is the following suggestion made by DeCharms at the end of his book after he carefully analyzes much research and theory in light of his views:

Man's knowledge of himself as motivated is the source from which his concept of causation comes; therefore to seek to understand human motivation by analogy to physical causation is to seek an explanation of the more basic from the less basic one (22, p. 356).

DeCharms thus concludes that the very "personal-ness" or "selfness" of motivation makes it incompatible with the tenets of objective research. The problem then is to validate personal knowledge and make it reliable as an adjunct to objective fact rather than a substitute for it.
The concern thus seems more to be how to work with motivation in all its manifestations, rather than how to define it to its fullest.

Explicit in psychiatrist Frankl's theory of "logotherapy" is an important motivational concept which has been adapted for use in the present model. That concept, stated simply is: "According to logotherapy, the striving to find a meaning in one's life is the primary motivational force in man" (25, p. 154). Frankl specifically disavows that meaning as purely an expression of actualization of self:

By declaring that man is a responsible creature and must actualize the potential meaning of his life, I wish to stress that the true meaning to life is to be found in the world, rather than within man or his own psyche as though it were a closed system. By the same token, the real aim of human existence cannot be found in what is called self-actualization. Human existence is essentially self-transcendence, rather than self-actualization ... self-actualization cannot be attained if it is made an end in itself, but only as a side effect of self transcendence (25, p. 175).

Though denying its primacy in human development, Frankl still acknowledges the importance of self-actualization, as have the other writers reviewed here. He also acknowledges implicitly the necessary and inevitable influence of the socialization process on individual motivation. The "search for meaning", therefore, must include
an awareness of others as suggested here. Frankl be-
lieves, however, that despite social influences, man is
ultimately self-determining and hence responsible for his
actions (25, p. 206). In this, he would therefore concur
explicitly with both Moustakas (65) and DeCharms (22)
discussed earlier. Frankl chooses to define the "meaning"
for life that man must search for in concrete terms, much
as I have referred to self-purpose:

One should not search for an abstract meaning
for life. Everyone has his own specific vocation
and mission in life; everyone must carry out a
concrete assignment that demands fulfillment.
Therein he cannot be replaced nor can his life
be repeated. Thus everyone's task is as unique
as is his specific opportunity to implement it
(25, p. 172).

While acknowledging the necessity of a search for
meaning as a motivational influence, we have chosen to
differ with Frankl in two salient respects. Although it
is suggested that a consideration of life-meaning is a
kind of highest level of the self-actualization process,
it is not defined here as the primary motivational force
in man. It is defined rather as a higher level need with-
in self-actualization that cannot be "fulfilled" to any
large degree until the needs which are more directly
related to the self-concept as a separate entity are
satisfied. In other words, one must know himself in
relation to others before he is able to consider his
life's meaning in any concrete sense (self-purpose) or in a more abstract way (life-meaning).

The latter indicates our second difference with Frankl. While it is vitally important that man seek a concrete meaning to his life, referred to here as self-purpose, a "higher" step in the self-actualization process is proposed here namely a more abstract consideration of the meaning of one's life. Though the abstract and the concrete inevitably interrelate, the former gives credence to the need one has to consider his spiritual propensities, to look at himself not only in relation to others and his roles in life, but in relation to the totality of nature and the universe. The need for self-transcendence is thus defined here a bit more broadly than with Frankl. Such needs may be expressed in terms or formal or informal religion, a concern for beauty and the aesthetic or a healthy concern for the past and future, as well as the present. The difficulty of operationalizing such a concept for research purposes is apparent. Despite that difficulty, consideration of both concrete and abstract meaning to one's life are seen here important parts of the total process of self-actualization, ideally conceived, and thus are included in our model.

Combs' and Snygg's basic work, *Individual Behavior*
(18), first published in 1949, has been the basis for much theorizing and research in the general area of phenomenological psychology, self-actualization, self-related needs, and the like. All of the writers reviewed thus far, for example, concur, with but minor differences, in the primacy of the phenomenological frame of reference. Combs and Snygg define the view:

People do not behave solely because of the external forces to which they are exposed. People behave as they do in consequence of how things seem to them... Behavior in this frame of reference is seen as a problem of human perception (18, p. 11).

One goal of this view seems then to be an empathic one—to observe how others feel, to get inside them. Ultimately, of course, such a goal is impossible to fulfill, but is still one which can be worked toward. The existence of a unique self is therefore postulated, though Combs and Snygg divide that concept into: (1) the "phenomenal self" or the Gestalt of all the isolated concepts of self that one holds; (2) "self-concept", or "... those perceptions about self which seem most vital or important to the individual himself" (18, pp. 126-7).

Combs and Snygg relate the concept of self to motivation by postulating one basic human need—the maintenance and development of an adequate phenomenological
self (18, p. 45). This "striving for adequacy" thus relates both to maintainence and enhancement of the self, and continues unsatiated throughout life. The lack of satiation thereby relates to Maslow's idea of a need hierarchy. It might be possible to refer to this basic need as the need for self-actualization, though Combs and Snygg do not use that term.

Combs and Snygg's "phenomenal self" might be related to our model elements of self-awareness, self-strength and self-purpose, while their idea of self-concept relates to our concept of self-clarity. The authors also give credence to the present idea of awareness of others by noting the necessity for satisfaction of both self and social needs. They suggest further that if self-adequacy is somehow developed and maintained, and a healthy personality thereby persists, that the relationships of such an individual to his social milieu will almost automatically be appropriate in terms of prevailing social adequacy, an idea postulated here.

Another point worthy of concern can be inferred from the writings of the previous authors, and is stated rather succinctly by Stotland in a recent book called The Psychology of Hope (84). The point is, that in order for an individual to fulfill or actualize himself - for him
to be positively motivated - conditions must be such that he is able to perceive the possibility of progressing. He must, in other words, be capable of overriding, rationally, whatever self-fulfilling prophecies that may serve to limit his progress. This is not to say that an individual must selectively deny his own and others' conceptions of himself, but that his view of self is sufficiently clear and strong that he retains the capability for such denial. The extent to which he retains that capability is the extent to which he controls his own destiny and his degree of self-actualization. This idea is thus related to DeCharms' concept of personal causation or environmental control. The phenomenon is undoubtedly a concomitant, or perhaps even a prerequisite, for positive motivation. Stotland calls it hope; he states:

An organism's motivation to achieve a goal is, in part, a positive function of its perceived probability of attaining the goal and of the perceived importance of the goal (84, p. 7).

Others may prefer to view hope as another word for positive motivation. It is our preference here, with Stotland, to view it as a necessary condition for such motivation, and probably a prerequisite, though motivation and hope may "occur" simultaneously. Hope is seen as a kind of perception related directly to manifestations of motivation, and, therefore, to one's degree of self
actualization.

Considerable time and space have been taken to validate the bases for the present ideas in the ideas of others. In this section coverage is limited basically to the theoretical ideas of a few major writers who have influenced our thought more directly than others. This is not meant to suggest that these ideas do not have a base in research as well as theory. Indeed much of the theory reviewed here is rooted in voluminous research. Some of this research will be mentioned later as it relates both to the methodology and the theory contained in this study.

The ideas reviewed may be representative of major concepts in third force psychology. At best they are illustrative, and are in no way meant to be comprehensive. They are drawn primarily from the areas of psychiatry and psychology. There are many other related ideas from these areas and others which might have been reviewed in detail, but weren't. May (62), for example emphasizes increased self-consciousness as a prerequisite for self-actualization (62, pp. 39-40). Jourard (51), emphasizes disclosure of self as a benchmark for assessing self-actualization. Both these writers thus emphasize "being" oneself as crucial in self growth. Erikson's (23) concept of "identity" is roughly analogous to self-concept.
Theoretical psychologist Royce (80), in a critique of specialism, which he feels leads to mental "encapsulation" of the self, or narrowmindedness, says the key to self-concept is one's value system (80, p. 103). He relates values of encapsulated men to Jung's process of "individuation", a self-realization process, similar to self-actualization, which continues through life. In a nicely-measured critique of modern psychology, Allport (2) gives tentative yet positive credence to the idea of self and self-growth: "There is much growth that takes place with the aid of and because of a self-image" (2, p. 47). Out of an existential-phenomenological orientation, psychiatrist Laing (55) discusses schizophrenia as partly a result of the "unembodied self", a disintegrated conception of mind-body which denies self-actualization. Among older studies, Mowrer and Kluckhohn stress the "basic propensity of living things to function in such a way as to preserve and increase integration" (66, p. 74). Sullivan (86) stresses the directionality of organisms as being forward, and Horney (48) sees the ultimate driving force in man as a will to come to grips with oneself and to grow.

One could continue in this manner, endlessly citing theory after theory more or less directly related to the present work. The point, however, seems clear. "Self" theory and all its ramifications is clearly rooted in the
literature of psychology and psychiatry, and has made
definite inroads into the literature of education.

Much research literature has been published which
relates partially to the present work, often according to
the general methodologies employed or to particular aspects
of the theory, but seldom to both. An unstated assumption,
for example, of the present study is the existence of a
self-concept in individuals. Much research relates to
self-concept, but much less relates to self-actualization
defined as such. Longitudinal and clinical studies are
relatively frequent in the literature of psychology, but
much less so in that of education. Clinical studies on
the self are evident, as are longitudinal studies dealing
with personality development. In the literature searched
here, no one study was found which combines with any de-
gree of direct comparibility the methodological and the-
oretical elements of this study. Because of this, the
research mentioned here must necessarily assume only gen-
eral relationships to the present work. Studies will be
mentioned which share a methodological and/or theoretical
closeness to this one, though that relationship cannot be
complete. The following review is meant only to be il-
lustrative of related research and presents a sampling of
studies rather than a comprehensive and precise search of
the literature.
Five major works, written by researchers in anthropology, sociology, psychology and education, represent, in effect, methodological if not theoretical exemplars for the present work. Though all are considerably more involved and sophisticated than this study, it is their gross approach to research, different in detail of course, which we sought in some small way to emulate in this writing.

The first such work, Heath's *Reasonable Adventurer* (44, 45), probably bears the closest relationship to the present work. Heath worked as counselor to a group of thirty-six Princeton undergraduates for the major portion of their college careers. His view was thus that of participant observation over an extended period of time, a salient feature of our study. Heath, however, matched his subjects with similar control S's on various dichotomies related to the Princeton environment, and ultimately assessed his impact on the experimental group in terms of academic and non-academic honors.

Our of his association with his subjects, Heath developed a two-dimensional (i.e., effective-ineffective) model of ego functioning based on the concept of individual integration of self and experience. Heath's ideal of ego functioning, "The Reasonable Adventurer", possesses some qualities roughly analogous to the individual in the present
study who is most self-actualized according to our model, namely:

"... 1. future orientation, but in a sense of life as a game rather than as a struggle (life meaning). ... 3. Formation and maintenance of close friendships among his peers (awareness of others). 4. Self objectification seen not only in his reflective interview behavior but also in the way he would create lively challenges ... (self-awareness, self-clarity). 5. Possession of values and convictions which stemmed primarily from the authority of his own experience (self-clarity)" (44, p. 5).

Over the course of his experience, Heath came to view his subjects in three distinct groups, according to the degree to which they approached the ideal ego functionion style of the "Reasonable Adventure". Though this work sought only generally to define subgroups according to level of self-actualization, (using the total model as an "ideal") it did seek to view the development of self or ego from a less "adequate" state to one which is more adequate, as did Heath. Though terminology differs, Heath using "ego functioning" and this study using self-actualization, the general similarities in methodology and theory are obvious.

Among hypotheses generated out of Heath's work, the following seems closely related to the theoretical emphases about self-actualization upon which our study is based: "Among college students at least, change in ego functioning is more likely to be along a dimension of effective - ineffectiveness than from one form of ineffectiveness to
another" (44, p. 12). The concept of continuous growth as a vital concomitant of mental health is thus clear, both in Heath's work and in this one, though the means by which growth is viewed are not precisely comparable.

In an older study, Jersild (50) used self-concept as the central theoretical theme of a project involving approximately 2800 subjects ranging in age from the elementary school grades through college. Though the work was not longitudinal, Jersild viewed the self descriptions of subjects of varying ages and experiences, and his data produced observable patterns reflective of subjects' different self-related concerns at the various ages. Self-report is also a major emphasis in the present study, as is observable change in self concept over time. Jersild did a topical analysis of these self-descriptions in terms of their chief organizing themes, which included some of the ideas used here to look at self-actualization, such as: home and family, school, intellectual abilities, social attitudes and relationships, religion, attitude toward the world, etc., etc. (50, Appendix B). These themes represent a closeness either to our own model constructs, to topics emerging from our data, or both. Among Jersild's

\footnote{as derived from a topical analysis of essays written in response to the questions of What I like or dislike about myself.}
conclusions relevant to the present research was found the general tendency for older people to give more attention in the self-descriptions to personality, character and social attitudes and relationships than younger people, who often emphasized physical characteristics and family relationships. The pattern of these emphases is used to infer the presence of self-growth or self-actualization as we call it here. Jersild also found, however, that these previous emphases in self description were not at all exclusive to those age ranges. In fact, all self-descriptive themes appeared at all age ranges, albeit not in equal proportions. This led the author to postulate a "universal language of the self" (50, Chapt. 5), varying in emphasis and sophistication over time, but not in kind. He thus implicitly acknowledges the existence of key elements, not wholly dissimilar to our own, for self-description, and, by extension, for self-growth. The similarity, therefore, between Jersild's work and our own lies more in the theoretical ideas, postulated and derived, than in method. Jersild, and also Heath, are, in addition, the only two authors of these five major works who specifically draw implications of their work for education.

Goethals' and Klos' recent work, Experiencing Youth (42), represents a unique and multi-faceted approach to the study of adolescence. The authors' chief materials were
case studies of twenty-six college age youth, attending Harvard University, who were asked to write the cases as a part of courses they took on interpersonal theory. The main requirement of the cases was that they have to do with some aspect of interpersonal relations, and, thus, though longitudinality is an aspect of some of the cases, its temporal parameters are neither uniform nor enforced. The presence, therefore, of verbatim case materials and of a degree of longitudinality represent methodological similarities to our work. The emphasis on interpersonal relations in the cases strongly skews this work toward the awareness of others aspect of our theory, though self-development is hardly ignored. The authors organized their cases according to three emphases: Autonomy, Identity and Sexual Intimacy. Their view for observation is chiefly that of psychoanalytic psychology, which, of course, cannot be emulated in the present work.

Goethals' and Klos' cases dealing with autonomy and identity-seeking in adolescence through interpersonal relations have the highest degree of comparability with our work. The authors write: "Until the individual can reach some degree of psychological independence, it is extremely difficult for him to achieve an identity (42, p. 20). Autonomy, thus, has ramifications for self-awareness as we define it, as does identity for self-
clarity. The process of growth is implicit in the above statement, though the authors would probably not define it as self-actualization. To discuss self as a separate entity, especially in youth, to them, is to minimize interpersonal considerations, which is certainly not our intent here. Thus our level of disagreement in the following statement is one of degree and not of fact:

"The study of adolescence can never be separated from contextual considerations. If adolescence is one of the most tumultuous moments in an individual's history, it is so because so much of the inner and outer world is so vivid to the individual at this time" (42, p. 1).

Our study has at times attempted to separate portions of data from context for purposes of emphasis on the self and its growth, realizing the practical impossibility in doing this. The cases of Goethals' and Klos' are presented with all associated contextual trappings, and organized according to the particular aspect of adolescence, both general and specific, which they best represent. Thus their theoretical organization emerges, in part, out of the data. In our work, the theory is imposed on the data. Both approaches have merit for use in describing, analyzing and understanding some of the vissisitudes of change during adolescence.

Anthropologist Oscar Lewis has provided all of us
who would study human beings with a forceful yet simple approach in his monumental study, *Children of Sanchez* (56). Lewis' work is comprised almost entirely of the words which five members of a poor Mexican family have to say about themselves over a long series of detailed conversations with the author. Lewis came to know the Sanchez family over many months of meeting with them in their home, and recording on audio tape the many conversations he had with them. Lewis, as a skilled anthropologist, knew during the course of his association with the Sanchez family how to elicit the kind of talk which would serve his purpose. Along with using a directive approach in the interviews, Lewis encouraged free association and was a "good listener" (56, p. XXI). The latter two methods were common in the interviews conducted for the present work. Through editing and translation Lewis has inevitably influenced the final product, though he has gone to great lengths to keep that influence to a minimum. In the course of his work he developed warm, friendly relationships with the family. Basically, Lewis lets the interview data tell its own story, except for providing background information and some generalizations about the Mexican culture of poverty in a brief introduction.

The present study was keenly influenced by Lewis'
methodology, though it does not pretend to imitate it. Our purposes here, given the existence of a theory to be tested, are vastly different than those of Lewis and require more and different kinds of interpretations and analysis. Lewis' basic methodological tenets—participant observation and the use of verbatim remarks of subjects—have basic value in any research which has clinical aspects to it. These ideas have been used here to some extent, though Lewis' specific purposes in his research are obviously different and broader than those in this work. The general purpose of both—to understand people in relation to their environment—is, however, the same in both works. Researchers in education and psychology would therefore do well to follow Lewis' example more fully.

David Riesman's *Faces in the Crowd* (77) presents twenty portraits of individuals derived primarily from relatively brief interviews. Riesman's work relates to the present one because of the emphasis on case materials and also because of the fact that he attempts to look at his cases partially but not exclusively in terms of a particular set of ideas:

"... the profiles are directed by a concern with particular phases of those lives... my preoccupation is with character structure, with politics and with the relation between them" (77, p. XIII).
Though we are concerned here with lives in context, our emphasis is less on the relationship between the two and more on the individual selfhood of the subjects. To the extent that our "self" and Reisman's "character structure" have commonalities, then our works have related theoretical emphases, though his work is primarily sociological while this one is psychological.

*Faces in the Crowd* (77) complements and illuminates Reisman's earlier and better known work, *The Lonely Crowd* (76), especially through its use of the author's now famous characterological typologies - "inner and outer-directed" (76, p. 5). The author employs these typologies both in the societal and individual sense, and uses his cases in the work reviewed to illustrate in a general way the extent to which the typologies may or may not be recognized in verbal data taken in largely unadulterated form from human subjects. This process is generally similar to our own, though the particulars of theory involved are obviously not. Reisman is also concerned with characterological development, as we are with self-development. His emphasis, however, is on the historical movement of American society, in its individual and group manifestations, from tradition-directed, to inner-directed to outer-directed patterns of conformity. His portraits in *Faces in the Crowd* (77) are presented also to illustrate
the practical difficulties in recognizing this kind of development through individual data, and he makes no claim that they accomplish this task.

Reisman's work, as with the others reviewed here, contains some of the methodological presuppositions important to the work, though their exercise is very different. Jersild's study bears the closest specific theoretical relationships of these five major works to the present writing, so the usefulness of those studies to this one lies primarily in their methodological emphases. The research reviewed here emphasizes, explicitly or implicitly, one or several of the following concerns which are important to this work: (1) concern with specific individuals; (2) emphasis on verbatim comments of subjects; (3) concern with development over time of subjects; (4) emphasis on viewing subjects in context, and on identifying individuals' patterns of relationships with their life contexts; (5) Presence of a set of theoretical notions concerned with individuals and their development within environmental contexts.

Though the relationships between this study and these five major works are admittedly general, they are mentioned here in order to reflect the possibility for an interdisciplinary and multi-faceted approach to research.
methodology and for similar approaches to theory about individual human beings. The present study claims only to expose the necessity for this view of research, both through declaration and by attempting, in a small way, to apply the view to practice.

Numerous studies, less involved and more experimental in nature than the previous group, bear upon aspects of the present study, through methodology, findings, conclusions or part of their theoretical orientation. A few are mentioned here as illustrative of the kinds of available research in this area. Most relate to self-concept or extensions thereof. A review of research on self-concept is contained in a portion of a previous article (10) by this author. For a comprehensive look at research in self-concept from 1960 to 1970, a recent study by Uhlenberg (91) should be consulted.

An important methodological assumption of this study is that self-concept and its growth or actualization are observable through patterns of vocational preferences and their development. Much research seems to support this view. Blocher and Schutz (6), for example, studies 135 twelfth grade boys according to the degree of similarity between self-ideal-self discrepancy and stereotypes of high and low interest jobs. They found highese mean
similarity scores (on the "Descriptive Check List") for congruence between self and high interest job stereotypes, supporting the hypothesized relationship between claimed vocational interests and self-concept. Similarly, Oppenheimer (70) studied relationships between self and occupational ratings by computation of correlation coefficients for each of 81 male college students. Occupational preferences were related to the agreement between self and ideal-self ratings, supporting a self-concept theory of vocational development. Norrel and Grater (68) hypothesized that the accuracy of predicted interests on the Strong Vocational Interest Blank, for 53 male college students, would relate differentially to scales on the Edwards Personal Preference Schedule relating to restricted self-awareness is related to unsatisfactory job choices. Finally, Kassarjian and Kassarjian (52) attempted to relate social values, occupational interests and social character, using Reisman's (76) typologies. Significant differences were found in many instances in occupational preferences for "inner and outer directed" S's in a sample of 233 males and females. This research and other related studies thus give sound support to the idea of viewing self concept and self-actualization according to patterns of vocational preferences and development.

A wealth of studies relate to the development of
personality, self concept and particular real manifesta-
tions of these gross descriptive terms. Most demonstrate
at least the fact of growth and development, though few
connote this directly with self-actualization. One could
argue, of course, about the degree of correspondence and
comparability among such terms as growth, personality
development, self-actualization, self-concept change, etc.,
etc., but that is not our purpose here. We mean, rather,
to simply demonstrate by reference to some of these works
that patterns of change in various psychological aspects
of human beings is a subject for research which is of
considerable interest in the literature.

Considerable research demonstrates the relationship
between individual development and awareness of others
through social contact. This is a basic aspect of the
theoretical orientation in the present study. Carlson
(17), for example, administered a self-descriptive
questionnaire and the Role Construct Repertory Test to
49 S's of both sexes, in the sixth grade and again in the
twelfth grade, in order to look at stability and change in
self-image, social and personal orientations and self
esteem during adolescence. Girls in particular showed
gains in social orientation, though self-esteem changes
were independent of sex role. S's low in self esteem
generally characterized others in derogatory and/or
personal terms. Relationships between nature of social contact and growth in self-esteem were postulated, and relate generally to patterns of self-actualization theorized in the present work. In a study by Ludwig and Maehr (58), positive change in the self-concept of 65 male junior high school students, as measured by various inventories, was found to be related to teacher approval given in front of their peers in a physical education activity. Finally, Lowe (57) hypothesized that the style of social movement of hospitalized mental patients would be progressively more exaggerated, according to the degree to which subject subgroups were progressively more psychotic. Results were in the predicted directions, with particular emphasis on movement away from others as groups became more psychotic, and corresponding differences were revealed on a self-concept scale. This was interpreted as suggesting that social behavior is determined by an internal frame of reference, such that "... a change in one's social style of life must be preceded by a change in the way one views his self and his social needs" (57, p. 254). This conclusion provides support for the general primacy of self concerns, as opposed to concern for others, which is postulated in the present theory.

In other studies related to development, both
Dunkleberger and Tyler (21), and Washburn (92) present evidence supporting the existence of a growth process related closely to self concept and to some of its manifestations in samples of high school and college age. The former conclude that vocational interest variability in adolescence is positively related to certain measured personality characteristics related to self, while the latter found that college age subjects, males in particular, scored higher than high school students on tests measuring mature self levels. Growth of self through the college experience is thus inferred. Nichols (67), in a longitudinal study of 636 S's of both sexes, also noted changes in certain personality variables related to self as a result of the college experience, but saw the magnitude of the change to be small compared to those occurring before college entrance. In a study of patterns of self-regard for 70 males over a seven year period, (age 18 to 25) Rabinowitz (75) found that aspect of self-concept or personality to be quite stable within individuals. He also found that level of self regard and changes therein were related closely related to individual effectiveness in life experiences, particularly in the areas of achievement competence and social participation, as measured by a biographical inventory. Apparently some of the personal changes necessary for self actualization came about slowly and at least partially though the
influence of significant individuals and experiences. Culbert, Clark and Bobele (20), however, noted only minor changes toward self actualization, as measured by the Personal Orientation Inventory, for a group of ten college students who underwent sensitivity training for a period of fourteen weeks. In a cross-sectional study of 147 high school subjects, Hummel and Sprinthall (49) make inferences for self actualization by providing evidence supporting the thesis that underachievement in school is a result of maladaptive ego functioning. It would seem, as these studies illustrate, that self-actualization or individual psychological growth of some kind is an identifiable process even beyond childhood. The speed, patterns, structure and antecedents of that process, however, are highly complex and then interrelationships subject to a variety of theoretical interpretations.

Many studies are available which seek to identify the relative importance of a variety of personality variables, more or less related to self-concept, in various task-related activities, particularly achievement in school. By studying the relationships between these factors and the level of task performance, one ought to be able to estimate the general effect of self-concept on achievement, and the role that levels of achievement, vis-a-vis self concept, plays in self-actualization. One such study
was done by Khan (53), who sought to identify affective correlates of school achievement in a sample of 1038 male and female junior high school students. An instrument measuring self-related attitudes, study habits, need achievement and need anxiety was employed. Responses for the instruments' 122 items were intercorrelated and the resulting matrices factor analyzed. Factor scores were used to predict scores on six Metropolitan Achievement Test subtests. Used in conjunction with aptitude scores on the School and College Ability Test, affective predictors, particularly need achievement, significantly increased multiple correlations, especially for males. The role of these factors in achievement is thus substantiated, as, by inference is the complex set of interrelationships among aspects of self-concept, school achievement and subsequent growth of self. A similar study by Finger and Silverman (24) studied the relationships between changes in academic performance of 489 junior high school S's, and intellective and non-intellective factors. Subjects' ratings on personal values, achievement and intelligence and work and study skills were factor analyzed, producing, among others, factors related to academic motivation and plans, and youth culture involvement. These factors bore significant relationships to change academic performance. Assuming that these factors are at least partially related to self concept, the study demonstrates again the influences
of personality variables and social contact on achievement and associated self actualization processes.

One point needs to be made before we move on. Many of the ideas used here extend beyond the narrow confines of academic subjects, along with other ideas which have necessarily not been discussed. We believe, with Maslow (59, 60), that these sets of ideas and related research—the third force in a science of humanity—are without their particular academic disguises, so inherently interdisciplinary as to constitute, ultimately, a unique way of viewing man in connection with his universe. Inevitably, therefore, much of what is reported here, in generality and/or detail, is related to theory and method in many areas beyond psychology and education. Although we claim no expertise in these areas, they have influenced our thinking to such an extent that a very brief summation of that influence at this point might serve to illustrate the diversity.

Some works in philosophy, sociology, anthropology and history have influenced the theory and methods used here, and thus have caused the work to be less specialized in the traditional meaning of the social sciences. As mentioned previously, the ways in which these works influenced the present study are general and imprecise.
Still, the influence is quite apparent and important, regardless of how it came about. One could make a case that the more or less formal study of philosophy underlies much human thought, suggesting that its influence is widely if often subtly apparent in the way we do things. The present work certainly has been influenced by philosophers of various and often contradictory thought patterns, though the nature of these influences are quite general.

The tremendous influence of particular philosophers on Western civilization in general makes it nearly automatic that that influence is exerted on a work of this kind. To the extent that this study relies on fragmentary descriptions of existence as primary data, then the work has definite existential overtones, though to attempt to objectify these descriptions is to deny much of the essence of existentialism. In addition, the idea of a concept of self which is central to this study also seems to be explicit or implicit in existentialist philosophy to varying degrees. To Sartre (81), for example, the idea of self is central, albeit not in the terms posited here. His philosophy is based on the very basic assumption of man's ultimate freedom to be what he wants to be, but is tempered by the idea of an equally ultimate responsibility which man holds to himself for the consequences of the nature of his being. Sartre's view, however, denies
meaning to life, at least in the spiritual sense, while our ideas allow room for such meaning. Sartre's idea of self is broader than that in this work, in that he sees the essence of human consciousness as transcendence (5, p. 248), and therefore defines self as simultaneously and constantly interior and exterior. In our theory, the exterior or more transcendent aspects of self become fuller largely through the development of the interior self, at least in generality, though the process is seldom clear and may be difficult to document in a scientific sense. Sartre, therefore, believes that existence precedes essence, at least according to Barrett (5, p. 248). We prefer to say that the nature of existence develops, grows, or perhaps regresses because of essence (self), though in many indefinable ways existence inevitably influences essence. We believe, however, that man is able, however difficult it may be, to rise above his existence and change it as he sees fit. Ideally, this is the ultimate in transcendence and self-actualization, and is much more positive than Sartre's view of transcendence.

While Sartre is comprehensive in that he deals with a philosophy of man and his existence, Polanyi (72) has dealt more directly with a philosophy of science, and hence has had more influence on our methodology than on the theoretical model, though the two are interrelated.
He demonstrates that every act of knowing inevitably contains personal-ness, or the unique viewpoint of the individual involved. The idea of self thus seems apparent. Polanyi suggests that our passion for an absolutely impersonal ("objective") science logically preordains us to failure, since we thereby rule out that which we want most to know about — individual man:

Only by accrediting the exercise of our intellectual passions in the act of observing man can we form conceptions of man and society which both endorse this accrediting and uphold the freedom of culture in society. Such self accrediting, or self-confirmatory, progression will prove an effective guide to all knowledge of living beings (72, p. 142).

Awareness of the self or personal-ness of the scientist is thus as important as a similar awareness for his subjects. Polanyi's idea of tacit or intuitive knowing, which cannot be communicated in the verbal sense (73), is also an important consideration for a work of this kind. Although much of what is done here will be based on an interpretation of data at face value, it seems vital to acknowledge the extent to which an ideal definition of face value might be altered by this researcher's peculiar usage of tacit knowing.

Fromm's work (26) grows primarily out of psychology and psychiatry, but has many philosophic and sociological implications. He takes a basically positive view of man
and his existence, in opposition to Sartre. Whereas Sartre denies, in essence, the primacy of all values but those which grow out of man's existence, Fromm's view of self revolves around man's need "... to find an answer to the question of the meaning of his existence, and to discover norms according to which he ought to live" (26, p. 17). Where Sartre would deny all but existential ethics, Fromm states that:

... the sources for norms of ethical conduct are to be found in man's nature itself; that moral norms are based upon man's inherent qualities and that their violation results in mental and emotional disintegration (26, p. 17).

The generalized base for such conduct, according to Fromm, is that man "be himself", and that he must do so by being "for himself" (26, p. 17). An idea of self is thus basic to Fromm's work, as is a general conception of self-actualization, at least by implication. The nature of self and growth are different than in Sartre's view, and though Fromm acknowledges the importance of existential events, he is not an existentialist in the sense that Sartre is. Sartre denies the possibility of self-actualization in the literal sense, favoring an inevitable and largely negative transcendence as man's natural condition. Fromm is more optimistic in his outlook for man's progress, in that he proposes a search for meaning in much the positive sense that Frankl does. Sartre does not
deny this search, but claims the primacy of existence over self as a source of negativism to that meaning. Fromm's views are therefore closer to ours in terms of their optimism, though we would recognize the apparent absurdity in much of life and the pessimism which it may bring.

Philosophic ideas thus underlie the work here, particularly those of existentialism and phenomenology, though the effect of more deterministic, mechanistic approaches cannot be denied. We might have included Kierkegaard, Nietzsche, and Heidegger, such existential novelists as Dostoyevsky, Camus and Hemingway, or religious philosophers such as Buber and Tillich, all of whom have either a general influence on our thought or a more direct influence upon that of others reviewed here. They have not been mentioned because of space limitations and the difficulty involved in tracing the nature of their influences on this work. The fact of the influences, however, remains quite real, if only indirect.

One might go on interminably, citing work related to the present study and attempting to delineate these relationships. The support in the literature for many aspects of both the theory and methodology employed here ought, by now, to be generally established. In regard to the
literature related specifically to self-concept and its development, several gross generalizations seem warranted. First, self concept is multi-faceted rather than unidimensional. Factor analytic and correlational studies by Akeret (1) and Strong (85) support this view, as does the very range of factors purported to relate to self-concept which is investigated in the research. Similarly, one could conclude from this that present theory and research does not support any unified set of notions about the relationships among self-concept, personality, motivation, self-actualization and developmental processes. In addition, research evidence is not generally clear about the relationships among the many factors more or less antecedent to peculiar self-concepts and developmental processes, though identification of many of these factors has been accomplished. This set of generalizations may not be especially profound, though they certainly seem justified. If correct, they may simply reflect a lack of concerted effort by researchers in moving toward more general conceptions of self, self-actualization and other related topics suggesting similar gross areas of study. These generalizations may also reflect a true lack of generalizability about such a topic. By definition, the idea of self is built on the concept of individuality. Useful generalizations about an idea so defined may therefore be inherently limited and extremely difficult to draw.
As I reflect back over the previous exposition of my own theory and those of others, I feel compelled to discuss briefly my estimate of the extent to which those ideas are consistent with some of the assumptions outlined at the beginning of this work. This is done, in fact, to be consistent with my own idea of continually examining my own work, and should therefore benefit the reader as well as the writer.

Previously I espoused an eclectic approach to research - the use of any theory or methodology or thought pattern or combination thereof, which got the particular job done, rather than the dogmatic use of any one of these across all efforts. One might ask, then, why I have chosen to develop my ideas out of a particular school of thought. One way of responding is to simply admit that I do favor these approaches, but particularly for research with persons as individuals rather than as large groups. Thus, though I favor one approach, I favor it more for particular situations than for others, so I am not categorically opposed to views I favor less. Hopefully, thus, my eclecticism remains intact, but I'll never know for sure till I'm faced with a situation where, for example, a mechanistic approach is more appropriate. I might add also, that my subsequent analysis of data will include such items as test scores and grades, which are typically
used in more objective research, thus I have not disavowed the usefulness of objective concepts, even though my theory is more subjective because of the nature of its parts. It is entirely possible, of course, that I am not really as eclectic as I think I'd like to be. I'm not sure of that yet, since I really haven't been put to a test. I do favor more subjective, humanistic approaches to research, and part of that may be because I sometimes get lost in the maze of specialized "pieces" of people which behavioristic research spawns and which seldom seem to get put together in a coherent whole. However, to be true to my own relativistic tendencies, I shall end this speculation simply by saying that my distaste for behaviorism is not hate, and that it was probably fostered only in part out of an unclear understanding. Since I have no measuring instruments for my levels of distaste and misunderstanding, I must, for now, be satisfied to end it at that.
CHAPTER IV

SPECIFIC METHODOLOGY

This section will describe in detail working procedures actually employed in the gathering, analysis and interpretation of the various kinds of data selected for use here. Overall, these procedures will adhere to the more generalized methodological purposes for the work described previously. The procedures may be generalized as follows: (1) sample selection in terms of original project criteria; (2) accumulation of various kinds of data, over time, for the sample, and organization of that data for analytical purposes; (3) interpretation of the data in terms of the model, where possible, and presentation of a case study of each subject; (4) interpretation of the data across subjects, for purposes of noting any trends, or lack thereof, in terms of the model's constructs and also in terms of initial sampling criteria based on the earlier project's assumptions.

Sample Selection

Because the generalized sampling criteria used here were largely those of the earlier project, it will be
necessary at this point to discuss those criteria as they were employed both in that work and in the present one.

2677 students in ten Ohio high schools were tested with a battery of nine instruments in the original project. Six of these instruments were eventually used in the selection of a group of 770 subjects, from that larger group of 2677, who were described as talented. Two of these tests were defined as "conventional", in that they purported to measure aspects of intelligence commonly measured in schools, namely verbal facility and non-verbal reasoning. Four of the instruments were called "unconventional" in that they purported to assess correlates of or aspects of intelligence not commonly measured directly in schools, particularly non-verbal creativity, academic motivation and divergent thinking. Talented students were selected from the original 2677 S's according to the way in which their scores in both conventional and unconventional tests related to total group means for the six instruments. In general, subjects whose battery scores were consistently above group means were identified as talented, although certain "low" subjects whose scores were only slightly below group means were also selected as representing "risk" cases in terms of eventual college success. The 770 talented subjects were placed in four test score categories. The four categories were: (1) those "high"
(above the mean) in both conventional and unconventional tests; (2) those high in conventional but "low" (slightly below the mean) in unconventional tests; (3) those low in conventional but high in unconventional tests; and (4) those low in both test groupings. The project report (29) should be consulted for a fuller description of the tests and selection procedures.

From the group of 770 talented S's in four test scores categories, 150 control and 150 experimental subjects were chosen randomly and matched on test score category, sex and general academic performance in high school. Since the original experimental sample was selected so as to represent both males and females and the four test score categories just mentioned, it seemed appropriate to attempt to obtain the same kind of representation in the sub-sample to be selected here for investigation. Approximate percentages for representation were used here rather than precise ones. The sample might contain an over-balance in favor of the high conventional - high unconventional test score category, in order to allow for a particularly good subject to be included. In general, a balance in sampling reflecting the group of 770 talented subjects will be attempted for and test score category. In addition, the original experimental group contained both Negro and White subjects. Both Black and White
subjects were thus chosen for the sub-sample selected here, also in proportions reflecting the group of 770 S's.

Since one purpose of the previous project upon which the present investigation is based was to foster and maintain an interest in further education, it seemed appropriate as a selection criterion to attempt to choose a group of subjects representing individuals in the final experimental group of 150 who seem either more or less interested in further education of some kind at this point in time. An investigation of the experimental group and their present activities indicates about 60% to be uninterested in further education, at least of the more formal kind, (college, technical school, schools in military service, etc.) while about 40% have maintained interest in this kind of schooling. Interest in education was ascertained here according to present or recent (in the last 6 months) enrollment in formal education of some kind, (including employer training schools) or a voluntarily expressed desire during a telephone contact to enroll or re-enroll in schooling in the near future. An attempt, then, to maintain that balance was made in the selection of sub-sample for investigation here.

Finally, the generalized criterion of closeness of personal relationship to the writer and project staff was
employed, as mentioned previously. Close personal relationships have the potential for providing access to information not available otherwise, but they also can produce considerable bias on the part of the researcher—friend. In order to take advantage of the in-depth information obtainable from those close to the writer, half of the subjects chosen were known well to him and to project staff. In order to offset to some degree the potential bias deriving from such relationships, the other half of the subjects selected were not so well known to the writer. Labeling of subjects by this criterion was frankly intuitive, and degrees of "knowing well" varied considerably. In general though, selection of subjects "not known well" was based on the fact that this group had only infrequent contact with project personnel as compared to those defined as "known well".

Representation was therefore attempted in sample selection according to five criteria: (1) test score category; (2) sex; (3) race; (4) interest in further education; (5) nature of relationship with the investigator and project staff. In this way, comparisons might be drawn for the group across a particular sampling criterion or set of criteria. These criteria were employed in order to provide at least some degree of objectivity to the selection of a sample from the original experimental
group. Basically two conflicting questions arose when methods of sampling were considered. On the one hand, it seemed appropriate to try to get a sub-sample which was somewhat representative of the larger group. However, when random choice from the larger sample was considered, it seemed apparent that the degree to which depth information on all subjects could be gathered might be diminished by this approach, since the cooperativeness of the subjects varied widely, as ascertained by the previous experience of the writer.

Since a primary approach of this research was that of the case study, and since the success of such an approach depends primarily on the availability of information in depth and hence on the cooperativeness of potential subjects, it was decided that the primary criterion in defining the sub-group of the original experimental sample from which to choose the final sample would be that of potential cooperativeness and depth of information to be gathered. In this sense, the sample is thus one of convenience, since the primary criterion was established in the past chiefly from the unique patterns of largely amiable personal interrelationships established by this investigator through a small group of student counselors who worked with him. Obviously, those individuals who were, for whatever reasons, uncooperative, might
potentially provide excellent information for the problems under consideration here, but they were not used. The degree of cooperativeness within the cooperative subgroup inevitably varies. Since the selection criteria previously described are somewhat limiting and hence increase the degree of objectivity of the sampling, it was determined that the final sample might be described as somewhat representative of the larger experimental group, if not completely so. Thus some generalizations made above that subgroup might have some relevance for the larger group as well.

**Kinds of Data, their Analysis and Use**

As far as possible, all data will be analyzed in terms of the self-actualization model, so that a generalized picture of the development of each individual's self actualization, and related factors more or less causal to that developmental pattern can be made. While the status of self-actualization can be observed both for individuals and for the group, generalizations according to the sampling criteria of test score category, sex; race and interest in further education can be made only for the group. Data, then, will be analyzed at both the individual and group level, and a "Gestalt" or summary of data for each case and for the group will be provided. Means of organizing data at these two levels will be similar,
but not completely so.

Three general kinds of data will be generated: Background data, that data which is relateable to the theory and that which is not. Data relating to the theory will be analyzed in three general ways which may be expressed dichotomously for convenience: (1) the time the data was collected, either past or present; (2) the types of data collected, more or less subjective, and; (3) the nature of the data's relationship to the subject's level of self-actualization, either positive or negative. Miscellaneous data, or that data not obviously related to the theory, will be analyzed in whatever manner seems appropriate, as it accumulates. This kind of information will more than likely become apparent most often in unexpected interview remarks, since test data and the like should relate more directly to the theory. A summary of themes of miscellaneous data will probably be the most appropriate means of analysis. Background data such as age, marital status, number of siblings, parents' occupation, etc., will simply be summarized individually for each subject and for the group.

Specific kinds of data and their analysis will now be discussed. It should be remembered that the labels assigned to these data types, i.e., subjective, objective,
past and present, etc., are organizational conveniences rather than precise definitions. The only exception to this is that all present data is defined as information gathered since August of 1970 specifically for use in this study.

Background Data

This kind of information is factual data about the subject and his family which is not meant necessarily to be directly relateable to the theory. Most of it was gathered recently for this study through the "General Information Questionnaire", (see Appendix) although much of it is normally included in school and college transcripts. The following information was gathered by the above questionnaire for each subject, his Mother, Father or other guardians, and all siblings: name, years of schooling, religious preference, race, age, sex, marital status, occupation, birthplace, and present address. Also included here for each subject will be his original project test battery classification, his interest at present in further education, and the general nature of his relationship with the writer and project staff.

Much of this information might obviously bear on a subject's level of self actualization. Race, residence in a particular part of town, (or frequent address changes)
number of siblings and ordinal position, types of jobs and job changes, etc., etc. might all interrelate to produce particular images of self and subsequent degrees of self actualization. Since the nature of these interrelationships must be inferred at a rather high level of risk, (i.e., their effects are not always obvious at face value) a specific and separate analysis of these data is not proposed. They are best looked at in relation to other kinds of data, and hence will be mentioned in terms of their relationship to self-actualization in the "gestalt" or summary of all data for each case and for the group. In addition, a summary of these data will serve as a factual introduction to each case study.

Past Objective Data

Specifically, data organized for use under this category include high school and college records and scores on the test battery employed in the earlier project. The relationship of these kinds of data to each individual's level of self actualization will be more or less indirect, since the purpose of the data as it was originally gathered was not specifically meant to relate to self actualization. It is obvious, however, that such information as class rank, grade point average or a score on a test of motivation or creativity might lead to highly relevant inferences reflective of an individual's view of self. It
is equally obvious, however, that such inferences might be called "high risk", and therefore such data will have to be looked at in relation to other data more directly reflective of view of self, particularly interview statements. For this reason, only minimal interpretation of these data will accompany its presentation in each case and for the group. Such interpretation will be presented as each subject and the sample are summarized in each "Gestalt".

Project Test Battery

In general, raw scores on these measures are to be presented in graphic form for each subject and for the group, as they relate to group means for the earlier sample of 2677 S's. A short summary of any apparent patterns in the scores or of individual items will follow graphic presentation of the data. Battery test are described as follows. Their selection was based on a factor analytic study which constituted pilot research for the earlier project.

Two test of conventional ability were selected: the Quick Word Test (8, 9) and the Closure Flexibility Test (89, 90). The Quick Word Test is a valid, objectively scorable measure of verbal intelligence that requires the subject to choose which of four words is closest in meaning
to a first word. Extensive normative studies have been conducted with over 25,000 subjects, ranging from grade nine through college freshmen, (9, p. 8) and high correlations have been obtained between Quick Word and conventional predictive measures such as the School and College Ability Tests, the Lorge-Thorndike Intelligence Tests, and Otis Mental Ability Tests (9, p. 11).

The Closure Flexibility Test is composed of items which require the subject to determine which of four complex figures contains a given, simpler figure (89, p. 11). Using college students as subjects in most cases, various researchers have demonstrated factorial relationships between Closure Flexibility and abilities such as analytical ability and reasoning commonly associated with success in school. This measure was most closely related to measures of "intelligence" in the factor analytic pilot study. It was, therefore, chosen as a nonverbal measure of intelligence for the final battery.

Three tests yielding four scores were selected to measure the creativity or divergent thinking factor: the "Word Fluency" and "Brick Uses" tests, and the Ohio State Picture Preference Scale or OSPPS (30, 36, 39). In the "Word Fluency" test, the subject lists all the words he can think of in one minute. Although verbal in nature,
this nonstructured test correlated low with measures of conventional intelligence such as the Quick Word Test. This test has been used often by other researchers, but no consistent, large-scale norming data are available.

Two scores from the "Brick-Uses" test were used. The test requires subjects to list as many uses for a common brick as they can think of in a five-minute period. No generally available norming data are available for this test. Researchers have, however, used it satisfactorily in correlational studies with other measures of creativity.

In the pilot study for this project, correlations were low with conventional tests. The two scores employed were one which gauged the relative uniqueness of each response against other responses (remoteness), and another which counted the subject's number of shifts of major use categories (shifts).

The creativity scale of the Ohio State Picture Preference Scale (OSPPS), was the final creativity measure used here. This instrument asks the subject simply to decide which of a pair of pictures he prefers. The test contains 100 pairs of pictures, and the subjects' choices are presumed to reveal certain aspects of his value structure which might be reflected in his attitude toward school, family, and community. The development of this scale was
based primarily on the responses of creative medical students (39).

Two instruments were selected to measure the motivation factor of what has been called unconventional ability: the Junior Index of Motivation and the Ohio State Picture Preference Scale. The Junior Index of Motivation is a verbal measure of academic achievement motivation. The subject responds positively or negatively in two degrees of intensity to a series of statements concerning values indicative of desire to achieve in school. Norming studies have been completed with a national sample of over 3100 students, ranging from the seventh through the twelfth grades (31, 87). The motivation scale of the Ohio State Picture Preference Scale, was the other motivation measure selected. The development of this scale was based primarily upon validation against a variety of criteria for school motivation (36).

A simple questionnaire, not used in the pilot study, was also devised for the purpose of assessing self-perception of future performance in higher education. Response was indicated on a nine-point scale, with choices ranging from "outstanding" to "totally unsuccessful". It was felt that this instrument might represent an index of level of academic aspiration.
No specific assumptions are made prior to data analysis about the ways in which these tests might reveal information about the status each subject's self-actualization at that point in time. The test scores may relate in different ways, depending on the nature of the other kinds of data for each individual. The nature of such relationships will thus, hopefully, come from these data, rather than having the data available simply to support or refute a set of previously defined relationships arbitrarily derived. This way of working applies to other information in the study as well as to that discussed here.

High School Record

High school transcripts on all subjects were requested and received from the various school administrators involved. Information on the transcripts varied somewhat among high schools, but in general the following information was available: (1) high school grade point average and rank in graduating class; (2) courses taken and grades received; (3) number of credits received; (one credit normally equalling one school year of satisfactory participation in a subject for five school days per week); (4) any changes in school and home residence.

Numerical data will be presented graphically with other such data for each individual and the group, and a
brief written summary of all transcript information will be similarly provided. In the case of group numerical data, organization will be accomplished according to sampling criteria, where appropriate. Non-numerical data will be discussed in the text of the appropriate summaries. This information will relate more inferentially than at face value to the individual's level of self actualization, and hence will generate peculiar relationships when combined with other data.

**College Record**

Transcripts of college records were requested and received for all those subjects who ever attended college, regardless of the length of the attendance. Again, available data varied somewhat, but in general the following information was compared for all college subjects: (1) grade point average; (2) courses taken and grades received; (3) number of credits received. Presentation, analysis and interpretation will proceed identically to that for similar data from the high school record.

**Past Subjective Data**

This kind of information is probably the "softest" kind used here, though in some instances it should prove quite valuable. It is termed "soft" because in many instances it relies for its accuracy on the memory and
perceptual skill of this investigator and of those who worked with him and the subjects in the earlier project.

Generally these data consist of written and unwritten observations of the subjects over the past four years, made by myself, other project personnel, and miscellaneous others. Much of this information consists of poorly organized notes and brief anecdotal records written during the original project, and after, when a conversation, telephone contact or counseling session with a subject was experienced. The data is not well organized, in the sense that it is often brief and generally written, not always dated, and usually consists of a combination of fact and opinion. The amount of information varies from subject to subject, ranging from practically none, for those subjects seldom contacted, to much, for these followed closely over the years. Had the present project been envisioned earlier, more organization might have been possible, but this was not the case.

Some of the information used is based frankly on the memory of myself and others. Since it is extremely difficult to separate opinion from fact, especially when memory is the only source of information, this will be not attempted. Some of the data, of course, though not specifically recorded, is "hard", or purely factual,
because it is obviously true. I know, for example, that one subject was in prison, because I visited him there, and I know that another was turned down for admission to a particular graduate school, because I spoke to the chairman of the applicant review committee in his behalf.

The decision to use this kind of data was a difficult one to make, since much of it is impossible to interpret in a completely scientific manner. The decision was finally made, for two general reasons. First, the degree of longitudinality of the study could be increased, since the data constituted the primary non-objective source of information for the subjects during that earlier phase of the project. Second, this information constituted almost the sole personal record of project personnels' experience with the subjects. This experience, despite its subjectivity and lack of organization, seemed too valuable to ignore. It seemed capable of bringing to the study, at least in part, the unique depth of information and objective/subjective view provided by participant observation. The action research nature of both this and the earlier project necessitated participant observation. This writer particularly was involved in providing vocational and educational information to many subjects, arranging for financial aid, helping with personal problems, etc., etc., during both the earlier project
and this one. These instances will be mentioned in the case studies.

Past subjective data for each subject will be summarized separately in the cases. The information will form the primary non-objective past source of data for use in each case summary or "Gestalt". The data will obviously be different for every individual, and hence a summary for the total group will be difficult to make, except if particular generalizable trends appear.

Present Objective Data

In order to provide a modest base of more objective and quantifiable data for the present time on each subject, three inventories were employed whose items related more or less closely to elements of the self-actualization model: (1) a "questionnaire on life goals", devised for this study; (2) the Junior Index of Motivation (31); and the Self Report Inventory (15). In general, items and subscales of these inventories relate more directly at face value to the model's elements than data discussed previously, although this is not true throughout. These inventories, along with the general information questionnaire and an essay on life goals were completed by each subject at his leisure, following the interview, and mailed back to the writer. Each individual was paid $10
for the written and verbal information gathered for this part of the study.

**Questionnaire on Life Goals**

This 14 item forced choice questionnaire (see appendix), as well as the interview to be described later, were employed on the basis of several assumptions which seem firmly rooted in the research literature relating to self concept. First, the usefulness of self-report as a technique for research has been firmly established. Most of the information here has been gathered with the assumption in mind. Second, the influence of school and vocational life, and of significant others (parents, relatives, siblings, peers, etc.) on individual self concept has also been firmly established by research. It seems reasonable to expect, therefore, that questions dealing with these kinds of influences should elicit responses more or less relateable to the self-actualization model's constructs. Certain items (1, 2, 3, 4, 5, 6, 8, 9, 10), thus, on the "questionnaire on life goals" were written to elicit information about particular elements in the self-actualization model through their emphasis on vocational, educational and social goals.

Six items (1, 2, 3, 4, 5, 6) on the questionnaire were written so as to elicit self actualization information
through the more generalized model constructs of motivated behavior and hope, using vocational, social and educational goals as their focus. Responses to these items might therefore relate to any or all of the model's more specific constructs of self-awareness, self clarity, etc., since the individual nature of motivated behavior and hope have been described primarily as resulting from the peculiar interrelationship of the six other constructs.

For example, in the question: "Are you generally (pessimistic, optimistic, seldom concerned) about achieving success in life in your vocational goals?"; varying answers may give inferential data on several constructs presumed to relate to hopefulness, which the question was designed to assess. A "pessimistic" response might suggest that the individual lacks self-strength, perhaps due to an unclear image of self or confused relationships with others, and that one might expect such a subject's purposes in life to be unclear. An "optimistic" response might suggest the reverse situation, or a "seldom concerned" response might suggest either a general lack of clarity in the individual about self in relation to society, or perhaps the inappropriateness of the self-related constructs for that individual.

The remaining eight items (7 through 14) were written specifically to elicit information about the six model
constructs defined here as being related to the peculiar nature of an individual's hopefulness and motivated behavior. For example, question #7 was meant to relate to self-awareness, nos. 8, 9 and 10 to self-clarity, #11 to awareness of others, #12 to self-strength, #13 to self-purpose and #14 to life meaning.

Because of the absence of reliability and validity data for the questionnaire, and its small number of items, its use is intended only as a general indicator of each subject's attitudes about the model's constructs. Though the questionnaire is most directly related to the model's constructs of all paper and pencil devices used here, its results will be used only secondarily in constructing the Gestalt for each individual and the group. Scoring was accomplished by giving a value of 3 to a positive response, (like optimistic) a value of 2 to a neutral response and a value of 1 to a negative response. Summing of these values would indicate that the higher the score, the greater a subject's level of self actualization, and vice versa. Highest possible score is 42 and the lowest is 14. Subjects' scores on the questionnaire will be presented with other numerical data in the case studies.

Junior Index of Motivation (JIM Scale)
This instrument was used as a part of the test battery in the earlier project. It is described elsewhere in this study as a valid, reliable and objectively scorables measure of motivation to achieve in school. Its development and validation have been recently described, (87, pp. 56-88) and it has been used in a variety of research studies (33, 34, 35, 36, 37, 38) involving over 25,000 subjects ranging in age from seventh grade to college age.

The JIM Scale was employed in this study generally for two reasons. First, since a major focus of the study was the motivation of individuals who have been involved, more or less continually, in formal school situations of various kinds for most of their lives, it seemed reasonable to expect that the JIM Scale would give objective information about school and educationally related motivation. This information could be related inferentially to self-actualization through the model.

Second, since the instrument was part of the earlier project, a readministration of it four years later would yield two scores for each subject, which, by comparison, might give general evidence related to the longitudinality of subjects' school related motivated behavior. Even though some of the present subjects are not attending schools of any kind, motivational data might still be useful. For
example, it might reasonably be predicted that the JIM Scale score of non-school attenders would remain the same or decrease from high school to the present, whereas the reverse might be true for those presently in school. Such a comparison of scores might, therefore, either support or challenge the interpretation of other motivationally-related data for each subject.

Past and present JIM Scale scores will be presented with other numerical data for each subject and as a mean for the group. Discussion of any past-present score differentials and their possible relationships to other data will be attempted. JIM Scale means from a national norming sample as well as for the project sample will be used for comparative purposes.

Self Report Inventory (SRI)

Form R-3 of this instrument is described as a brief, objectively scoreable measure of mental health, assessing eight logically different areas of the phenomenal world (12, p. 355). The 48 item questionnaire (see Appendix) requires the subject to respond in terms of a five point continuum, with choices ranging from "most like me" to "least like me". SRI has been used successfully in several studies (11, 12, 13, 14) as a general indicator of the mental health of college age students and elementary and
secondary school teachers. Norming data are available for
2164 college students who were similar in age to the pre-
sent sample (12, pp. 356-357). SRI was selected for use
here for the following reasons. Its development is de-
scribed elsewhere (13).

First, the concept of mental health upon which SRI
subscales were constructed is based on phenomenological
theory (13, p. 47). The present study also follows these
ideas closely. Self-actualization and mental health seem
to be concomitants of each other. The instrument has also
been recommended for use in clinical situations, (13,
p. 46) which the present work is to some extent.

Second, the eight individual subscales of SRI seemed
capable of yielding information quite directly related to
the constructs of the self-actualization model employed
here, though the correspondence was not exact. The eight
scales are described as follows:

1. Self. Items express acceptance, liking, or valuing of
one's self or the opposite.

2. Others. Items express acceptance, liking, or valuing
of peers, or the importance of satisfactory relation-
ships with peers to one's own sense of well-being -
or the opposite.

3. Children. Items express acceptance, liking, or valuing
of children, or the satisfaction derived by the subject
in relationships with children - or the opposite.
4. Authority. Items express acceptance, liking, or valuing of older persons outside the family who are in positions of authority with respect to the subject - or the opposite.

5. Work. Items express a valuing of work or accomplishment in terms of its intrinsic or self-enhancing satisfaction to the subject - or the opposite.

6. Reality. Items express acceptance or valuing of life as a process, (including death) and feeling at home in, and relatively comfortable with, a not always predictable world - or the opposite.

7. Parents. Items express acceptance, liking, or valuing of one's own parents, or the importance of one's relationship with parents to his own sense of well-being - or the opposite.

8. Hope. Items express an optimistic anticipation of the future or a sense of confidence that one will play a significant and satisfying role in future relationships and undertakings - or the opposite.

9. Total. The sum of all subscores that may be construed as the positiveness of respondent's perceptions of his phenomenal world (12, pp. 355-56).

Four scales, (Others, Children, Authority, Parents) as described above, would seem by inspection to relate closely to self-actualization model construct awareness of others. Since these scales constitute half the SRI items, it is clear that the major difference between SRI's theoretical orientation and the present one is the emphasis it puts on constructs which are "other-related", rather than those which are more purely related to self along. One SRI scale, (self) of course, relates directly to feelings about the self as a more or less "separate" entity, though such separateness never can occur in reality. This
scale would seem to yield scores directly relateable to the self constructs of the present theory.

According to scale descriptions, two other scales (hope, reality) ought to relate directly to model constructs, while a third (work) should also relate, but more indirectly. The hope scale should relate to the various self constructs of the model, while the reality scale, as described, seems to have a closeness to the model's construct of life-meaning. Additionally, the work scale should provide inferential data about the self constructs, because of the relationship between self-concept and vocations mentioned previously.

SRI scale and total scores were derived according to the method suggested by Bown and Veldman, (16, pp. 2-4) and are presented with other numerical data for each case and as mean scores for the group. Their apparent significance for each individual and the group is discussed as compared to the means for the college-age norming sample mentioned previously.

Present Subjective Data

Information derived from two sources will be discussed here: (1) an "essay on life goals", written by each subject, and (2) an unstructured interview, one to
two hours long, tape-recorded and transcribed verbatim for each individual. In point of sheer bulk, these data constitute the primary information for the study, each combined essay and interview transcript ranging in length from about 15 to 40 typewritten pages. Though some of these data will not relate to the theory, they still would seem to be the most important segment of information gathered here, since both interview and essay were designed so as to allow individuals maximal freedom in self-description and analysis. This, of course, is an opinion based on biases held here, and is not meant to minimize to potential value of data derived from the more structured sources previously described. In many respects, data derived from structured and unstructured sources have a unique and inherent value which makes their respective usefulness largely incomparable. A fuller discussion of the relative importance of the various kinds of data in the Gestalt of an individual or the group will come later. Since analysis of the essay and interview data are identical, its description will follow a more general account of how these methods of data gathering were employed.

**Essay on Life Goals**

Brief instructions for this essay suggested minimal structure to the subject for what he wrote (see Appendix).
Suggested structure dealt with relating aspects of individual social, vocational and educational goals, on the assumption, discussed earlier, that information about these areas would reveal inferential data on the model constructs. Though this minimal structure was suggested, subjects were encouraged to exercise their own desires by writing as much or as little as they wanted, or by going as far beyond the suggested guidelines as they chose. Essay and interview were used for the general purpose of a cross-check on the same information. Though the essay would normally be expected to provide less information, since interviews generally were quite lengthy, it was hoped that the opportunity to write about one's goals would allow those subjects ill-at-ease in verbal communication the opportunity to express themselves, and vice versa.

Unstructured Interview

The basic assumption for lack of structure in the interview was simply that if individuals are allowed freedom in talking about themselves, in whatever fashion they choose, they will do so. In other words, people like to talk about themselves; so why not let them? If this assumption is generally true, then in the course of such an interview individuals ought to say some things, perhaps many things, which would be more or less directly relateable
to their level of self-actualization through the model's constructs.

Problems arise, of course, with this method, as with any. Even if all individuals talked continually about themselves, they might be apt to cover totally different areas of concern. Though vast differences in individual verbal details were to be expected, it might be advantageous to foster some degree of comparability of data in terms of the general areas of information discussed. The problem then seemed to be a paradoxical one — to introduce a barely minimal structure within an interview meant to be largely unstructured. This was done in two ways. First, a general lead-in to the interview was given by the interviewer, worded differently every time to help ensure the basically casual nature of the talk. The lead-in generally sounded something like: "I'd like to hear about the kinds of things you've been doing since I saw you last, and how you feel about them. You can talk about school, work, our project, your social or family life or anything else you want. Feel free to leave out things you might not want to discuss." An initial attempt was thus made to get at self-related information through discussion of areas, mentioned previously, which seem to require the exercise of aspects of self-concept. If discussion of any of these areas immediately ensued,
conversation was generally allowed to "flow" naturally, including digression, in order to continue the basically casual character that most interviews assumed to begin with. Secondly, if individuals were hesitant to talk at all, or if they left out any mention of any of the areas of work, education, social relations or the project, then the interviewer opened up conversation about these areas. The attempt was made to time these lead-ins so that they did not obviously interrupt the flow of whatever other talk, if any, that was going on at the time. Since, however, the basic assumption for the interview was that the subject should be free to respond however he chose, the periodic lead-ins and other questions were in no way forced on the subject. If a particular question was asked once or twice and no detailed response ensued, then that area of discussion was simply dropped. This resulted, in a few instances, in a dearth or a total lack of information relating to particular general topic areas. Since, however, information on self might be inferred from other topic areas, it seemed most important in the long run that the interviewer be basically consistent with his initial promise of general freedom of response. The interview, thus, resembles a conversation in some instances, because of the assumption on which it was based, and also due to the relative closeness that the interviewer had with at least half of the subjects. At this point in the investigation,
(all interviews are now completed as this is written) a wealth of useful information seems to be available from most of the interviews, so the appropriateness of the interview strategy seems established. This will be discussed more fully when the data has been completely analyzed.

Analysis of Essay and Interview Data

Since the product of both these devices consisted of pages of paragraphs and sentences, primarily in the subject's own word, it seemed not only convenient but appropriate to use the same method of analysis for both, though data were kept separate in order to identify their source. The method of analysis will be discussed first, followed by a summary of problems and limitations of that method.

Since a model of self-actualization composed of generally specified constructs was to be employed, it was necessary to somehow sift the written material from essay and interview to see what portions of that data related to the model and what did not. That data not apparently related to the model was to be labeled "miscellaneous" and discussed separately if it seemed important in the subject's development. Information which "fits" the theory is our concern here.
A general rather than a specific method of content analysis was employed with this information, for several reasons. First, a rigid observational system, no matter how carefully devised, can exclude highly relevant but uncategorizable data, or can distort its meaning if it is made to "fit" a category that it is not closely related to simply for purposes of convenience. The latter can occur, of course, with a general method of analysis too, but such a method, at least as employed here, does not imply by its existence a false preciseness. Such a preciseness, of course, is extremely difficult if not impossible to attain, especially when the variables under investigation are inevitably as personally defined and hence subjective as those here are. The true nature of one's feelings about self and others can never fully be known by an "outsider", except through levels of inference. It seems more realistic to employ a style of inference more commensurate with the apparent nature of the phenomena under study than to attempt to sift those phenomena through a screen which is either too restrictive or too open. Since the variables under consideration here are difficult to define accurately in an operational sense, because of the multitude of more or less overt behavioral manifestations through which they might be inferred, a relatively open inferential screen seemed more appropriate. It seemed best simply to acknowledge the
problems inherent with such an approach and then proceed to use it, illustrating the nature of its use and related difficulties in the process.

The end result of the content analysis of essay and interview data, at best, will be a general trending of the subject's remarks, in terms of the self actualization constructs and miscellaneous data, rather than a precise count of statements fitting rigid operational definitions. Three general steps were involved in the analysis of each interview and essay.

First, "units" of thought in each typescript were identified by inspection. Definition of a "unit" was general too, the usual meaning used being: a word, clause, phrase or sentence whose general meaning was such that it could reasonably be said to represent a relatively complete thought distinguishable from that of units immediately preceding and following it. Strict operational definitions of the terms "reasonable" and "complete" were avoided. Use of these terms in the analysis was frankly intuitive and subjective. Second, units were classified by number according to the self actualization model's constructs, or by a miscellaneous category, on a simple chart (see figure 2) for each individual and for the group. Third, a general valuation (positive, negative,
unclassified or neutral) was assigned to each unit, and a tally mark for the unit placed in the appropriate column on the chart. Valuation was assigned to units according to whether they seemed to suggest movement toward or away from self-clarity, for example, whether they indicated a positive or negative relationship with others, etc., etc. A neutral valuation was assigned where relationship with a model construct was clear, but its directionality was not. Entries in miscellaneous categories were assigned, valued, named and numbered as they appeared in the data sheets. As content analysis continued, representative statements were chosen for later use as illustrations of the kinds of remarks categorized under particular model constructs or miscellaneous areas.

<table>
<thead>
<tr>
<th>Subject's Name</th>
<th>Positive</th>
<th>Negative</th>
<th>Neutral or Unclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>2</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Self-clarity</td>
<td>3</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Awareness of others</td>
<td>4</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Self-strength</td>
<td>5</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Self-purpose</td>
<td>6</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Life meaning</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project influence</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Vietnam War</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Racial conflicts</td>
<td>10</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>etc., etc.</td>
<td>11</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

FIGURE 2

WORK SHEET FOR INTERVIEW AND ESSAY CONTENT ANALYSIS
Several problems attendant to this method of content analysis were recognized but not dealt with in any systematic way. The first of these has to do with the way in which a unit of data relates to a model construct. This involves the level of inference required for a unit to be categorized in a particular way. A unit might relate at face value to a model construct, that is, a subject might directly say that his goals are unclear. Categorization is no problem here, and high levels of inference are unnecessary. If a subject would describe various jobs he had, without any apparent valuation of them, these units might be inferred to relate to self-purpose without the individual actually discussing the nature of the relationship. Inference would be necessary here in deciding to assign a positive or negative self-purpose value to the units, or to categorize them as unclassified or neutral. In the latter example, the categorization and valuing of statements cannot be accomplished completely at face value. A higher level of inference is required. It could be argued of course that even the categorization of the most obvious statements is never really done at face value, and that we must infer that such data is in fact true based largely on faith. The point is well taken, but it does not negate the essential idea of the former argument — that levels of inference employed vary in degree and kind. Literal meaning of the unit was the
first check point for categorization. If the statement fit a category literally, it was labeled and categorized appropriately. With most units, however, a higher level of inference was required, and if the inferential treatment of the unit raised an extremely wide range of possible interpretations, then it was best categorized as miscellaneous. It might be appropriate in a more elaborate study to somehow keep track of the units which were categorized according to particular levels of inference. This was not done here in any precise way.

A problem related to level of inference had to do with the extent to which interview and essay data could be accepted as true. Any information gathering technique which approximates self-report runs the risk of eliciting responses which the subject believes to be most socially acceptable, but which may in fact be distorted or untrue. Though recognized, this difficulty was largely ignored in the study. Though an attempt was made to gather various kinds of data, the technique of gathering them was largely self-report, though the style of self-report varied. Since choices had to be made, self-report was chosen as a basic technique because of its relative simplicity, convenience and potential for eliciting meaningful data. In the categorization of interview and essay units, the general procedure was to attempt to accept all remarks as
true, though this was sometimes difficult. It was hoped that inconsistencies and interpretational options could be discussed in each Gestalt, after tentative categorization of units, though the general intent was to avoid "second-guessing" as much as possible.

The possibility of multiple categorization of essay or interview units presented another problem difficult to resolve, especially given the use of general definitions of model constructs. It was possible that given units might relate rather obviously to two or more model constructs. If the generalized sequencing of the constructs suggested for the model is generally true, it would also seem quite possible that the existence of data relating to a "later" model construct (awareness of others, for example) would suggest the existence of elements of a "prior" construct (self-awareness and self-clarity in this instance) for an individual, even though evidences of those constructs might not be visible in the data. These difficulties, though not resolved, were dealt with as follows. Units with apparent multiple meaning were arbitrarily categorized according to all the possible model constructs to which they seemed to relate. Thus two or more tallies might be assigned to a particular unit. The problem of inferred existence of "prior" model constructs was not dealt with at the level of unit categorization.
Though such an inference would seem appropriate in most cases, it seemed best to consider it at the level of the Gestalt, when all other available data was at hand.

Other difficulties with this method of content analysis might be discussed. For example, the method used here made no systematic allocation for the very important effects of such aspects of the interview as verbal intonation or non-verbal gesturing, facial expressions, etc. Obviously these factors and many others need to be considered in future research, and represent difficulties in present methods. No one method, however, or even a combination of methods can expect to avoid all difficulty. The best, therefore, that seems possible, is to choose methods and use them intelligently, pointing out at least the most salient of unresolvable difficulties, and attempting, within the limits of resources and capability, to work toward the resolution of other problems. It is hoped that that has been accomplished here.

Interview and essay information will be summarized separately in terms of model categories and miscellaneous ones for each case and for the group. As this is done, particular units and portions of units will be quoted verbatim, where possible, in order to illustrate the kinds of data categorized under particular model categories. In
addition, a general indication of the nature of the "tone" of the interview will be presented, particularly in terms of the subject's general receptiveness or lack thereof. These factors, of course, are subjectively established and indefensible from a scientific point of view. They will be mentioned, however, as a kind of benchmark against which the reader may choose to view the analysis of the data. Such factors may well influence data interpretation at an unconscious level. It seems important, therefore, to provide the reader with at least a very general estimate of the nature of that potential influence.

The Gestalt

The difficulty in tying together several bits of information only generally related to each other in order to form a picture of the development of an individual and his level of self actualization over a period of time is quite obvious. The problem of explaining in precise terms how this was done seems equally difficult, since each individual is different, and the group, of course, represents a complex of those differences, few of which may be generalizable at all. The more general approach to each Gestalt is, however, relatively easier to communicate.

The theory used here suggests that evidences of individuals' motivated behavior reflect the status of the
development of their self-actualization process at any
given point in time, in terms of self-awareness, self-
clarity, awareness of others, self-strength, self-purpose
and life meaning. An assessment, then, of the motivated
"behaviors" relating to self-actualization and its
development over time, though these constructs, ought to
allow one to reflect back and made inferences about the
nature of hopefulness for each individual and the group.
A primary emphasis, then, in each Gestalt, will be the
nature of motivation and hopefulness, as revealed by the
evidences of motivated behavior available for analysis
for each subject and the group. Another emphasis will
involve the extent to which the nature of motivation and
hopefulness is revealed specifically through the six con-
 structs defined as reflective of these qualities. A
third emphasis will deal with the extent to which the
subjects' peculiar brands of motivation and hopefulness can
be determined to be related to particular environmental
influences, such as school, college, the project, family,
peers, vocations, etc., etc. Another part of each Gestalt
will discuss the extent to which uncategorizable or mis-
cellaneous data can be related to the development of the
individuals, in terms of self actualization or otherwise.

The process of using the data to discuss the subjects
in terms of the emphases mentioned above is difficult to
communicate verbally. Inevitably many relatively un-describably value judgements, based intuitively on the data, are involved in such a process. After analyzing and separating the data into its gross categories, just described, the process involves putting the information back together again, according to the emphases described above, in order to form a picture of the individuals and the group. A crucial step in this process was the weighting of particular parts of the data according to the relative degree of importance they seemed to assume in the total picture of the individual or the group.

No one method of weighting was used consistently. One way was to assess generally the level of inference required to relate the data to self-actualization. If much "guessing" was necessary to do this, it seemed that that kind of inference ought best to be used cautiously in arriving at any generalizations about individuals, and vice versa. Data which directly reflect behavioral manifestations of the self actualization process ought generally to assume more importance in a Gestalt than that which does not. In other words, what an individual does ought to reveal more about him than what he says, though this generality must be applied cautiously. A subject may say he likes to learn, for example, yet his grades may be low. While low grades may be a real indicator that
the individual has not demonstrated his desire to learn, they might also suggest that the school or individual teachers have discouraged his learning, though he may still want to learn, they might also suggest that the school or individual teachers have discouraged his learning, though he may still want to learn. Though the weight of years of bad grades cannot be denied, such evidence should not categorically be taken as evidence that an individual does not want to learn. His motivations, as he defines them, might genuinely have been frustrated by the school or others, though they may still exist, manifesting themselves differently, or perhaps not at all in readily observable ways. The point in this example, then, would be to accept the weight of the evidence, but not to draw firm conclusions on that basis unless other evidence corroborates it.

Date must also be emphasized in each Gestalt in terms of the relative degree of consistency, or lack thereof, which they bring to an estimate of self-actualization and its related environmental influences. Interpretations of the available data may offer generalizations which more or less generally coincide, so that a clear picture of the individual is suggested, or they may contradict each other or differ in their relative degree of consistency among themselves. The chief difficulty here is in deciding if
interpretations of data are generally correct or whether they are the result of the incompleteness of the data. This kind of decision must always be made tentatively in our opinion, because the nature of research is such that it is difficult to know with real certainty if our generalities are accurate and our judgements reflective of truth.

The Gestalt, thus, is ultimately the product of many decisions which are not totally explicable. Those decisions in this instance come from only one person, an obvious source of potential error. To the extent of our limited resources, the attempt has been to arrive at those decisions by rational processes delineated generally here. Those decisions which are left unexplained are not necessarily irrational ones, but certainly intuitive and subjective. To the extent that they demonstrate the individuality, often ignored, of both researcher and subject, then they have value.

In summary, the reader must be cautioned that a description of methodology which is clear may not reflect accurately what was actually done. For a written description of methods to be maximally understandable to the reader, it must basically segment and organize a sequence of planning, action and subsequent and intermixed
replanning which is in many respects not capable of being segmented and organized. Out of the obvious necessity for understandable communication, the attempt here has been to organize and segment, realizing that this process might reduce the accuracy with which what actually was done in the research is reflected. Such organization in the writing seems to suggest a precise temporal sequencing to both the development and the implementation of the methods, which is not necessarily totally accurate. Whether this should be the procedure or not is another question. The methods just described were arrived at different points in time, before the gathering of data, during it, after it, and during the "practice" analysis of some of the data. In some respects the methodology was not actually crystallized until it was written, and it changed somewhat, in detail, from its first writing, till now.

General procedures, of course, have not varied, but details have, and will. Planning of procedures, thus, is one thing which can be done more or less ahead of the work itself. Implementation of those methods, however, is quite another thing, which can influence and alter original plans. Planning and implementation were never totally separate in this research, and at particular times, though not consistently, they "occurred" simultaneously. Segmentation
of planning and action does occur, of course, and is valuable to a degree, but the intermixing of the two as a part of a researcher's thought processes as he considers his project on a day-to-day basis is just as much a fact. The previous writing reflects little of the nature or the temporality of this intermixing. Though it does not misrepresent what was done or how it was done, it says little about the constant and changing interplay between the two and how that affects the final look of each segment of the research. This is a shortcoming which cannot be resolved here.
CHAPTER V

THE CASE STUDIES

The following pages represent individual studies of twenty persons who were participants in the former action research project in which the present study had its origins. The chief focus of each case study is an assessment of the development over four years of each subject's process of self-actualization. This assessment is made in terms of the conceptual structure previously described, and is meant to be quite general. Data for each individual were analyzed separately, and each sketch written without conscious reference to the others. No organized attempt to generalize across the cases was made until all data were analyzed and each case written. By this procedure, it was hoped that each case study could more readily manifest its own inherent uniqueness as a tribute to the individuality of the subject involved. As such, each person can be viewed and studied individually without necessary reference to other members of the sample.

Each case study is organized by reference to the general kinds of information studied, and a Gestalt, or
summary, of all data as it relates to self-actualization, motivated "behavior" and hopefulness is provided. All subjects consented to the use of personal information contained in the case studies, although identifying information such as names, specific job titles, specific residences, locations of schools and colleges and the like were disguised to protect the identity of the individuals involved. This kind of editing, along with elimination of particular portions of quoted interview remarks unnecessary for the communication of central ideas, was essentially all the alteration of personal information that was done. Most such data, therefore, particularly from interview and essay, is used in a largely unadulterated form. An accurate representation of the content of interviews and essays is thereby provided, as well as a reflection of the speaking and writing style of the subjects.
Case #1: Leonard W.

Background

Leonard is an unmarried male Negro, 21 years of age. He was born near a major midwestern urban center, and lived there continually for most of his life till he graduated with distinction from the city's only all Black high school in 1967. Upon graduation, Leonard attended college for a year at a Black school in North Carolina, then returned to his home city to work and attend college at the local state university. Recently Leonard moved to (and continues to reside in) the city of Montreal, Quebec, Canada, in order to avoid being drafted into military service, possibly for duty in Viet Nam. His 45 year old Father is a college graduate in Social Work, and is employed as a supervisor for a state welfare agency. He was born in Georgia, which Leonard described on his questionnaire as "no man's land". Leonard's 40 year old Mother is a high school graduate employed as a postal worker. His parents still live in the midwestern city, in a lower middle class, largely Black neighborhood. A 17 year old sister and 8 year old brother, both students, also live there, along with Leonard's 20 year old brother, a high school graduate and clerk for a gas firm. His parents have separated on several occasions but remain married. Leonard says his parents believe in God but have
no religious preference. He lists no religion for his brothers. For his own religious preference, he writes: "none worth preferring". For his occupation, he writes: "Student of Life", though he mentions having worked at various part-time jobs in Canada. In the questionnaire space for "guardians", Leonard lists "Bobby Seale, Huey Newton, Eldridge Cleaver and Malcolm X". For their religious preference (and that of his 17 year old sister) he writes: "Black Rights, Black dignity, Black Freedom and Black Lives".

Summary of Past Subjective Data

From the beginning of Leonard's rather brief association with our project, it appeared that he was one student who didn't need as much help as some of the others. Though he and his family were extremely receptive to project personnel, it appeared that they had begun to make many of the preliminary arrangements for him to attend college somewhere. Leonard and his parents needed no convincing. Leonard's outstanding high school record made him quite attractive to colleges. By the time the project reached him, he had already applied at five universities, both for admission and for academic and athletic (track) scholarships, with the abundant help of his high school coaches and counselors.
In high school he was on the honor roll continually, making all A's and being elected to the National Honor Society during his senior year. In addition, he was a devoted athlete, practicing at all hours for the dash events in track, and eventually running 9.9 seconds in the hundred yard dash. He lettered in track, was in many activities, and was elected outstanding social studies student in his senior year. Overall, Leonard was the model student.

It appeared that the most that the project could do for Leonard was to support his admissions and financial aids requests at the various colleges. We did this at his request, with his parents' full support. We also offered the alternative of attending the local state university, our direct affiliation, but Leonard declined because he wanted to get away from home. Several home visits and periodic telephone calls from January to August of 1967 were sufficient to accomplish the project's meager services to Leonard, who was always highly courteous and personable in all our contacts.

By June of 1967, Leonard had accepted a full scholarship for his athletic abilities at a Black State College in North Carolina, arranged by his high school track coach. He had previously told us he'd rather get an academic
scholarship than one for his track skills, but he apparently gave in to the latter for financial reasons. After making it a point to thank us for our efforts, Leonard worked full-time for a telephone company in the Summer of 1967, and was off to North Carolina that Fall. This ended our continual contact with Leonard, except for a few phone calls and letters. After a successful year at the North Carolina school, he returned to his home city and enrolled in the state university for one term. After that he worked for a large electrical equipment manufacturer, while living at home, till he decided to go to Canada.

Summary of Objective Data

Nearly all ability related measures from Leonard's past substantiate his apparently high capability, at least in relation to the comparison groups used here. Only on word fluency of the verbal measures does he fall slightly below the comparison mean. It is interesting that his two lowest scores are both on the non-verbal Ohio State Picture Preference Scale. The only attitudinally-related past measure, the JIM Scale, suggests a healthy attitude toward school and related areas.

Present objective data, all attitudinally related, suggest a complete reversal of Leonard's former attitudes, which must have been appropriate, on the surface at least,
for success in school and elsewhere. All but one score (SRI children) on the present measures fall below group means, and all but two, (SRI reality and self) are well below comparison means. A 28 point drop in JIM Scale score from past to present also suggests a growing negativism for Leonard toward schools and toward White American institutions in general. Relatively "normal" SRI self and reality scores suggest a measure of positive attitude toward self and perhaps some consideration of life meaning. The high SRI children score suggests perhaps one of the few areas where data indicate that Leonard remains consistently positive and trustful of others. Children, of course, are not as affected by the negative aspects of society as adults, and hence become symbols of the goodness in man for many.

The only possible generalization that can be made here is that recent measures are reflecting negative attitudes related to Leonard's decision to move to Canada. Unfortunately, with the exception of the JIM Scale, it can only be assumed that the attitudes measured here were more positive prior to his move. High grades in high school, and graduation with distinction certainly support this assumption, as do his other high school honors, cited previously. In any event, a negative trend, at least as "negative" is defined by these measures, is certainly
OBJECTIVE DATA

Name: Leonard W.
I.Q.: 109
Project Test Category: High Conventional - Low Unconventional
Not known to project staff.
Not interested in further education.

<table>
<thead>
<tr>
<th>Past Data</th>
<th>Group mean</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
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<td>High School Grade Point Average (4 point system)</td>
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</tr>
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<td>High School Credits</td>
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</tr>
<tr>
<td>High School Graduation Rank (no. Graduated = 264)</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>College Grade Point Average (4 point system)</td>
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</tr>
<tr>
<td>College Quarter Hours attempted to present</td>
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</tr>
<tr>
<td>Quick Word Test</td>
<td>1 = 53.8</td>
<td>73</td>
</tr>
<tr>
<td>Word Fluency</td>
<td>1 = 22.5</td>
<td>22</td>
</tr>
<tr>
<td>Brick uses - remoteness</td>
<td>1 = 13.3</td>
<td>203</td>
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<tr>
<td>Brick uses - category shifts</td>
<td>1 = 6.9</td>
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<td>OSPPS - Creativity</td>
<td>1 = 15.0</td>
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<tr>
<td>Nine Point Scale</td>
<td>1 = 4.1 (good)</td>
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<td>Junior Index of Motivation</td>
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<td>Life Goals Questionnaire</td>
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<td>SRI: Self</td>
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<td>SRI: Others</td>
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<td>SRI: Authority</td>
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<td>12</td>
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<tr>
<td>SRI: Total</td>
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<td>92</td>
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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
apparent for Leonard, even if its particulars are not.

The Interview

The conversation with Leonard was held at long distance, over the telephone, for an hour and a half, from Montreal. The talk was tape-recorded over the telephone, though the recording was poor in places because of the conditions. The essential sense and continuity of what was said could be deciphered, though in some cases exact wording was not. Because of this, paraphrasings as well as quotes are used to discuss the interview in the following paragraphs. This was an unusual talk in many ways. After being appraised of the nature of the interview, Leonard talked almost continually for the full time. I interrupted only briefly about 8 or 9 times, but Leonard would seldom let me elaborate on anything. He was too eager to talk. He did not object in any way to being taped, and the nature of his talk was absolutely open. He had no qualms about discussing any topic that came up, and he did so in clear and vividly descriptive terms. Many of the interview's parts were difficult to categorize by the model. The totality of the talk, however, has obvious relationships to self-actualization and beyond.

Remarks in the interview obviously related to self-awareness as defined here were essentially non-existent.
The second-largest category (23%), however, was self-clarity, so considerable self awareness is assumed. The nature of self-clarity remarks, nearly all categorized as relating positively to self-actualization, needs some explanation. Leonard's talk was essentially a series of criticisms about the United States' involvement in Vietnam, racism in America, social institutions such as schools, etc. His talk might have been labeled a harangue or a tirade except for one thing: some evidence suggests considerable rationality involved in the thought processes which led Leonard to criticize the way he did. Much emotionalism is obviously involved too, as comments will demonstrate. No one can leave his home, perhaps forever, without getting somewhat emotional about it, especially under these conditions. But Leonard's emotionalism is tempered by rationality growing out of his intelligence and "character", as he calls it. This rationality, based in much prior thought, seems to have caused him to search himself to determine where he really stood and why on the crucial issue at stake here - whether or not to leave the country. The data suggest that he gained a measure of self-clarity in the process, at least at the face value of his remarks. Though most of these remarks are categorized as positively related to self-actualization, it seems entirely possible that the nature of the self-clarity (and related purpose and strength) that Leonard is gaining in
contributing to a self actualization largely at odds with society, or at least with White, American society. Some remarks related to Leonard's self-clarity follow.

The decision to dodge was an agonizing one, but I made it and I'll stick to it ... it's hard, but I made my decision.

I learned to take responsibility when I was young. Mom and Dad were separated, and I helped Mom out a lot ... I remember cashing checks at eight years old.

I'm now kind of a Marxist-Socialist ... against Nationalism ... especially as Americans practice it.

The idea that the U.S. is best in everything is so deeply ingrained in me that I can't get rid of it ... even though I disbelieve it ...

I just couldn't see fighting for a White society that didn't give a damn about Blacks ...

I'm just a nigger, but I'm gonna be that at least ... a Black human being, just me ...

In high school ... I could do no wrong. I was Leonard W., track star and good student.

I've got it all together, but I don't know what it means ... still, I'm being myself and it feels great ...

I'm an atheist; my strong character is me, not anyone else, though I get a lot of it from Mom ...

... Sure I get homesick for my friends and family, but this decision is all mine, and I've gotta stick it out myself ...

Approximately 28% of categorized remarks for Leonard relate to awareness of others as defined here. Given the bitterness he feels against Whites, it is significant that
over half those remarks were categorized as relating positively to self-actualization. Though many of the positive remarks relate to Blacks, some seem to suggest people in general, regardless of color. A few remarks, made specifically to me, a White, also suggested a positive attitude to people of all colors. Though he could curse "Whitey", the generalization, he did not curse "Whitey", the individual. This courtesy, as expressed in verbal remarks, is regarded here as positive awareness of others. Examples of remarks categorized as positively related to awareness of others follow.

In regard to inadequacies he saw in schools: Why not just let kids learn and forget courses . . . give them what they need to learn as individuals . . .

Mom's a grand old bitch with strong character, but I had to fight to live with her . . .

Whites feel guilty or something about how they've treated Blacks. That's why they're so defensive . . . I doubt that they'll change. They've got everything to lose.

In regard to my Ph.D.: I don't want to insult you, but it doesn't mean a thing.

Why pick out the top students to help? It's the other ones who need help to get into college and jobs. The best ones don't need help. Why not just give kids money and let'em spend it for school?

as the talk ended: I'll keep your address as a friend and not a project director . . . I hope I was some help to you.

Comments negatively related to awareness of others:
Racism in North Carolina, the "Hillbillies" at the factory ... made me ... gradually change my life.

The hillbillies were jealous of Blacks because all the White girls wanted them ... I really think Whites are afraid of the Black man's virility, and that's one reason we were kept down.

I came from a "good" Black family. Dad knew all the right white people.

I distrust white radicals, though some have died ... If they bring changes as Senators 20 years from now, I see some hope ... but they'll probably shave and work for IBM ...

The hillbillies were nice to you at the plant ... but they'd write vulgarities about you on the rest room walls ... left you at the gate at night to your own world - the ghetto.

Evidences of Leonard's self-strength are few, (about 4%) but clear:

I'm not bragging, but I've got strong character ... I don't back away from decisions like this one. ("dodging")

... a lot of other dodgers can't take it ... are cracking, turning to dope. Not me; I made the right decision and I'll stick to it.

I decided to do what I thought was right when I saw all the racism and hypocrisy.

Evidences of Leonard's consideration of purposes in life comprise about 10% of remarks analyzed. They generally indicate a clear but unspecified purposefulness, but one which cannot be spoken of in the usual vocational-educational terms. A few remarks, though quite purposeful, were
categorized negatively because of the obvious potential for destructiveness of self and others involved. Examples:

College is all bullshit . . . even in Canada its a white institution, so I won't go here, probably not anywhere . . . besides that its too hard to get in up here.

I'm just being me and it feels good, but I'm looking for something to do. I know I'm goin' somewhere but I'm not sure where.

A Black Revolution will come . . . it may take 10 or 20 years. I'll be there with my gun in my hand. Everything's so nebulous, it'll feel good to shoot. That must be why they bomb in Viet Nam. You can see immediate results.

I changed my life because I couldn't stand to be a party to what I thought was basically wrong.

The only remark related directly to Leonard's consideration of his life's meaning was the one cited previously where he said he was an atheist. It seems reasonable to assume that the general tenor of Leonard's remarks in the interview and the essay suggest a deeper level of thought about life meaning than may be directly evident, especially in light of Leonard's decision to "dodge". Evidence supporting this assumption, however, is not clear.

The bulk of miscellaneous data in Leonard's interview falls into three general areas: positive descriptive remarks about his family, negative descriptions of school and college experiences and highly negative and critical descriptions of U.S. racism. Many of these remarks have
been cited, in part, previously, as portions of context supplied with comments categorized under model constructs. Little elaboration is thus necessary here.

Interview evidence suggests that Leonard has had a basically positive relationship with his individual family members, but that the early separation of his Mother and Father caused difficulties with his view of the family as a group. Leonard and the family group seemed able, however, to overcome these difficulties. The generally negative attitude Leonard has about U.S. society in general and related institutions and racism is obvious from the preceding remarks. Schools and colleges as white institutions came under particularly heavy fire:

School was not good ... niggers got all the bad teachers. All I learned to do in school was how to please the teachers ... never finish test too soon, though I could ... fake a furrowed brow and pretend to be puzzled ... 

I flunked a (college) history course even though I got 89 and 79 on two of three tests ... just because I disagreed with the instructor.

Miscellaneous remarks, then, basically reinforce those more directly related to the model constructs, and also the essay content, to be mentioned next.

The Essay

Analysis of the essay revealed patterns quite similar
to the telephone interview. Largest percentages of categorized remarks were in the self-clarity and awareness of others areas, with just a scattering of codings for self-strength and self-purpose, and none for self-awareness or life meaning. Though no remarks were specifically coded for the latter two constructs, according to the definitions, the totality of the essay certainly suggests a high degree of self-awareness and also of consideration of life meaning. Unlike the interview, the essay contains a noticeable lack of vehemently anti-white remarks. Leonard seems to have directed his criticisms to society in general and the human dilemma, rather than to black-white relations within that context. In many ways the essay and Leonard's other remarks are difficult to categorize in any such model. The essay is reprinted here as a totality in order to illustrate that difficulty.

Life is a natural product and is, or should be, self-fulfilling in itself. It is societies which bring in incidentals like complex educational and vocational structures, often inhibiting life's primary purpose and sometimes eradicating living organisms, either physically or psychologically.

Let's face it, North American values, exported world wide, force or bend people's lives into lifelong molds intent upon providing minds and hands to operate and to perpetuate the evolved social system. This society as a whole has no interest whatsoever as to whether a person is happy or unhappy. Just as a computer digests and stores facts and information, present day societies
nurture, train and expend human beings with harsh insensitivity, treating them just as a computer does its micro-tapes.

I, as a single example among many, have reached a point where I detest the thought of being nothing more than statistical data for social ingesting and devouring. But unlike many so-called hippies I believe that completely eliminating the juggernaut is pure folly, well intentioned as it may be. The thing that needs to be erased is simply the living of people for society and its replacement by an embracing community functioning for the lives and well-being of its inhabitants. Now I'm not dumb enough, or intelligent enough to think that I can supply the answers as to how to invoke the re-enlivening of North America. But if people change their way of thinking and lines of reasoning to this concept they can succeed in reviving personalities in much the same manner as a ship or plane which shifts its course by even a few degrees, arrives at an entirely new destination as a result of the maneuver. But people are also deadly fearful of rearranging established patterns, no matter how debilitating they might be. However, there are persons seeking vibrant alternatives to the rancid status quo now prevalent. And I firmly believe that the search for new living modes can only enhance the searchers and prevent the perhaps eventual collapse of the non-researchers.

As for myself, I see nothing that entices me to delegate my life to school or a job in the System. At one time or another, if I remember correctly, in chronological order, I wanted to become a doctor, Marine (those inspirational, patriotic John Wayne movies used to inflict some pretty damaging mind mashing) and a teacher. Now, I earnestly wish nothing except to be or become one Monsieur Leonard W., self-seeking, self-fulfiller; living, loving, dying; hopefully in that order. My foreseeable future encompasses no formal anything.

Schools and universities have become odious to me. They entail artificial hogwash, suffocating the spirit under a maze of figures of learning that well suit you to a desk with a nice corporation, while leaving you misshapen as to what it is to
be alive. Their atmosphere is so stifling because they seclude themselves from the surrounding social milieu and from the very students eroding within their halls. The chosen bright ones are channelled into required categories while the ensured failures are herded into the nether slime of "We don't give a damn about you". As presently instituted, educational forums are merely ranches fattening the most docile beef for the predestined dreariness of working tables, and the rejects are rejected by methods such as these "intellectual" questionnaires. Ad infinitum. I hope if you learn anything from this "motivational" project it is that they're mangling; except for those benefiting from increased, higher standing among their fellow educational, professional elite. Add another ad infinitum.

And yet in spite of my adverse views on the "System", to my utter consternation there are a number of men, women and children who appear to find varying levels of satisfaction within its confines. My parents after years of marital and financial difficulties have seemingly attained a sort of equilibrium. Although I doubt that they have retained any amount of love and respect for each other, they have settled into that mass of silent middle class respectability so pleasing to the White House and its staff of mediocres.

I have always been much closer to my Mother, which could have shattered my masculine identification symbolism if, that is, I really succumbed to all that razzmatazz that crazy man Freud unleashed upon an already over-suffering humanity. Our closeness probably stems from the period during my elementary school years when the parent folk were separated for roughly five years. As in such cases when a woman is alone with three small brats, the eldest (little ole me) was commissioned as the pseudo 'man of the house'. But the pressures and responsibilities proved to be more than she could bear, and, after a piling up of debts and a severe nervous breakdown, the splinters were reunited out of necessity upon my mother's part, and for father maybe a pained conscience of fatherhood. Two lousy reasons for two people to live together in any case.
Still, those pariah days weren't all that bad as I recall. There were a few tough moments, and I was a sickly invalid much of the time, but Mom liked to have fun with Tom, Sue and I. I would hazard to say that, so far, those were the happiest days encountered by me. Whether the same is true for the other members of the quartet is unknown to me.

Soon after reunification Joe was born by conceived chance so to speak. Thoughout the intervening years, though, Dad was forever something of an outsider. Mom certainly fostered consciously this situation. It was like a clique of the quartet with Dad and Joe as appendages. Inside the clan, Mom, Sue and I formed a minor troika with Tom revolving in a not too distant orbit. Like Mom, I came to read widely and thankfully inherited her sense of humor.

As time progressed I became more and more of a studious introvert keeping mostly to myself while Tom and Sue engaged in more outside activities with the "gang", etcetera. But all three of us are very private persons, coming to resent even the slightest intrusion by Mom or Dad or from the other two siblings. Joe was a pest to everyone.

More so than presently, I had quite a number of friends of both sexes in and out of school. But by ninth grade, the phony characters and expected behavior emblems, speech, dress, attitudes began to repel me. In Senior High I gradually escalated my flouting of the conventions, becoming much more selective of acquaintances and coming to school mainly because I had to. By graduation, the gulf between me and classmates was wide and widening in values, moral and otherwise, and outlook upon life. The reading of Henry Thoreau influenced me greatly, and perhaps more than any other catalyst, directed and helped me to where I now am, both physically and mentally.

Another profound shaper has been the only real intimate (Jonathan-David relationship for a couple of years) friend I've ever had - Sam Davis. He's a corpulent, unique, observing, perceptive, sensitive individual who shared many of my conclusions on classmates, the world, the universe and the intricacies of the mind.
For a while we were blood brothers. But separation and divergent subsequent experiences has lessened the bond immensely. But we will still remain companions of the life-long variety wherever each of us roams or whatever we become.

Ever since my exodus to Canada I have wandered about, passing through people's lives and they in turn passing through mine. It seems to have reached a point where concrete contact on more than a temporary basis is beyond my capabilities or wishes. Connections with home are fairly constant through letters and phone calls (and funds, USA-Can.). Maybe psychic ruptures of being a black draft dodger have made me more suspicious of others. And besides, everyone's brain is so flagrantly dishonest with its own master, and in sparring matches with those cell casings of others, that I'm coming to think that entirely frank, entirely honest relationships are unreaching illusions hatched by those very same unscrupulous neurons. I have discovered that people stay, run, become radicals or hippies or middle class vegetables for diverse, but always personal, hopes and fears. Some grope for something, others for someone. Place me somewhere in between, with my lesson that Mr. Cerebrum contains the secrets of happiness and unhappiness; and has the ability of tricking us into enjoying or hating either of them.

Gestalt

It is clear that Leonard has learned many things about himself and others over the past four years, and to some extent, according to his essay, that learning was well developed during his last months in high school. This suggests that his decision to move to Canada was not a spur-of-the-moment thing based purely on the exigencies of the situation of imminent conscription. The preponderance of interview and essay data in the areas of
self-clarity and awareness of others, as well as much of the quality of that data support this view. If this analysis is correct, the decision to "dodge", though a crucial one, may be viewed simply as one manifestation of a long-term consideration, by Leonard, of himself, society and how the two relate. Such consideration probably involved aspects of all the self-actualization constructs defined here, even those not clearly evidenced by the data. This proposition certainly seems warranted by much of the interview and essay data, and to a lesser extent by recent objective attitudinal data. Given all this as generally correct, it can be said that Leonard has reached a rather high level of self-actualization, probably well into the self-strength "stage", partly as a result of, but largely regardless of, his decision to "dodge".

The possibility exists, however, that the subsequent and long term effects of his decision on his self-actualization process might in fact speed, slow, stop or even reverse the process, given other contingencies as yet not extant. Though much of the evidence here, particularly his intelligence, suggests that Leonard will continue to grow, other evidence suggests that that growth may be slow and painful for him, since much of it may have to occur within a set of values which may be increasingly regarded as anti-social, certainly in American terms and
and probably in Canadian terms as well. A sizeable proportion of more or less cynical remarks about racism and social institutions in general, in both interview and essay, suggest that Leonard's level of hopefulness in regard to dealing constructively at a personal and general level with these problems is not high. Talk of violence in the Black "Revolution" seems to demonstrate this cynicism, though this may just be a White man's interpretation. Violence may be a viable and self-fulfilling alternative to a Black, though this does not seem true for Leonard. Low scores on most recent attitudinal measures also seem to reflect cynicism, though the social bias of the instruments may invalidate this assumption. Essay remarks suggesting a growing distrust of personal relationships for himself, further suggest the possibility that the nature of Leonard's awareness of others is being called into serious question, which could negate growth in that vital aspect of self-actualization.

In light of the previous discussions, the nature of Leonard's self-actualization at this point in time seems relatively clear, but its speed and direction for the future do not. It may well be that the process is still proceeding "forward", so to speak, and will continue to do so, though perhaps in a different fashion because of the aloneness he must feel as a result of his move. Most data
suggest this. The presence of sizeable portions of data which suggest otherwise, however, must be used to qualify the above conclusion. Leonard's self-actualization process has not come to a screeching halt because of his move, in fact it may eventually accelerate far beyond expectations. Leonard has, however, been forced to look even more critically at the process in order to clarify and question the nature of his past motivated behavior, and to speculate about what the result of that critique suggests for his future. Leonard seems to be at this questioning stage now, given the somewhat contradictory nature of the data reviewed here. The kinds of "answers" he decides on to these questions will define the future nature of his self-actualization process.

The pattern of factors contributing to the present status of Leonard's motivated behaviors and hopefulness seem relatively clear. A relatively positive home life, despite difficulties, seems to have allowed his intelligence to develop to the level where it, along with his "character", may be thought of as directly responsible for his peculiar development to its present state. Obviously other factors have influenced the turns Leonard's development have taken recently, but it is his individuality, with its intellectual and moral components, more than any other factor which now clearly directs his
behavior and thought. In short, Leonard is an individual, "a very private person" as he suggests, making by himself, as much as anyone can, the decisions which control his destiny.

That individuality came of course, primarily from his home and those closest to him, though the patterns of those influences cannot be documented here other than the extent to which Leonard does this in his essay. Recent influences on his individuality include a close friend, whom he mentions in his essay, the reading of Black writers and at least one white one – Thoreau – and his college and public school experiences. Racism in North Carolina and "Hillbillies" in his factory job account for some of his negativism, particularly in light of "the American way" as it is popularly propagandized. Leonard's "character" would not allow him to accept these inequities. In addition, it may be that his almost over-conforming behaviors in high school so belied his inner feelings, and so denied to him his intelligence and "character", that he was forced, out of respect for himself, to break from these kinds of conforming behaviors. Perhaps unfortunately, the break, when it was overtly manifested, may have been too sharp and too final, even if justified. Leonard's "character" and intelligence will be sorely tested in the years to come., Fortunately, at
present, he seems at least as optimistic as he does pessimistic. For his self actualization to continue to progress positively he will have to learn to accept the conditions of life he has imposed upon himself, without denying the potential meaningfulness of human relations because of their cruel paradoxes. Decisions Leonard makes about himself will therefore hinge crucially on decisions he makes about others - Black or White. To the extent that these decisions are realistically positive, his process of self actualization will continue to progress.
Case #2: Gay M.

Background

Gay is an unmarried White female, 21 years old. She was born in a major urban center and has lived there with her Mother, Father and 23 year old sister all her life. Gay's family has lived in the same house, a neat frame structure in a blue-collar neighborhood, for at least eight years. Many of Gay's neighbors are former Appalachian migrants whose children, along with many Blacks, attend the city high school from which Gay graduated in 1967.

Gay's Mother, 49 years old with nine years of schooling, is her Father's second wife. He is 59 years old and has eight years of school. He originally was from West Virginia, and is now a machinist for a large bakery. Her Mother does not work. Gay's family are all members of the Pentecostal church. Gay has two half brothers, 31 and 28 years old, who are both married and employed as factory workers in a nearby city. They were born in West Virginia to the Father's first wife. Gay says they are not church members, and neither have graduated from high school.

Gay's sister, a high school graduate, is a file clerk for a state agency. Since graduating from high school, Gay has been a counter girl in a dry cleaning store which is a part of a large local chain of cleaners. She plans to get married in about two years, when her fiance' returns from military service.
Summary of Past Subjective Data

From the beginning of our project's contact with Gay, she and her parents were rather reticent, though not discourteous to us, particularly in regard to the things the project was trying to do. This attitude colored our entire association, and probably accounted for the fact that that association essentially ended early in 1968, after having continued for slightly less than a year.

The project's association with Gay was carried on largely on the telephone, with the exception of three or four visits in school during her senior year, and only three home visits since 1967, including one in 1971 for the taping of the interview. She cancelled one home meeting with her student counselor "... because of her Father...", whom her high school counselor described as "odd", partly because he required his children to pay him for board if they lived at home after high school graduation. Gay admitted to our student counselor on one occasion that she seldom had friends in her house because of her Father, though she seldom went into any detail about the nature of their problems. For the 1971 interview, Gay made it a point to have me in her house when her Father was still at work.

The only details available about Gay's family problems,
particularly with her Father, have to do with her own modest post high school educational plans. Aside from a few remarks in the past and in the recent interview, Gay never seemed seriously to consider a college education. Precisely why is unknown, although financial difficulties related to an apparent inability and/or unwillingness of her family to assist her seems to be the most reasonable guess. Gay did always want, however, to attend a school of cosmetology, in order to become a licensed beautician. She has referred to this consistently during our association.

The project contacted two schools of cosmetology for Gay in the Spring of 1967, and eventually wrote a long letter of support for her to the school she chose to attend. Money was the crux of her difficulty at the time. She gave up on one of the schools because it could guarantee her no financial assistance. The other school promised that she would at least be eligible for a small loan after she turned 18, and that she could eventually compete for a larger scholarship. For a while, Gay was quite enthusiastic about the situation. The enthusiasm declined sharply when her parents appeared unwilling to cosign for her on the educational loan. She told us that her Father was ill with a heart condition, and that he was reluctant to take on an added financial responsibility.
under those circumstances. Besides that, she said he wanted her home to help take care of him.

Gay did not completely give up after this setback. She was still trying to convince her parents to cosign the loan, with some hope of success. Besides, if she found a job for the Summer, she might be able to save some money for cosmetology school in the Fall. The school had promised to hold her loan till October. With the help of the project and her high school counselor, Gay investigated several job possibilities for the Summer, but to no avail. Her chief difficulty seemed to be her age. She wouldn't be 18 until August. Our project at the time was in the process of submitting a proposal for its followup phase, to begin in the Fall. Since we had no way of knowing if the project would be refunded, only a few of the staff could be hired for the Summer. Gay and some others may have suffered because of the meager support we were able to provide under these circumstances. In May, her student counselor reported that Gay "... is getting very discouraged. I'm afraid she may give up easily." By September, Gay had found the job at the dry cleaners which she now holds.

This essentially ended our close contact with Gay, though we continued to call her regularly till January of
1968. At this stage, however, she was even more reticent with us than usual. She seldom had much to talk about, though she still discussed saving her money to start beauty school next year. This kind of discussion apparently wore thin, however, for both Gay and us, since our concern at the time (perhaps unfortunately) was with those who were furthering their educations. Gay sensed this, of course, as well as the fact that her possibilities, as she saw them, for entering beauty school were slim. At that point Gay began failing to return our calls, and we quit making them. Except for project form letters sent to all participants, there was no contact with her until the 1971 interview for this study.

Summary of Objective Data

All indicators of ability here, except for two nonverbal measures, suggest that Gay's capability is relatively high as compared to the population for the original project. Her performance in high school and graduating rank support this.

Nearly all attitude-related measures also suggest a high degree of optimism and motivation. JIM Scale scores are noticeably higher than either project or national means, suggesting a high development of attitudes relating to academic achievement motivation. The most recent JIM
## OBJECTIVE DATA

Name: Gay M.  
I.Q.: 110  
Project Test Category: High Conventional - Low Unconventional  
Not known to project staff.  
Not interested in further education.

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<td>College Grade Point Average (4 point system)</td>
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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
Scale score is much higher than the earlier one, suggesting development of these attitudes. On the 9-point scale she picked herself to do "good" if she went to college.

SRI total scores, and five of eight subscale scores support the above trend, while life goals questionnaire score is only slightly below the group mean. SRI authority score, slightly below the mean, may suggest a low degree of self-purpose due to work-related authority figures, though SRI work score would seem to refute this. Her SRI hope, slightly low, might also suggest a mediocre level of purposefulness. This could be supported by her higher reality score, in that the reality subscale relates to religion, where one would expect Gay to score high, yet Gay's religion may emphasize preordination.

Though most of the data here suggest that Gay is capable and has healthy attitudes, her SRI parents score is so low that the only possible conclusion to reach is that Gay must see her parents as the crux of many of the problems that she may have. Though her parents may not have had any effects on her measured attitudes and capabilities, they seem to have had rather negative effects on how these are used. This will be discussed in the Gestalt.
The Interview

The conversation with Gay frustrated one general methodological assumption made earlier - that people will talk about themselves if you let them. Gay did not do this. She seemed content either to let the interviewer control the direction of the talk or to simply remain silent. As a result, nearly all her responses were solicited, and the content of the conversation was largely controlled by the interviewer. It is difficult to speculate, therefore, about the extent to which Gay really wanted to talk about what was actually discussed. The only topic which she approached with any apparent enthusiasm was talk about her job. It is difficult, perhaps even unnecessary, to speculate about whether Gay was withholding information or was simply reticent. She was not noticeably discourteous nor unwilling to spend time (the interview lasted about 70 minutes). The best way to describe her behavior in the interview is perhaps to use her word - "shy".

Many of the remarks in Gay's interview were difficult to categorize according to model constructs because of a kind of vagueness, probably a result of a problem in verbal facility due to her shyness. She seldom seemed able to elaborate on what she said. Approximately 20% of her remarks which were analyzed related to self-
awareness. In general, these statements suggested rather equivocal feelings about something she thought about herself, though it is doubtful that the equivocation was intentional. Though most self-awareness remarks were categorized as relating positively to Gay's self-actualization, nearly 17% of these were so equivocal that they were categorized as having no readily identifiable kind of effect on self-actualization, such as: "I was signed up and everything (for beauty school) but I just changed my mind." (no elaboration) Examples of positive self-awareness remarks:

I really didn't want to go to school . . . wanted to do something, so I got a job.

. . . I studied, I think too much (in high school). I was a quiet type person; I was bashful when I was there . . . (in high school) never did speak up in class till 11th and 12th grade . . .

Only about 9% of Gay's categorizable remarks related to self-clarity, most of them positively. These statements were characterized by less equivocation than self-awareness remarks, and for Gay, are as close as she comes to saying anything for certain about herself. The fact that she does not typically elaborate, though, makes these statements seem relatively unclear in light of those others. Examples:

. . . but really, I'm satisfied where I am (at the dry cleaning store).
No, I didn't have to study too hard (to get good grades). I had the time. I just didn't do it.

I enjoy meeting people (specifically on her job).

Will you work after you're married? .. if we need extra money, but I won't make a career out of it.

Though nearly 39% of Gay's categorizable remarks were related to awareness of others, some clarification is in order. A full 25% of these remarks were either negatively related to awareness of others, in that they suggested an unusual or somewhat derogatory view of persons, or were not clearly categorizable in terms of their effect on self-actualization. While 75% of these remarks relate positively to awareness and understanding of others, this must be qualified by the fact that these remarks, and most others too, had to be solicited. In addition, many of the remarks do not clearly indicate a concern for others, though Gay does say in the interview and the essay that she likes to "make others happy". It must be remembered that these generalizations apply only to the interview, and that they are not meant to imply that Gay is not concerned about others. That concern, with some exceptions, is not clear from the interview data. Other information to be discussed suggests otherwise. Examples of awareness of others remarks:

I like my math teacher ... a different kind
of teaching; he'd grade on a curve.

What would your employers consider in you if you were to become a store manager? 
... how well you get along with other people is the main thing ... customer-wise, and in the store.

Why is your present store manager so good? She works right with the girls, doesn't sit back and boss ... we all work together.

In the Sunday school class she teaches: 
... one kid was asking about Negroes; I heard him talking, calling them niggers and stuff, so I just talked to the class about it. They were asking; are they the same as us? ... I told them they're just like us. It's not their fault they're a different color.

Other remarks related more negatively to awareness of others concerning a high school teacher she disliked:

He was a real funny type ... just liked to pick on kids.

I don't think he was really qualified for a teacher; he didn't really have a neat appearance about himself; some of his clothes weren't really clean ...

... he'd ask a question and then let you answer it; that was his discussion.

Gay's remarks indicating self-strength were few, (4%) and "weak", compared to others, but were largely unsolicited. Examples:

about a scholarship aware in high school: I decided I was going to get it, and I got it!

When the new manager (of the dry cleaning store) and I went ther (to her present store) two years ago, we really cleaned things up, changed
the rules, added 'personal service' for the customers . . .

Gay's self-purpose related remarks, about 11% of the total, reveal considerable ambivalence about future plans or goals in life. Over half of them were categorized as relating negatively or non-directionally to self-actualization. Examples:

I'd probably go to beauty school if anything happened that I couldn't work on my job, but really I'm satisfied where I am.

I'm hoping to get married in the next couple years; for that time I'll just be working at the cleaners, I guess . . .

Do you see anything different vocationally after marriage? No, not really; just like to settle down I guess.

. . . I have no thought of quitting or changing my job . . . there is a chance (to go to school).

Well I thought about going back to school. I really have, you know, every so often . . . usually in the Fall (laugh).

Gay made no unsolicited statements about considering the meaning of her life. When asked if she thought about it, she said, "no . . . guess I was just put here to please God and do good for others". 4% of her uncategorizable or miscellaneous remarks related to descriptions of her church activities, (teaching, piano playing) which are obviously important in her life:
"... really, I was raised in the church", she said. There is little evidence in this interview, however, to suggest that Gay has done much thinking about the meaning of her life as a result of her church experience, at least beyond the confines of that church's teachings.

Comments relating generally to descriptions and stories about her job made up 8% of the uncategorizable or miscellaneous data. Gay's job is obviously important to her, and she appears to like talking about it and her fellow employees more than anything else we discussed. Most of these remarks told about the job, rather than about Gay's feelings for it, and were called miscellaneous. If, however, these remarks were combined with job related remarks in other categories, the total would probably comprise 25-35% of Gay's conversation.

One other miscellaneous category seems significant, though it comprises less than 3% of all remarks. On three occasions in the interview, Gay remarked that in her junior and senior years in high school, she became involved in more activities and began enjoying herself more. This seemed to imply an unfulfilled need for friends and recognition. It is probably true that this kind of need has much to do with the status of Gay's self-actualization. Since the remarks were just statements
of fact, with no elaboration, they could not easily be categorized under one of the present self actualization constructs.

The Essay

This very general piece of writing suggests more positively than the interview that Gay is clear about herself and her general goals in life, though she still hedges on vocational-educational plans. The influence of her religion on her general goals is clear, though very vaguely defined both here and in the interview. Especially noticeable in the essay is a paragraph suggesting deep problems with parents, the nature of the difficulties is not specified. It is noteworthy that Gay said nothing about her parents in our conversation. This situation reflects Gay's "bashfulness", particularly about topics which may be a source of embarrassment for her. Gay's essay is reprinted as follows.

As far as vocation is concerned, I'm satisfied with my present job. I am a counter girl at Swan cleaners. It seems small, but I get a lot of enjoyment out of my job. I meet all kinds of people, every day, and I have a chance, each day, to make someone happy. Swan's policy is to please the customer. And, when I can do something to make someone's day brighter, my job is worthwhile.

As of now, I haven't considered education past high school. But, if for any reason I should leave my present job, I probably will go back to school. I haven't chosen a definite field, but it would have to be one in which I
could work with people . . . possibly education or social work.

I feel a formal education is important, but I just don't feel I'm ready to go back to school. Perhaps some day I will go.

I have a lot of friends, and I believe we all get along fine. It isn't hard for me to keep friends. However, my relationship with my parents does need some help. It has progressed a lot since high school, but there is still need for improvement. This would, however, take the cooperation of both my parents and myself. And, since they see nothing wrong with our relationship, I doubt if it will ever improve.

If I were to set an actual goal for myself, it would have to be to do my best to help my fellow man in whatever way possible. I'm not searching for fame or riches. I just want the satisfaction that comes with helping someone.

Gestalt

In very general terms, Gay is an intelligent and courteous, highly socialized individual who seems to be learning only a little about herself under the present conditions of her life - working at the same job and living with her parents, with her only relatively certain goal for the future being marriage. In short, using the constructs of the present self-actualization model, Gay seems only generally aware of the aspects of her own uniqueness, at least as evidenced here. She thus seems to be progressing slowly in terms of our definition of self actualization, not really being much beyond the self-awareness "stage". Whether she is self-actualizing on her
own terms is another question which will be discussed later.

Considerable evidence relating to Gay's awareness of others would seem to suggest that she is quite aware of herself and even rather clear, at least if the model's general "sequencing" of constructs is correct. It has been suggested otherwise above, because of the nature rather than the quantity of the more subjective information on self-awareness, self clarity and awareness of others. The interview remarks categorized as self-awareness or self-clarity-related demonstrate these constructs at only a minimal level, due in part to a number of more or less contradictory statements. For example, she refers consistently to liking her job, yet she still talks as if she has hope of going to beauty school, which she describes as a desire to "... fulfill a dream". Yet she says at another point that she doesn't want beauty school. At one point she even said she nearly went to college. These evidences relate to self-purpose, but also to self-awareness and self-clarity, perhaps negatively.

The presence of considerable awareness of others data, however, cannot be denied. In addition to the quantity of it in the interview, Gay's actions support, to some degree at least, a concern for others. Her attitude
toward her work, ("making people happy") church related activities and her courtesy to me evidence this. SRI others and children scale scores also augment that view. A qualification was voiced previously which suggested that Gay is aware of others, but cannot communicate verbally to any clear degree the nature of that awareness or of concomitant concern for others. This may be due to her "shyness", or simply to lack of sufficient evidence here for analysis. In any event, the quantity of Gay's awareness of others is more obvious than its quality.

Most attitude-related objective data support a fairly high level of self-awareness and self-clarity for Gay. Her verbal behavior and some of her activity, or lack thereof, contradict this to some extent. For example, she scores very high on academic motivation, at least as measured by the JIM Scale, yet she has not gone on to school, and gives no detailed reasons for this, except "... I didn't really enjoy myself". It may be that she was making what she saw as socially acceptable responses to the JIM Scale, but it also might be that the reasons why she didn't enjoy herself in school, though unexplainable to her, were so strong that she never considered more schooling even though she may have wanted it in another sense. Certainly her high school performance was high, though this may have been, in part, a socially acceptable
action too, since she did suggest she was a kind of "bookworm" for a while: "I liked the bookwork and I got it done, but it was all school".

Gay's self strength and self purpose seem weak in terms of the interview data, yet she is high on most objective attitudinal data. In addition, she has been extremely stable in the social and vocational sense from high school till now. This suggests the possibility that stability as she has found it in her job, church and pending marriage is her purpose, and if so, she has been very determined in seeking to fulfill that purpose. On the other hand, however, she may be harboring other unfulfilled "dreams", like beauty school, and is either too insecure or complacent to follow them. The interview remarks relating to self-strength and self-purpose certainly suggest a kind of mental vacillation, though her actions do not corroborate this. Perhaps the latter are most important, but one can't help speculating about how Gay's life might change if her security should somehow vanish. What, if any, unfulfilled dreams might she then be forced to seek after?

It is conceivable that Gay's religious attachment has failed to foster any consideration by her of the meaning of her life. This construct is not defined here
strictly as a religious one, although it would seem that a religious person ought to have considered these questions, if only within the narrow confines of his religion. Gay admits to not having considered the meaning of her life very much, yet she is closely associated with the church and apparently enjoys going. If her church does not foster in her a consideration of her life's meaning - a highly spiritual kind of purpose it would seem - then Gay might be using the church for other reasons, perhaps social ones.

At her present stage of development, Gay seems to be largely the product of the interchange between her own personality and that of her parents. Though her essay, past events and SRI parents score all indicate poor relationships with her parents, she still apparently is quite close to them. They must provide some kind of security for her which may not be fulfilled by her fiance' and friends, though she says she gets along well with them. There was some indication of limited social contact in high school, which could foster shyness and insecurity, and a subsequent propensity for socially acceptable behavior.

The exact nature of Gay's problems with her family are not clear, though some things can be inferred. Her Father in particular is much older than she, and Gay and
her sister are the only high school graduates in the family. Given these facts, it may be significant that Gay's parents effectively denied her the opportunity to go to beauty school after graduation. Their influence before high school must have been such that Gay became conditioned to "give in" to such actions by her parents. It is also possible that she gave in on her own. The fact is that she still seems rather effectively under her parents' control, if only by living there, though her job gives her some obviously needed independence. Our project, if it had had more financial support to offer someone like Gay, might have provided more of an opportunity for independence to her. As it was, it may have planted a few vague ideas in her head, but they haven't grown yet. She said she liked the project and early in 1967 stated: "Because of this program, I can go to beauty school. They got me enrolled and gave me courage." This was, however, not enough.

According to the present definition of self-actualization and the interpretation of available data, Gay does not seem to have a very fully developed self concept. Her reticence, however, and our relatively short period of contact may have disallowed the consideration of information which could lead to contradictory conclusions. Within her own concept of self, apparently very difficult to
communicate, she may be progressing far by her standards. Those standards obviously relate to family, church and job, within two of which she seems relatively secure. She did say that she wanted to please God and make others happy. She may be doing that in her own perception. If she is, her self-actualization is much farther along than our analysis suggests.
Case #3: Steven T.

Background

Steven is an unmarried male Negro, 21 years of age. He was born and has lived all his life in a major mid-western urban center, graduating from that city's only all-Black high school in 1967. Steve lives in a lower-middle class Black neighborhood with his 43 year old Father, 42 year old Mother and 23 year old brother. His Father, a sanitation worker, went to the eighth grade. His Mother, a welfare worker, is a high school graduate and his brother, an elevator operator, has one year of college. The family has lived in the same house for at least seven years. Steve, his Mother and Brother are Baptists, and Steve reports his Father's religion as Spiritualist. With the help of our project, Steven attended the local state university, while living at home, for three academic terms in music, his chief interest in high school. Steve was dismissed from the university twice for academic reasons, and reinstated once. Since his dismissal from college, Steve has had part-time jobs playing the piano, and full time jobs at a department store and a large military supply agency. At present he is unemployed.

Summary of Past Subjective Data
The project's association with Steven was relatively perfunctory and superficial for most of the year of its continual existence. It was surprising, in fact, that the relationship persisted as it did, since we never seemed to get to know Steve too well, nor he us. The precise reasons for this can only be speculated about. Suffice it to say, that Steven generally seemed rather aloof to project personnel and as a result we were not too motivated to force ourselves upon him feeling that we did not want to appear overbearing.

Conversely, our initial meetings with Steve and his parents at his home were quite congenial. Steve's student counselors were impressed with his apparent composure, articulateness and intelligence, and the co-operativeness and congeniality of his parents. Steve had not considered college too seriously before our project because of his relatively poor high school performance. Steve's parent's were eager for him to go to college as was Steve himself, but with somewhat less enthusiasm. Initially, the family decided not to apply for financial aid, but they later reversed this decision. Officially at least, their need was not too great. Steve was not granted any funds for study, but was given access to a work-study job. After assisting Steve in admissions and financial aids procedures for the Fall term, the project
had little contact with him till that time. Over the Summer he worked for the Post Office.

During his first quarter in college was when Steve's student counselors first began to notice his aloofness. They called him frequently and even visited on occasion, and although Steve was never directly discourteous he made little effort to discuss with us the nature of his academic progress. Thus, we had no way of knowing even if he needed assistance in any of his courses, much less how to give it to him. Whenever he was asked how he was doing, a simple, unelaborated but positive response was usually forthcoming. Steve seemed to feel he needed no help, that his grades were going to be fine, and we had no reason to doubt him until the Fall quarter's grades were released. Steve always seemed so composed and intelligent that it was difficult for us to imagine him as doing poorly, despite his high school performance.

At the end of his first term, Steve had a "D" average and, somewhat surprisingly, had even failed a music course dealing with the woodwinds. He had received straight A's, with only one exception, in his high school music courses. That exception was a C in a music theory course. Probably the only change in Steve's relationships with us for his second term in college was the fact that
he asked if we could find him some assistance in music theory. He'd received a D in the first music theory course the previous quarter. The project arranged for a Ph.D. candidate in music to assist Steve in this area. Steve never chose to make use of the man's services. His general aloofness thus continued through his second term with no specific course work help being given by the project. Steve failed nearly all his courses that term and received a notice of dismissal. With Steve's approval, the project assisted him in gaining immediate reinstatement for the next term. The only indications we had of Steve's grade problems were consistent reports from his instructors of very poor class attendance. Steve told us that much of his difficulty in school that quarter was due to emotional turmoil over the death of an extremely close friend in the Vietnam war.

Steve's pattern of grades plus aloofness to us persisted during his third term in college. Our only contacts with him during that time were quite perfunctory. We had no direct indications of what the nature of his difficulties might be except for the loss of his friend. A student counselor reported that he "seemed very ashamed" at his poor second term grades, feeling sure he'd done better. The same counselor reflected that "... he may
be too proud to seek help", and that he "seemed sincere and capable", but that that had not helped raise his grades in the past. Steve failed nearly all his courses again, except for an A in piano, at the end of his third quarter and did not seek reinstatement. He was concerned about avoiding military service, and said he'd like eventually to return to the university after working and possibly attending a local, unaccredited, business-related university.

Steve's dismissal terminated the project's continual contact with him. Since that time, he has held two full time jobs and attended a self-help training program through a local Black community organization. He encountered what he describes as racial discrimination while working more than a year for a local department store. After being transferred to the store's gas station, an assignment he was not prepared for and didn't like, he resigned and enrolled in the self help program. For several weeks he was paid to take refresher courses in speed-reading, math, jobhunting, etc. He was unemployed for a short time before getting a clerk's job at a large local military supply depot. He was on this job for nearly a year before developing an ulcer which he said caused him to miss much work. Despite written physician's testimony to his condition, he was asked to resign. He suspects that this
action may have been partly the result of his race. Except for a job as a parking lot attendant and occasional piano concerts that he plays for local churches, Steve has been unemployed and living at home with his family since December of 1969.

**Summary of Objective Data**

Project measures suggest that Steve's capability is about average for that group of subjects. His IQ seems to corroborate this, but his high school performance is slightly below average. The pattern of his high school grades is interesting but difficult to interpret. He received C's in English composition, but D's and F's in Social Studies. He got an A in General Math, but failed Algebra and Geometry. He got A's in all his music courses, a total of nine, including band, orchestra, choir, voice ensemble, etc. His only C was in music theory. His college grades, of course, were very low, the only ones above C being A's in piano and band. If one compares his supposed capability and performance in academic situations, Steve seems to be an underachiever to a slight extent in common courses like English and History. He seemed to demonstrate his creative abilities in his high school music courses, yet failed generally to do this in college.

Steve's JIM Scale score remains the same over four
OBJECTIVE DATA

Name: Steven T.
I.Q.: 100
Project Test Category: Low Conventional - Low Unconventional

Not known to project staff.
Not interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
years, suggesting a possible stagnancy of attitudes related to achievement in school. Total SRI score is noticeably higher than the mean, however, possibly indicating a relatively positive attitude in most areas measured by the inventory. The most notable exception to this is SRI parents score, corroborating his interview and essay remarks about severe family problems. A low SRI reality score may indicate a pessimistic attitude about life in general. Also, a slightly low SRI self score may reflect a moderate degree of negativism about self, if not dissatisfaction. Scores related to others, SRI children and others, are noticeably high, and, somewhat surprisingly, SRI work and authority scores are above means. The latter seem to conflict with Steve’s many job-related complaints in the interview. His high SRI hope score, too, seems somewhat unexpected, in light of pessimism Steve expresses verbally.

The Interview

The interview with Steve lasted about 1½ hours. He was considerably more talkative than he had been four years ago, and seemed generally cooperative. He talked quite a bit on his own with only general prodding, and elaborated considerably on purely descriptive accounts of experiences in college, on jobs, etc. Though he was not noticeably reluctant to express feelings about these
experiences, he did not elaborate as much on his feelings as he did on details of the experiences themselves. A large part of the interview, therefore, was either not analyzed, categorized in miscellaneous areas, or related to model constructs as a rather indirect level of inference.

Remarks related to self-awareness for Steven constituted about 13% of those categorized. Some of these remarks, though categorized positively, related to awareness of problems or of negative aspects of self. The same pattern was true of self clarity remarks. In general, Steve talked quite a bit about his emotional problems, centering around his family and the sudden deaths of several close friends. Self-awareness examples:

I was going to see a psychiatrist . . . because I was having problems here (at home), trying to go to school and things just weren't working . . . we talked about it and got it halfway straightened out . . . he advised me to move from here (home) . . . because that was more or less my main problem . . .

When a friend of his was killed in the war: I had to play for the funeral. I had to sing a solo and that kind of messed up my mind. I think that's where it started really. I was more or less in a daze . . . grades started falling . . .

about his musical tastes: I like the mood-type stuff . . . because . . . a lot of times . . . its sort of a fantasy type-thing. I can see myself in different settings with this type music; or maybe it will help ease the problem that I have.
Remarks related generally to self-clarity amount to about 20% of those categorized. Many of these remarks also demonstrated an unusual propensity in Steve to discuss how he felt he was clear about his problems, as well as relative certainty about other areas in his life. Examples:

about his final performance "exam" in a college clarinet course: My nerves were so bad and I was shaking so much ... so I started playing and it really made me mess up ... and it really did me in. Later ... my instructor wanted to talk to me ... he said all the instructors got together and decided they were going to flunk me ... and it was their opinion that I should stop playing clarinet altogether. You have no idea what that did to me, because here I was playing this instrument for six years ... first chair clarinet in high school ... and I come up and this man tells me this. I already had a headache and then my head just went up altogether. I didn't care about anything. ... I came home and did something very dumb. I was so far out of my mind that I got a bottle of aspirin, trying to get rid of this headache, and poured a bunch of it in my hand and took them all, you know. Then I realized what I'd done.

... clerical work ... its something I enjoy doing, because I kind of like doing paper work and I had my own little office there (at the supply depot) and I had things together. Its more like my type of work. Its something that goes along with me pretty well. I can function fairly well under those conditions ...

I did some volunteer work with kids and I really enjoyed it because you get to see how kids function and you can put yourself maybe in their place when you were their age.

That's another reason that I'm glad I can play the piano, because I can work out a lot of frustrations. A lot of times I have things on my mind that are really bothering me bad, and I just sit down and start playing ... something soft with words ... then maybe a couple
of tears will fall . . . and it seems that like then I'm all right, but I'm glad I can do that. I don't have to get really wild and go out and beat up somebody . . . it doesn't really fit me too well.

In the right hand corner of the newspaper there was a picture and it was good friend of mine who had been killed in Viet Nam. That did it. That really did it. I went over to the bus stop and I stood there and I just went to pieces.

Remarks related to awareness of others amount to about 19% of the total for Steven. In general they are positive and demonstrate an apparently genuine sensitivity for people, particularly children and close friends. The few remarks categorized as negative generally involve complaints about supervisors or co-workers Steve felt were discriminating against him because of his race.

After describing an incident of racism in his department at the department store job; I more or less quit, because I had been working in the debit room and there was some, quote, unquote, hillbillies I had to work with; (they'd) listen to a country station from eight in the morning to five in the evening with those steel guitars and everything. Bad! I mean that was nothing but first class torture; and we had our disputes.

. . . there are certain things you see kids doing that they don't understand and maybe you don't either, but you sit 'em down and try to talk it over with them and maybe you can get some type of understanding with them and . . . maybe you can help out the next one because they have the same problem. . . . And by living in this area we kind of feel a closeness to them . . . after all, look at the area. Its not as good as it could be . . . and a lot of kids don't know any better.

I have a lot of friends of different backgrounds,
different views, but I have a thing in this house you would almost call discrimination too, because I have a lot of gay friends. And my folks go through a thing; you shouldn't mess around with those people . . . well good God! Am I supposed to say there goes a certain person; they do such and such a thing; I can't stand them and therefore I don't want to associate with them? They may be some of the best people in the world, but because of the fact they act like this - don't associate with them? How can I say that at all?

I have two friends, and between the three of us we can sit around each other and more or less we can look at each other and turn around and tell each other what we are thinking or say one word and it will sum up everything. Its more or less different in a way, and its not a bad feeling. Its really a nice feeling, because its a certain closeness that I wish I had with more people because then maybe we could get along better.

Relatively few of Steve's remarks relate to self strength, about 4% of the total. Most deal with his confidence about his musical talent. Examples:

In high school . . . I was playing first chair clarinet. That's as far as you can go . . . anything's wrong in the clarinet section, its all on you - you're the head. I had this position for three years. . . . I went from B-flat clarinet, to playing first clarinet and went to E-flat. I also played bass clarinet, alto clarinet, alto saxophone, piano, organ and everything.

At the supply depot: I did my job, my part of it. No matter where I was at, what job I was on, I did my job to the best of my ability; you know, the way I was shown how to do it and maybe even better.

About 8% of Steve's remarks related to self purpose, although few suggested strong specific or general plans for
the future or goals to be sought. Examples:

As far as the future goes, right now I don't know. Things are sort of at a standstill. I don't know what I was born to do. I know what I'd like to do. I'd like to go back to school and eventually get a degree in music, but right now I'm trying to make up my mind what to do with it, because I think instead of instrumental I would like to do vocal music.

... There's a possibility that I might, if I can get myself together, sit down and learn halfway decent songs that I might possibly have a job coming up in a supper club ... playing music to eat by.

I tried to get back in school. I think it was last year sometime. ... The counselor said you can't get back in. You haven't waited long enough. There really wasn't anything I could do about it so I just dropped it.

Steven's remarks relating to consideration of life meaning were few (less than 1%) but generally quite emphatically negative and cynical:

speaking of people who think rules apply to others but not to them: That's one of the many things about this world. I tell you, sometimes it gets me to feeling, well, stop the world, let me off as fast as possible, because I just don't want to go through it, that's all. It really upsets me.

about the "bad" in life: Its spread out so much. You see it in so many things. You can't wake up in the morning without seeing something bad.

... another thing I don't like about life is there are too many hard hearted people who can't feel anything for you.

More than 30% of analyzed remarks for Steven were
assigned to miscellaneous categories. Of these categories, three seemed to assume major importance: descriptions of college and job experiences, nearly all negative or purely descriptive, descriptions of racially-related incidents, primarily in jobs, and all negative, and descriptions of how illnesses and the like affected Steve's college and job performances.

Steve's failure in his college clarinet performance was the most negative of college-related experiences. Here is how he described it:

That's your whole career (the exam), so you have to be good for that day. If you have a bad headache, regardless, you are in there and you just do your best, because it seems like there's no emotion there - they don't care. . . . and that's what music is. You have to be able to feel what you're doing. . . . you start playing and you have this feeling like the whole world is coming down on you . . . here I stood . . . they call it a jury and they give it the right name because you are on trial . . . and they're gonna determine your fate from now on. I went in and had my day and I was out.

Steve described an incident in his department store job where a non-eating on the job rule was enforced for Blacks but not for Whites. He also mentioned derogatory remarks about Blacks from "hillbillies" on the same job. He feels that his complaints to supervisors about these incidents were responsible for his eventual transfer from that department to the store's gas station. In his
military supply depot job, he was asked to leave when absences from his job due to his ulcer became frequent. Steve feels that this was unjustifiable because the reasons for his absences were documented to his super­visors by his physician. In questioning supervisors about reasons for his dismissal, he says he received no specific justification. His only recourse, he felt, was to assume that his firing had something to do with his color, though he had no direct evidence of this.

In addition to his ulcer and the mental anguish he suffered over the death of his friends, Steve also says he gets back strain easily, and therefore it would be difficult for him to do any jobs requiring lifting. He says the strain even effects his piano playing sometimes, although his doctor tells him he really doesn't need back support. Other miscellaneous remarks include descriptions of negative incidents relating to his family problems, and general talk related to his music.

The Essay

The tone of Steve's essay is not radically different that the interview, though his cynicism is not quite as evident in his writing. His family problems are elaborated more than in the interview, and his concern for his friends is obvious. Though he still fails to be very
specific about his goals in life, he does suggest a need for a job which is meaningful in his terms. This indicates that Steve may have considered his generalized goals in some depth. Also evident in the essay is some essentially rational criticism of his high school years that is not mentioned in the interview. The entire essay is reprinted here.

If there was a way to survive without it, I would never work, but from the beginning (my beginning) it has been just as important as food in order to make it. Unless welfare is your thing that is. I would like to find a job that I am needed, wanted, and desired on. Not just for what I can do, although this is the main reason for hiring a person to fill a position, but also for what I can add to the job by being the person I am. I'm looking for a job where I can fit into comfortably, work with other people, and be able to work under conditions when I don't have to be under constant supervision of some nut telling me constantly something new or always something is wrong. I would like to work with children or as a clerk somewhere.

I would take too long to tell about my relationships with my parents and brother, so all I'll say is that they aren't what should be and never will be. My Father and I have always argued day and night almost. His Mother used to live with us, and I used to take care of her but she always told my Father and her friends I never did anything for her. This I believe caused friction from my Father. She also accused my Mother of having someone else's kids and saying that they were her sons. This also caused confusion in the whole house. My Mother and I get along when it is just she and I in the house, but when either my Father or brother come into the house she changes. She goes over to their side and I get attacked at times and I eventually leave the house for a while. Also, constant arguing on my parents' part, drinking on my Fathers' part, and a million other things
go to make this house a hell of a place to live - but it's home. I've almost gotten used to these conditions.

At the present I have neither husband or wife. Friends - I believe I have the best friends in the world, and I wouldn't give anything for them. I have gay, straight, rich, poor, Black, White, and an assortment of different other kinds of friends. By being a musician, I get to meet people in Cleveland, Cincinnati, Indiana, Pa., and N.C. that I feel very close to and I can call friends. We understand each other in most cases, and we can enjoy the same things and get along with other people. As far as any friends are concerned, I could improve any relationships only by getting to know them better.

High school should be fun. I don't believe a person should have to be stuck in a building for 6½ hrs. a day and bored. Many teachers just stick to the books and don't try to explore all of the other fields which are open to them through their particular field. A little deviation I have found will cause more response from the students, especially if it's on something which will effect them directly. College is interesting and has many things to offer, but I think an individual has to find out what it is like to be on your own with money at stake. It's a big jump from the world where you have to go every day and study - to where you can go if you want to or not and you more or less rule your own life. I would like to go back and get a degree, so that if need be I can fall back on something if I can't do the things I want to do without it. Also it would help me to do it better.

Please excuse the writing length, and confusion. If you can't read it please call me.

Gestalt

In terms of quantity alone, most data suggest a relatively high level of self-actualization for Steve,
probably well into the awareness of others "stage". SRI scores in general, and the quantity of interview and essay data relating to self-clarity, self-awareness and awareness of others seem to support this. Most of these data, however are not in themselves necessarily directly related to Steve's performances in life. When these performances are looked at, the picture of Steve's level of self-actualization is not so clear. This is particularly true if one analyzes the nature of his interview remarks relating to self and to life meaning, which bring into play considerable negativism not suggested by looking merely at the quantity of available data. In addition, the uncertainty of remarks related to self-strength and self-purpose in the interview suggest that for some reason Steve has not gained much confidence nor formulated his future goals with much certainty. This is supported by his pattern of vocational endeavor over the past four years, and particularly by his partly cynical attitude about these jobs. This assumption must be tempered somewhat by SRI hope, authority and work scores, yet Steve's school-related performances are generally poor, though apparently for somewhat justifiable reasons, suggesting low motivation. Finally, Steve's despair over failing his clarinet course, and his subsequent action probably demonstrate a distinct lack of self-strength, with only partial justification.
Steve's conception of himself as emotional, nervous and highly sensitive of both the negative and positive actions of others toward him seems relatively clear, and whether it is, in fact, accurate from a more general point of view is a moot question. Steve acts in many ways in accordance with his rather weak conception of himself, and is quick to offer reasons why something he wants has not turned out the way he wanted. Often these reasons deal with self - illness, nervousness, sensitivity, etc. - and often they deal with others, as in his unpleasant experiences in jobs and school. Always, however, they offer reasons as to why Steve has not acted out his goals of a meaningful job and a degree in music. The reasons seem very real to Steve and seem to be contributing to an aspect of his self-concept - namely that he is or is bound to be a victim of circumstances, which is true, of course, in many ways. It is admittedly impossible to empathize with Steve, and thus, from an outside view it is sometimes difficult to put much stock in at least some of his reasons for doing what he does. For example, he refused to consider a job he liked because he had no car and would have to ride the bus too far and walk four or five blocks. Though he says he'd like to work with children, he says he really hasn't looked for jobs in this area because job requirements are too high, and all he's really done is some Summer volunteer work. The point
is not that these reasons are untrue, but that by general social standards in this country (mostly White) they are not often considered valid. To Steve, however, they probably are valid, and seem to be a part of the "pawn of fate" attitude which is inferred here. To the extent that this aspect of self concept becomes further actualized, at the expense of "healthier" aspects of self, which do exist in Steve, then Steve's self-actualization process, as far as it goes, may have negative aspects. With such negativism, self-strength and self-purpose are difficult to develop. Thus self-actualization as defined here cannot progress, and hopefulness will be replaced by pessimism.

In many ways, Steve's self-actualization seems "stalled" now, groping aimlessly for strength and purpose. That confusion is demonstrated by contradictions in stated desires and performances, by similar contradiction between SRI hope score (high), and SRI reality score (low), and among SRI scores related to others - others and children being very high, and parents being very low. Two points suggest that Steve's self actualization could begin to progress along positive lines - his apparently deep concern for specified others, and his creative musical talent. Should he be lucky enough to encounter persons in supervisory roles in jobs or in school whom he could respect, his awareness of these kinds of others might
become more positive. Since it seems doubtful that his relationship with his parents will change while he is at home, a decisive and permanent move might do much to upgrade those conditions, though such a move will be difficult. Also, if Steve could find a way to make a living using his musical talent as he wants to, he could gain much self-confidence in the process, since music is his chief interest and seems to constitute his greatest potential for making a contribution to society.

The only factor which seems basic in determining how Steve reached his present state is the fact of a poor family relationship with which he remains closely involved, and in which none of the participants seem disposed to change constructively. The specific nature of these difficulties is not discernible here, yet they no doubt involve Steve's unemployed status, his failure in college, his "gay" friends, etc. Steve's nervous, emotional nature and sensitivity probably both contribute to and result from the home relationship.

Certainly other recent factors have contributed to Steve's present state. Emotional upsets over college failure, especially the clarinet exam, the death of his friends, and difficulties with jobs have obviously depressed him. A self-stated lack of enthusiasm for work
in general has apparently conflicted with the practical necessity of finding a job. The sources of this attitude are undeterminable here, except to say that Steve is one of the few project subjects whose parents helped pay his way to college. Perhaps it was too easy for him to go, and the responsibility of work became too much for him. He alludes to this in his essay. In some ways, Steve has never really been on his own, and the fact that from his point of view he must continue to live at home is a source of difficulty affecting other areas of his life. Though these factors, along with his race, all contributed to Steve's present state, their interrelationships are unclear. They have helped to produce, however, an individual who at this point in time seems partly incapable of viewing himself in relation to the immediate world in a positive light. His outlook now is more pessimistic than it is hopeful, and his self-actualization process seems to need large doses of self-strength for it to progress positively. Steve's intelligence, sensitivity for certain others and his creative talent provide much potential for this positive progress. One can only hope that Steve's personality and the circumstances in his life will somehow combine to provide him with the self-strength with which that progress can be generated.
Case #4: Gerald F.

Background

Gerald is an unmarried, Negro, 22 years of age. His permanent residence for most of his life has been a major midwestern urban center, although he and his family were born in parts of Virginia and West Virginia, and Gerald has traveled widely on his own within the United States, living briefly in San Francisco, Kansas City, Washington D.C., and for short periods of time in correctional institutions in Indiana and Michigan. He attended high school for a year at his city’s only all-Black high school, then transferred to a mixed Black, Appalachian White and ethnic blue-collar White high school. He eventually graduated from an evening high school in the city, upon being denied graduation at his second school after two years’ attendance because of a shortage of required credits. His 61 year old Mother, a domestic worker, has nine years of school, and his 58 year old Father, a construction worker, has ten years. They were divorced when Gerald was seven years old, but live close to each other in the city. Though Gerald lived with his Mother for at least seven years at the same address, he came to know his Father quite well through frequent visits. Gerald has a 25 year old Married sister, a high school graduate who works as a secretary, and a 27 year old married brother, also a high school graduate, who works as a jazz musician in a nearby city.
Gerald lived with these siblings for much of his life and is quite close to them. He also has four half-brothers and a half-sister from his Mother's previous marriage. They range in age from 35 to 41, and live in two Eastern cities and in Gerald's home city. Only one is not a high school graduate, and one is a college graduate, working as an architectural draftsman. Another is a career Army warrant officer, and all but one are married. The family are all Baptists. Gerald has worked at at least five different jobs since he graduated from high school, along with being incarcerated for nearly a year and enrolling in college for one term after which he was dismissed. At present he is paroled from a federal prison and working in a plastics factory.

Summary of Past Subjective Data

Gerald came to be the individual that project personnel, particularly myself, knew best, through the duration of the project and beyond. He is the only person with whom I have maintained close continual contact since 1967. This was due largely to Gerald's persistent efforts to seek us out, to talk and to be friendly. Precisely why this persistence exists cannot fully be determined. For a while he thought the project and college would provide relief from military conscription, though his persistence in seeking out people to talk to (particularly me)
continued far beyond the point where the draft ceased to be an issue. The fact of his persistence remains, though reasons for it may be unclear, and that fact in itself and the interest in people which it suggests may be the most salient characteristic of Gerald's personality.

Even before Gerald was selected for the project, it was clear that he was an unusual kind of person who refused to be controlled by group norms he felt to be unreasonable. When he took the initial battery of project tests, one of his high school teachers pointed him out, dressed in irredescent suit and black patent leather shoes, and said, within hearing distance of Gerald, "... see that one? ... a psycho case; threatened to kill a teacher the other day ... we're trying to get him out of here ... " This incident was to prove characteristic of the nature of Gerald's relationships with school authorities, past and present, and to a lesser extent, with other authorities. When that testing session was done, Gerald was the only student who made it a point to talk to us. He questioned us in an extremely courteous manner about our project and whether the test results would give him any insight into his psyche. This incident was to prove characteristic of our later relationship and contributed to our qualified opinion of Gerald - that, personally, he was an intelligent, sensitive,
creative, friendly and highly sociable person, but that his peculiar personality made it difficult for him to function within rigid institutional structures, particularly schools and some jobs, without rejecting them and leaving when he felt like it, or by attempting to avoid their constrictions by some more or less obvious "illegal" action which often resulted in problems with relevant authorities.

The exact nature of Gerald's high school difficulties was never fully apparent to us, although it is quite clear that he probably flaunted institutional norms on many occasions. He was suspended from school on several occasions for various reasons, the least of which was consistent truancy. None of these incidents, however, involved physical violence. All the high school personnel that with whom we had contact knew Gerald, and had negative opinions about the "reputation" he had which quite probably effected the later patterns of his life. One counselor in particular derided him constantly, in person and to us, and was vehemently opposed to his selection for our project when his test scores proved to be in a "high" group. She consistently referred to him as a dope addict, sneak thief, troublemaker and mental case, (he had seen a psychiatrist occasionally) while deriding him for driving big cars and going around with
White women. To this day, Gerald believes that this counselor purposely concealed information from him about required graduation credits, which denied him normal graduation from high school. The counselor denied this. Gerald eventually consulted the city board of education about the matter, who helped him arrange graduation from night school after a brief attendance. The counselor then derided him for using his "connections" in "going over her head" to arrange his graduation.

Although the nature of all Gerald's school problems is not apparent, certain reasons for them are. Gerald's Mother had to work, and had little time to look after her children, though she was anything but oblivious to the responsibility. His Father's support was not consistent either, and Gerald turned in part to his jazz musician brother as a model, who introduced him to the interesting and peculiar clientele and "hangerson" of jazz night clubs. As a result of this association, Gerald, a musician himself, began to play in the jazz combo of a well-known recording and club artist. He continued this association for much of his high school career, earning as much as $250 a week, by playing in clubs in various cities on the weekends and in the Summer. Gerald admits developing all kinds of interesting relationships with musicians, homosexuals, prostitutes, bartenders, etc.,
and learned much about liquor and narcotics in the process. Spending his money freely, Gerald owned a complete wardrobe of expensive clothes and two cars before he graduated from high school. In addition, Gerald was "street-wise" in the ways of Black nightclub culture before he was 18 years old. In one sense, at least, he matured far beyond the level of his high school classmates, while still being one of them in the legal sense. It is no wonder that Gerald's acquired standards and tastes conflicted with those of a high school which probably treated its students as children, at least in the experiential sense. Gerald's "world", though meaningful to him, made no sense to school authorities, and theirs, in turn, made little sense to him. It is probably true that neither party made a concerted effort to understand and tolerate the other's views. Difficulties, therefore, were almost automatic, and the unfortunate part of that is that the results of these difficulties may prove far more harmful to Gerald in the long run than to the institution that was partially responsible for spawning them. Though he would now disclaim any concern over the matter, in many ways Gerald will carry the label of "troublemaker" with him for the rest of his life partly because of the mutual intolerance demonstrated in the high school situation. To some extent Gerald has acted within that label and suffered incarceration as a result.
Gerald's unique experiences early in life must have helped foster a sensitivity to people in him which was largely responsible for the amiable relationships the project had with him from the start. From our first meetings, project staff reported Gerald's sensitivity, openness and willingness to talk. Numerous and long discussions were held with him on a wide range of topics: creative people and their lives, Black life styles and prejudice, tolerance of others and his and the school's problems in this area, views on college, etc., etc. It is impossible to detail these conversations here, since they were so numerous. In general though, they demonstrated Gerald's seemingly inexhaustible capacity for dialogue and the diversity of his thoughts and interests, nearly all of which he was willing to discuss in voluminous detail. Though college was discussed, Gerald was really not interested too much in it except as a means of avoiding the draft. This disappointed his Mother, who saw our project as Gerald's big chance. After working at several part-time jobs, including his music, making trips to Canada and San Francisco and generally procrastinating over his admissions forms to the local university during 1967, conscription was nearly a reality before Gerald finally enrolled for classes in the Spring of 1968. It became obvious almost immediately that he was not serious about school. He came by frequently,
telling us about missed classes and asking for our advice about make-up work. In addition, a Grandparent and close friend died during the term, and that, he said, contributed to his difficulties. By the end of the term he had failed all courses, including Physical Education, except for a history course in which he received an incomplete. The project arranged for him to make up that incomplete, even after the listed deadline, but he declined, and his college career was ended, at least temporarily.

Gerald's contact after that with the project and myself was sporadic but continual over the next three years. He would call to talk, or stop by, at home, the project office or elsewhere. Often he phoned from out of town. He worked as musician, insurance salesman, janitor and at least two factories during this time. It seemed that he worked long enough to earn a little money, then quit, tired of the job, to spend the money he'd earned. Often he was unemployed, his parents or siblings helping him with funds and lodging. During this time he was arrested on a variety of charges, including suspicious person, drug possession, forgery, etc. Twice he called from jail for help in raising bond money, or in notifying lawyers and relatives. Complete details on all his arrests are unknown, Gerald often being somewhat reluctant to discuss them. In any event, his arrests gradually became more
serious, and he became less able financially to get out of spending time in jail. In the Summer of 1969, he spent some six weeks in an Indiana jail awaiting trial on a drug related charge, investigated by federal authorities, which was eventually dropped. In the Fall of that year, he called frantically from city prison, wanting me to help him raise bond money. He'd been arrested for a traffic violation and had been jailed because of his previous record and another case, unknown to me, that he still had pending in Indiana. With the help of his sister and a distraught Mother, bond was arranged and Gerald was freed.

At this point, Gerald became obviously concerned about his growing series of encounters with the law. He had at least one charge pending and was on probation for another. A lawyer told him that he had a good chance of avoiding a prison sentence if he got a job and enrolled in college, so he called me and we arranged his reinstatement in the university. In the meantime, his other trial came up. It had to do with his forging a signature for a rented car used by he and a friend to transport drugs. Fortunately, the drug transportation charge for Gerald could not be substantiated. His probationary status, however, and the fact that he was accepted in college but not enrolled influenced the judge negatively.
Gerald was sentenced to two years in a federal correctional institution, for forgery involving an interstate rental car agency. A plea for sentence reduction was denied. Gerald’s Mother felt she was partially to blame, and for a while was unwilling to be consoled. Gerald expectedly was initially quite bitter at the sentence, though he later came to accept it rather stoically. His initial letter to me from city prison, while awaiting transfer to the federal institution is printed below.

Dear Scott,

Trying to make the most of being here is very hard to do, because of the conditions. But I'm told that things will be better when I get where I'm going, because they will have better facilities.

Right now I'm going through some sort weird transition, which is indescribable now, because I don't know where it's leading to. My feelings toward society are indifferent now, and I can't say what this will lead to. All I know is that this has changed my life and even if I wanted to become part of society now I would have to work four times as hard (twice as hard because I'm Black and two times' harder than that as a Black exconvict).

It didn't come to me as a shock or anything when I was sentenced, because it seems that everything in my past lead to this. And I had been preparing myself for this since my last arrest. And the fact that they threw me a curve just strengthens my beliefs as to what my goals are now. I don't think that I was convicted for my crimes, but rather for what I stand for.
Now I'm thinking about the future, and how to make the most of the time. I'm told that Federal Institutions are much better than State ones, so that's in my favor. And that they have better programs, libraries, recreation, etc.

Oh, I think that I will be here for a week or so, maybe longer. So would you tell my Mother to send me some fruit (apples & oranges), and some candy.

Keep the Faith,
Gerald

P.S. Thanks for everything, it really helps in here. Will write as soon as I get there. Check about the visits as my counselor.

Gerald entered the federal institution in April of 1970 and was paroled, with a recommendation from me, in December of that year. He and I maintained a continuous correspondence over those months, and I visited him in October to tape record the interview discussed here. Gerald's letters suggest that after the initial shock of long term incarceration wore off, he became rather placid about his situation. The only exception to this behavior was when he hit a man who was making homosexual advances toward him, and was put in solitary confinement for a week. This, incidentally, is the only instance of violent behavior that I've seen in my association with Gerald. Except for this instance, his behavior was consistently nonviolent.
Though he complained of regimentation, he seemed able to laugh at what he felt to be the ridiculousness of prison procedure and bureaucratic snarl. Once when he was required to have a security guard with him, he remarked: "... this really gassed me because I never thought of myself as dangerous ... " This attitude seemed to maintain him over his periods of depression, which never seemed too problematic. Since his term was relatively short, he said he was not going to allow himself to fall prey to all the petty institutionalized attitudes which he saw many other longer term prisoners develop toward themselves and others. He was quite anxious about what his attitude would be should he not be paroled. At several points in his life he said he felt like becoming more "militant", and this, he was afraid, might be one such point. His parole was granted, however, so the fear did not materialize.

After his parole, Gerald spent three months in a "halfway house" in his home city, while working as a manager of a dairy bar run by a local Black community organization. At the halfway house, he was in constant disagreement with social workers over "petty rules" relating to his late hours, driving a car when he should not, and the possibility of his smuggling narcotics into the house (which he did). Since being released from the
halfway house, he has quit his dairy bar job and another janitorial job because of apparently justifiable disagreements with supervisors. He now works in a plastic factory, "... breathing chemical fumes ..." to keep in the good graces of his parole officer. He still yearns for the "easy money" of his musician days, which he cannot return to because of parole restrictions, and does not want to because of the "hassle" of that kind of life. He recently has discussed opening his own jazz night club and investing in an organization in Indiana which he says could bring him thousands every month. He refuses to detail the latter situation, though he says it is legitimate. Both schemes may be just talk, which Gerald needs to bolster his image of self, yet this cannot be substantiated. He talks no more of college, though several of his letters from prison mentioned an interest in correspondence courses. At this point, he seems just as aimless as he seemed in high school, except for a continued but slightly subdued desire to have an exotic life without working really hard for it. Fortunately his attitude through all this has remained one of apparent equanimity and even occasional optimism, as suggested in his legitimate "easy money" schemes. He has never really acted on such feelings, however, but he has never really become consistently embittered at his situation either. This equanimity appears to be a salient feature of his
personality.

Summary of Objective Data

Gerald’s high school and college records suggest either low ability or low motivation. A closer look at his grade patterns in high school confuses the former suggestion. In the midst of grades in the D and F range, appear A’s in a current history course and vocal music, two B’s in a Modern Literature course and two C’s in an early English composition course. This suggests either that Gerald gets good grades when he wants to in courses he likes, or that the courses were especially easy. In any event, these grades represent an anomaly in an otherwise poor high school academic record. Relatively high scores on ability-related project measures suggest a further anomaly between ability and performance, though the only available IQ for Gerald would seem to temper this conclusion somewhat. The pattern, however, of project test scores brings some confusion. Gerald is about equal to means on two verbal measures (word fluency, Quick Word Test), above means on both creativity related "brick uses" scores, quite above the mean on the non-verbal Closure Flexibility, but below means on both non-verbal Ohio State Picture Preference Scale scores. Though the general pattern of scores suggests more ability than high school and college records do, the nature of that ability cannot
## OBJECTIVE DATA

Name: Gerald F.  
I.Q.: 96  
Project Test Category: Low Conventional - Low Unconventional

Known to project staff.  
Not interested in further education.

### Past Data

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<td>High School Grade Point Average (4 point system)</td>
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<td>Brick uses - category shifts</td>
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### Present Data

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<tr>
<td>SRI: Total</td>
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1 Based on sample of 2677 original project S's, both male and female.  
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).  
3 Based on present sample only.  
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
be determined except to say that it must be unusual. Gerald seems, therefore, to be an underachiever.

Attitudinal data, conversely, suggest more consistency. Gerald's JIM Scale score has hardly changed over the years, reflecting the equanimity mentioned earlier, but the magnitude of the scores in relation to means suggest high academic motivation as yet unfulfilled. High SRI self score suggests a positive self-concept, and high SRI others and children scores indicate positive attitudes toward others. A low SRI authority score corroborates Gerald's difficulty with teachers and other supervisory personnel, though the score is not inordinately low. Given Gerald's apparent dissatisfaction with various jobs, his "normal" SRI work score is surprising. SRI hope and reality scores may indicate a general optimism, while a high "life goals questionnaire" score supports this. A low SRI parents score reflects Gerald's difficult family background referred to earlier.

The Interview

Because of the closeness of our relationship, this talk assumed the stance of an open conversation between friends with no need for formalities. Gerald knew my purpose and had no obvious qualms about it. There was no need for me to set any direction to the conversation.
When Gerald talks, he does so for a long time, (the interview lasted nearly three hours) and has few reservations about discussing himself, his thoughts, opinions and plans and his relationships with others in great depth. Quotes following should illustrate this. Because this conversation was taped while Gerald was in prison, its content was not typical of what Gerald might discuss in the "free world". Naturally much of the talk concerns his incarceration. Despite this, the pattern of the discussion was similar to many we'd had on the "outside", in the sense that the depth of Gerald's thought is revealed and the peculiar and sometimes confusing nature of his relationships with himself and others is evident. As in some other cases, model constructs overlap considerably within sentences and between them. Examples, therefore, are presented primarily with contextual accuracy in mind rather than discreteness of the model construct they purport to illustrate.

Particularly illustrative of the overlap among model constructs in Gerald's talk are the categories of self-awareness and self-clarity. While only 7% of analyzed remarks were categorized under self-awareness and about 34% under self-clarity, these percentages might be misleading since they represent merely a unit-by-unit analysis, which does not reveal the peculiar contextual
relationships of Gerald's remarks. Comments seemingly related to self-clarity later seem to relate more to self-clarity later seem to relate more to self-awareness, in light of following statements, though sometimes categorizations remain what they seem. Some contradiction and confusion is thus illustrated by the patterns of Gerald's remarks, though gross generalizations concerning his self-related remarks seem accurate. One such generalization is that Gerald is obviously self-searching. The precise extent to which that search results in self-awareness of self-clarity may not be determinable from one interview. Examples of remarks relating generally to self-awareness now follow.

I think may be I need probation (if paroled) to slow me down for a minute . . . maybe not till 1974 though; not from the standpoint of doing more wrong, because I'm liable to do some more shit, but from the standpoint of getting it all together. . . . I need it in a vague sort of way. I don't even know how I need it yet. I might change my mind in a free situation.

I see myself evolving into something totally different. There's some transition that I don't know what it is . . . because of this (experience in prison) . . . my value thing is really screwed around. Is there a word that describes the change? Yeah, (laugh) confusion! I'm bitter to a degree to, even though I know I did it . . . not all bitter . . . Its (prison) strange, a unique kind of experience, at least for me.

Following are examples of remarks relating to self-clarity.
I'm not blaming anyone because I'm here. I did the shit, there's no doubt about it, but it still drugs you. It's a stage; your Dad says don't go out of the year, but when you do you're still mad because you got caught.

I just caught myself. The overall tone of what I'm saying (about prison) is like a joke, and that's what it is. I have to say that to keep from getting messed around, to keep my mental state (intact) . . . happy-go-lucky . . . so I can go back to the streets that way.

speaking of problems in describing feelings in writing: The things (feelings) are intangible. I could tell you about them, but to write about them . . . it would be like trying to tell you how vanilla tastes on paper.

Did you really care about being caught? It's like someone threatening you all the time; gonna see you in jail . . . it's like a child; you threaten him long enough, well shit, go ahead, send me and get it over with, and I can tell you to kiss my ass. Always something hanging over you, like a shadow that isn't there.

There can't be any correction or rehabilitation here. It's an individual thing, like alcoholism or drug addiction. If I don't choose to change within myself, then there won't be any change. Some guys say you're taking big chunks out of my life; others say, fuck it, you won't catch me again.

Once you get into a life style, it's hard to break. Like grass; I'll be on it again as soon as I'm out . . . can't walk away from it. Working was a strange situation for me . . . like when I was in California, I went with the tide, into a John Steinbeck type thing. I wanted to experience it all, to see where I was at.

I can't adjust to people having control over me. You adjust to getting tickets for running red lights . . . you have to or there'd be chaos, and if you're rational you realize that. But I can't rationalize these people (parole officers) having so much unnecessary
control over me. If a guy's sincere about rehabilitating himself, what the hell if he stays overnight with a girl? Yet he may go back to the pen because he's human. I can understand having a parole officer, the basic rationale, but not the trivia.

If I stay here I'll be extremely bitter because I rehabilitated myself before I even got here.

What are your hangups? I have no responsibility. I had none at all. All I could do was goof off. Here I have to be at work at a certain time. That's helped a little, but not much.

Remarks relating to awareness of others constitute about 39% of categorized portions of the conversation with Gerald. Just the amount of talk about others in itself suggests an interest in people. The nature of the talk suggests a sensitivity to others, largely positive, at times a genuine concern for others, and, in a few instances, a disgust with others, usually those in authority positions. In several instances Gerald denies a need for others, but the time he spends discussing people and the generally positive, philosophical tone of the discussion seems to make these statements questionable. Examples:

- on parole . . . you can't associate with known criminals. . . . but factory workers don't associate with executives. You met the two friends of mine who got out of a murder rap. When you get back, you just can't say to the people you're close to, I can't associate with you.

The biggest hangup is the personality thing (with parole officers, judges, cops, teachers). If you don't strike someone as a nice guy,
they have a tendency to fuck you around. I rebel against personalities now. I could care less if someone (prison authorities) likes me or dislikes me.

About his Mother: She's very emotional. I am too. She cried a lot when I first got in. I imagine its a terrible thing, to have a child and to try to rear him properly and all at once he's in jail. She blamed herself, and I couldn't explain to her that I was the captain of my ship; I decided this. She fell apart, and that kinda fucked me up, 'cause I saw what my actions had done to her. . . . She's beginning to accept me as a person now. Before I was her baby . . . Mr. Nice Guy who just happened to do wierd things . . . the drug thing . . . she wouldn't believe that this was me . . .

When they found I had trouble in high school, the investigator looked at the judge and he said: "Two years." He was an All-American type-dude, you know; Dickie Nixon can do no wrong, goddam Afros and long hair . . .

A friend of mine in here will be out soon on six years probation, but he's a musician who makes his living in bars and he can't go near one. He's hung up. All he knows how to do is play.

. . . with my personality, people either like me or hate me, there's no in-between . . . in high school, teachers either dug me or hated me. Its like anything else. If you're human and you have a conflict of views you either settle them or you don't.

When I was seven, all I knew was my old man was gone. I couldn't understand. Women find a thing in security - its cool; their idea of marriage is different. My Father was a good provider, but he had a hangup of other broads. Mother didn't see it; you've broken your marriage vows and all that madness. But a man gets tired of the everyday drag. I can see that now . . . couldn't before. The responsibility is taxing.

I always had grass, but it was a sociable thing.
Many dudes would give it to you . . . it draws people together.

My rap partner and I coordinate our spending, (in prison they can only spend so much at a time) so we'll have stuff at the same time. We don't hassle over little things.

If Gerald is self-confident, this interview did not give direct evidence of it. Only two remarks related slightly to self-strength. It may be that Gerald's openness and willingness to talk indicate unverbalized confidence, but this cannot be specifically substantiated from the talk. Similarly, few of his remarks relate to self-purpose, at least in the socially-approved sense. It may be that Gerald's purposes are simply to understand himself and others, since so much of his talk suggests this. This is not directly stated. Those statements involving self purpose are vague and usually indicate uncertainty. Examples:

I want school to be the real thing if I go (not correspondence school or prison programs)

I want to go to school, but not get into it real heavy . . . 8-10 hours.

I'm very narcissistic, a loner; haven't really decided what to do.

Quantity-wise, little of Gerald's talk was categorized as relating directly to consideration of life meaning. Quality-wise, however, this extended statement speaks for itself:
You get sick of the same shit day after day, constant routine, pounded into you. Life shouldn't be a pattern. My idea of life isn't that you should get a job, work 20 years and get a gold watch. Life is a unique experience; every day is different, even though you're in a routine, the pattern has variations to it. It's like school; you plan study, work and sleep time, and all at once you say, 'Damn! what am I? What is this getting me to? Am I a tire on a car that just constantly rotates and only serves one specific purpose? . . . Institutions have rules and regulations, and when you have set guidelines, it automatically becomes confining . . . like in courtship, the rules are unnatural. Steak and potatoes can be your favorite food, but once in a while you eat a hamburger. You can handle variations and still be true, in a different sense of the word, but not in the sense that society dictates as true . . . its all in the definition. . . . we all need an escape.

Miscellaneous remarks constitute about 15% of the total and relate to three general areas: descriptive accounts of parental relationships, prison experiences and drug experiences.

Without exception, remarks relating to parental relationships are either positive or gently negative. An example:

My Mother and I were very close . . . we didn't have a Mother-son relationship . . . more like sister-brother. I call her by her first name. . . . When I was 14-15 she bought me cigarettes and beer if I wanted them. . . . All she wanted was to know where I was.
Most remarks about prison were either purely descriptive or negative. Many partial examples of such remarks were referred to as contextual portions of previously quoted statements and need not be repeated here. Descriptions of drug related experiences were usually positive too. Examples:

... acid makes you explore your inner self. That leads to bad trips. People see things they don't want to and go into the outskirts of infinity.

Smoke is sensuous. Makes food taste better; your thoughts flow more freely. You hear music better and sex is hipper.

I tripped once in here ... weird ... dropped some acid ... strange; in here you look at people for what they really are, really superficial. ... my rap partner and I dropped together; we just laid in the grass and talked ...

The Essay

Gerald's essay suggests some difficulties in the mechanics of English, but it still communicates with relative clarity. His lack of specific goals is evident, but the fact of some highly generalized directionality is also, as evidenced in statements about "meaning" to work. Appreciation of others, particularly parents and friends is clear, yet he continues to describe himself as "not close to many people". In general the essay reflects the tone of the interview.

At this particular point in my life I am
very uncertain of which vocational route I should
take. And at twenty-two I still have not re­
ached the point or found an answer.

All that I am certain of is that the
vocation of my choice has to have a meaning.
And that working some place for the next twenty
years and merely supporting myself financially
has or serves no purpose. Because to work
without contribution is meaningless.

Now I have a new conception that society
and self are very closely related. And when I
reflect on my past it makes me feel that much
stronger in the belief that I should move in a
new direction of constructive and concrete
contributions to the betterment of society. And
in turn through the betterment of society I
will also benefit from my labor.

Right now the relationship that I have
with my family is much closer than it has ever
been. Because with me being in an institution
it has brought us closer on all levels of
family relations.

We are communicating more now than we have
in the past. Not that we were not communicating
before, but when one is in the type of situation
there just isn't time for superficial small talk.
And by this happening to me everyone else in
the family has become genuinely concerned about
one another, and not just physical health, but
emotionally and spiritually as well.

As for friends I have not really been close
to many people. But the close friends that I
had before this happened are also closer too.

There is something about being incarcerated
that is indescribable that does one of two things.
It either draws people closer, or it makes them
not care. But fortunately everyone that I am
concerned about both family and friends have
done everything that they can do to give me the
moral and spiritual support that I might need.

And now that I think about me and my situation
I am very thankful that my family and friends are
the type of people that they are for helping me
during my period of incarceration.
I feel that formal education of some sort is a necessity in a highly technical society. And if anyone wants to upgrade himself in any way, he will have to have some form of formal education.

In the very short time that I attended, school was very useful to me. It helped me to find out about myself in many ways. And through finding out about myself I am in a position to compare and learn to be aware of others and their problems.

School also figures into my future plans at the present time too. Because I am not sure of what my future vocation might be, and the only way to make a decision of that type is to be exposed to as many things as possible.

So that I can make a choice from a number of things that I might find the one specific thing that I am fitted for and would enjoy doing.

I am sorry that it took me so long to finish the questionnaire, but I took my time and answered each question as honestly as possible. So that it would give you a clearer picture, and to help me find out about myself through the questions themselves.

Some of the questions helped me to find some new things about myself, and to put them into a new perspective concerning my future plans.

**Gestalt**

In terms of the self actualization model, the picture of Gerald suggested by the data here elicits some confusion. Objective attitudinal data and interview statements suggest considerable knowledge of self. School related behavior, as reflected in performance, also seems to corroborate this, in that Gerald seems consistent in acting out his conception of self, regardless of its
derivation, despite the obvious detrimental effects to himself in terms of socially-approved standards of behavior. His behavior beyond high school, as well as his general conversation further supports this conclusion.

In a sense, one might say that over the years Gerald has been consistent, in that he has been inconsistent in, and at times violative of so-called normal standards of behavior. If this "consistency in inconsistency" is an accurate summation of Gerald's behavior over four years, then the equanimity which it suggests might lead to the conclusion that Gerald's process of self-actualization is quite well developed. It may also be concluded that the process has been relatively stagnant over that time. Data in the areas of self-awareness, self-clarity, consideration of life meaning and, to some extent, awareness of others support the view of a relatively high development of self-actualization. Data in the areas of self-strength and self-purpose are unclear in this regard, and hence call the model's generalized "sequencing" of constructs into question, since some consideration of life meaning is rather evident. The only data suggesting positive self-strength and self-purpose, at least specifically, are SRI self score and life goals questionnaire responses. It may be that self strength exists unstated and that self purposes are more related to anti-social goals and
hence are less recognizable. It also might be that self-strength and self-purpose are not necessary in great depth to reach the level of consideration of life meaning that Gerald has attained.

The nature of Gerald's awareness of others is crucial in describing the level of his self-actualization. To some extent, both the quantity and quality of interview and essay data relating to awareness of others suggest positive feelings about relationships with people, particularly friends, parents and siblings. This view is supported by SRI others and children scores. Obviously, however, Gerald has had negative "relationships" with others, particularly those he does not know too well and/or who have a measure of control over his life. This includes his parents to a limited degree, though he speaks in favorable terms about them as individuals. Negative interview remarks about others in authority positions demonstrate Gerald's anti-socially motivated behavior, and SRI authority and parents scores suggest highly negative relationships with some people, largely representatives of institutions which constrain him in one way or another. Thus, on one hand, Gerald has a great need and sensitivity for people as evidenced by his conversation and seeking behaviors, yet on the other hand, he rejects many of those who must necessarily constrain
him, by his definition, though that rejection seems often based on rational grounds.

Though he evidences understanding and concern for many people, some people have not been understanding in return, in his terms, and hence have been written off. This is clearly evidenced in the fact that Gerald has quit a number of jobs outright because his employers did not treat him as he thought they ought to. Though his reasons for such actions are usually quite justifiable in a general sense, they still represent the same kind of intolerance that he usually criticizes. Thus, Gerald needs people; but on his terms, and however justifiable those terms are, they are still just one set of terms.

Through these terms, of course, Gerald has been able to maintain several relatively close relationships, including our own, and to the extent that he continues these kinds of relationships, self-actualization will progress and his awareness of others will reflect hopefulness and not cynicism. To the extent that anti-social behavior destroys such relationships if it progresses, the reverse may be true. Thus, it seems that a confused attitude about his general relationships with others who represent the larger society may be responsible for what
appears to be relative stagnancy in Gerald's self actualization process. His relationships with specific others, however, remain clear and positive, and these, together with his basic self-searching attitude have probably contributed to the relatively "high" level of self-actualization that he seems to have reached. It may be that he can remain anti-social in the larger sense, since that seems to be a part of his self concept, and still continue to self-actualize. The direct and indirect social ostracism which could result, however, might be devastating.

Factors contributing to the peculiar nature of Gerald's present patterns of motivated behavior seem relatively clear for the recent past, and less clear, of course, for the distant past. A large family, broken by divorce, and parents considerably older than he must have had some derogatory effects on Gerald's early life. These patterns are particularly unclear, however, in light of the fact that he usually speaks favorably of his relationships with his family, including his half-brothers and sisters. His relationships with Mother, Brother and Sister seem particularly strong, so the fact of a broken home may not have had as negative effect on Gerald's subsequent development as it might in other cases. Perhaps the most that can be said in light of present
evidence is that the divorce may have caused an insecurity in Gerald which he later sought to alleviate by attention-getting behavior.

Recent influences on Gerald's motivated behaviors have been mentioned previously. They include the peculiar combination of his Mother's lack of strict control, his early associations with jazz cafe society through his brother, and subsequent problems with high school personnel because of his unique set of experiences and their socially "negative" manifestations in his personality. Further experiences in jobs, college and with the authorities merely seem to have helped to continue the pattern of influence and behavior brought about in part by these recent influences.

That pattern has increasingly involved, over the past four years, a more direct confrontation between Gerald and the so-called guardians of the status quo - police and other authority figures. The "escalation" of his involvement with the law over that time is an observable fact that cannot be denied. Two questions are relevant here. First; will Gerald's pattern of anti-social behavior continue? Second; if it does, will it affect his self actualization process and resultant level of hopefulness in generally positive or negative ways? These questions,
of course, cannot be answered here. Gerald’s apparent equanimity and generally non-violent behavior suggest that he will probably continue to be himself regardless of the consequences, in which case he could, in fact, grow in spite of any future difficulties with authorities. This speculation, however, has not really been tested because of the still relatively minor kinds of confrontations he has had. Hopefully Gerald will change, and the speculation will not have to be tested. Given his past patterns of behavior, however, any change would probably come grudgingly, and it may be that his self-actualization would suffer more in this kind of process than if his present patterns remain more or less intact. If this is true, one can only lament the possibility that present social institutions, like schools and marriage, may play an important role in fostering the very anti-social behaviors which they seek to control.
Case #5: Joyce S.

Background

Joyce is an unmarried, female Negro, 21 years of age. She was born in a major midwestern urban center, and continues to live there with her parents in a lower middle class Black neighborhood. Her parents have lived at the same address for at least seven years. Her 45 year old Father is a mailman, and her 43 year old Mother does not work. Joyce, a 23 year old sister, a 20 year old brother and a 22 year old married sister all graduated from the city's only all Black high school. The parents are high school graduates too. Only Joyce's 23 year old sister, a key punch operator, remains at home with her. Her brother is a college student at the local state university and lives on campus in an apartment. The whole family was born in the city and have lived there continually. All are Baptists, except for the married sister who is of the Islamic Faith. Joyce attended the local state university with the help of our project for three terms and was dismissed for poor grades. Since that time, she has worked as an operator at the telephone company, and as a clerk in a shoe store.

Summary of Past Subjective Data

Joyce and her parents were cooperative and interested in the project from its first contact with them. Joyce
had not seriously considered college before the project, even though her family was more financially sound than some, and eventually paid her way to the university for her one year of attendance. The reason Joyce had not considered college probably had to do with doubts she had about her ability. Initially the project alleviated much of that doubt, but without specifically attempting to do it. As it turned out, some of that doubt was valid. At least in the academic sense, Joyce showed only a few signs of being capable of "success" (good grades) during her first year in college.

Because of her general cooperation, the project came to know Joyce reasonably well during our period of continual association, which lasted about a year and a half. She was shy at first, since all her project contacts were with men, but she soon came to reveal herself as sociable, happy person who enjoyed kidding and being kidded. She decided to enroll in the local state university in elementary education and to live at home. At first her parents decided to pay all her college bills, but they later decided to apply for some financial assistance. Only minimal amounts were granted because of the family's relatively secure financial position. Joyce began college in the Fall of 1967.
Our contact with Joyce during her first term was relatively frequent, although we provided her with little course work help. She seldom expressed a need for such help, and at times avoided discussions of her school work, preferring instead, light kinds of conversations about herself, her student counselor, whom she got along well with, and her friends. The end of the quarter revealed that Joyce was having more course work difficulty than she cared to admit. She received a "D" average, failing a history course, but passing her first college English course with a D, no small feat for the average college freshman.

The pattern of our relationships with Joyce during her second term was similar to the first, except that project counselors pushed a little harder to get her to come to us with her difficulties. This, of course, did not work, and Joyce began to break appointments and became more distant, though she remained basically congenial. Her counselors began to question her desire to succeed in college, and even referred to her as "immature" on several occasions. At the end of her second term, Joyce's grades were so low that she was notified of dismissal. With her approval, the project intervened for her with her college Dean, and she was reinstated immediately for a third term. Her demeanor after her
dismissal was one of shame for her "failure", and an apparent willingness to take real measures to redeem herself the next term.

In Joyce's third quarter, she received more regular course work assistance from project staff, particularly in Psychology and English. Two general observations were made by her counselors out of these sessions. The first was communicated at a primarily non-verbal level and cannot be substantiated. We felt that Joyce saw her study sessions as punishment for her "failure". Though we took pains not to communicate this, and she took pains to follow through on the sessions and be congenial about it, a distinct aura of self-effacement on her part pervaded the sessions. This may have been a result of her dismissal and/or her Blackness, but it was a distinct detriment to any substantial progress in the study sessions.

The other observation we made is more readily substantiated, and also turned out to be detrimental to Joyce's progress. It soon became apparent that Joyce's verbal skills, particularly in prose writing, had not been fully developed, and she had only vague conceptions of ways to study for tests, how to organize material for answering essay questions, etc. She had apparently been conditioned by high school to believe that memorization
alone was sufficient "study" for exams. We had only meager success in convincing her to try to memorize less but understand more. By the end of her second repetition of a basic psychology course, she said she began to apply this principle to a limited extent, though she still got a D in the second taking of the course. Her essay, to be presented later, and the following comment by one of her English teachers in college should document her verbal difficulties.

Joyce's main problem seems to be a complete lack of training in both reading and writing; she cannot write in complete sentences (nor does she know when she doesn't), has not the faintest way of organizing material or reasoning clearly. She also seems not to know how to work at something like theme-writing, which again strikes me as possibly due to lack of training. Her reading comprehension doesn't seem to be very good. I have tried to give her what individual help I can, but the task is more than she or I can complete successfully in addition to regular work for the class. Is there any way for you to help her get the background in reading and writing she must so desperately need for all her courses?

The small strides we made with Joyce were not enough. At the end of her third term she was dismissed again and did not seek reinstatement. Considerably sobered by the experience, she nonetheless expressed a desire to return again to the university after working for an undetermined time. She spoke of taking night courses at a local high school or attending a business college to upgrade herself for her eventual return to college. She soon got jobs
with a shoe store and then with the telephone company, and has worked at the latter since 1968. In our recent contacts, she continues to express an apparently serious desire to return to college. She even had me check her chances of reinstatement for her. She has not gone to night school or business college, and to date has not attempted to follow through on her reinrollment in college. An uncertain response by her college Dean to the possibility of her reinstatement may have discouraged her.

Summary of Objective Data

Joyce's high school and college records and IQ indicate low average ability, and/or poor prior training, possibly retarding the development of reading and writing skills in particular. Surprisingly though, her highest series of grades in academic subjects in high school were in language related subjects, though these were not college preparatory sections. Out of six English and speech courses, she received four C's, an A and a B. By contrast, Science, Mathematics and social studies courses were largely D's, but in three foreign language courses, she got two C's and a D. On the surface, at least, any strength she had in high school was in language-related areas, though this could be a spurious conclusion because of the non-college nature of the English courses.
**OBJECTIVE DATA**

Name: Joyce S.
I.Q.: 97
Project Test Category: Low Conventional - High Unconventional
Known to project staff.
Not interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
Joyce's scores on ability related project measures are somewhat contradictory too. She is low on one verbal measure (Quick Word Test) and higher on another (word fluency). She is high on one non-verbal measure (Closure Flexibility) yet low on both non-verbal picture preference scale scores. Attitudinal data from JIM Scale scores suggest initial academic motivation to be slightly higher than the comparison mean, and a 13 point increase over four years may corroborate Joyce's self-proclaimed continued interest in college.

Present attitudinal data is a bit more consistent than ability data. JIM Scale, life goals questionnaire and seven of nine SRI scores are well above means. Exceptions to this include SRI parents score, exceptionally low, and SRI reality. This preponderance of high scores suggests positive attitudes to her situation in life, despite the problem with college. Low SRI parents score corroborates other data for Joyce, yet the nature of her parental difficulties is nowhere specified. Low SRI reality may reflect a fear of the known (her station in life) or the unknown, (death, meaning of life, etc.) though the score is not so low as to indicate serious problems.
The Interview

The conversation with Joyce was short (about one hour) but relatively informative. She was reasonably open and seldom had to be prodded to talk. She set the specific pattern of the conversation, choosing to dwell more on talk related to college and jobs than anything else. The interviewer directed the conversation to some extent within those areas by asking specific questions, but since Joyce was willing to detail her responses considerably, it cannot be said that these questions controlled the interview. The extent to which specific interview statements were solicited or unsolicited was probably about equal.

About 16% of analyzed remarks for Joyce relate to self-awareness. She does not generally talk about herself as herself, but rather herself as student, worker, future teacher, etc. The presence of model constructs within her conversation must therefore be inferred as they are expressed in remarks relating to preferences about teaching styles, courses Joyce liked or disliked, feelings she has about jobs, etc. Most model constructs were evidenced in this way, including self-awareness, examples of which follow:

I think the hardest thing there (at the university) for me was English. I guess its because I write the way I talk . . . . I guess I had to learn how to write . . .
In a way, I think you get more out of it (university classes) when you discuss, (rather than just listening) . . . I don’t know why I like to discuss, because if I stand in front of class and the tension’s on me I get scared . . .

The way they want you to do it in English, that’s not the way I do it. I try to do it that way but it just doesn’t come out that way . . . I have so many ideas in my head and I want to put them down . . . but when I read it on paper it just didn’t sound as good as it felt before.

Remarks for Joyce relating to self clarity constitute about 28% of those analyzed. Few suggest highly specific thought about aspects of self-concept, but for Joyce at least, they represent deeper consideration of herself than was evidenced in the past. Examples:

When I first started up there (the university) I was really scared. I was kinda nervous of you . . . when I met you you were more important and I was scared to talk to you . . . I guess it was just me . . .

I didn’t really study my best in college; only times I really studied were in Psychology. I went into it the second time, with the attitude that it would be a snap . . . then started to do what I did before . . . wouldn’t read the book because I’d already read it . . .

I really wanted to take poetry in English . . . I like to write poems, you know. In high school, . . . I was kinda bashful to show them to anybody . . . they were written on my own, not out of a course . . . I guess that’s why I like poetry so much, because that’s me and nobody else. Since I wrote it and wasn’t writing it for anybody else they couldn’t grade it and say this is wrong, and if they didn’t like it, they just didn’t like it.
Some of my problems were due to the fact that I just didn't want to study. I think it was because I just got out of school and now I was starting back again . . . didn't know if I was ready . . . If I'd studies or not, English would have been a problem . . .

I really needed to be tutored in English. I thought I was really bad . . . I understood what was talked about in class, but to write a theme . . .

About 28% of analyzed remarks for Joyce relate to awareness of others. Though most were related positively to self-actualization, few regarding customers in her shoe store job gave some difficulty in analysis, since they seemed to suggest a lack of concern for others. These were exceptional, however, and most related positively, particularly those where she discussed her feelings about teaching small children. Examples:

... seemed like, if you didn't halfway know your English, she (a college English teacher) didn't have the time for you and she's cut you off short (when you were) at least trying to answer the questions . . .

It (an education course) came easy to me because I was so interested in it. And the way the teacher was; she didn't treat you like you were a bunch of babies . . .

I'd want to make sure they (her potential students) got something out of the course . . . that would reward me and them . . . not just for the money, which is why a lot teach, who don't really care about kids . . .

It's really hard to try to teach a little kid to be a certain way. When they get home they may play a different role for their parents . . . If I taught, they'd respect me as a
teacher and I'd respect them as my students; what they do at home, I can't control. How do you get respect? You can't let 'em go too far . . . draw the line . . . a child wants to be shown to do things; a child should have a little freedom; not too much to where my Mother can't tell me anything or my teacher. A lot of teachers try to win kids over by getting in the child's place. By this, you don't get the child's respect. They're here to learn and the teacher's there to teach and they don't want someone sayin', "Hey man, we're on the same level, gimme five"!

Before I'd judge a teacher, I'd say; is it me or the teacher?

I became real slick at selling shoes. You have to con people; when shoes look ugle, you got to tell them they look good . . . handling the parents was worse than the little kids. They'd ask kids to pick out their own shoes. How's a little kid know what's good for his feet?

Remarks relating to self-strength for Joyce were essentially lacking, constituting only 3% of the total.

Examples:

I said to myself, it was really stupid to flunk this course again (Psychology, her second time). This would be my fault. So I just put it in my mind that I wasn't going to flunk this. I got a D out of it.

When I have to stand up and give a report, I just can't do that . . . in high school dramatics class . . . when I had to report, my hands were sweating and my voice started shaking and I sounded so stupid!

Statements indicating self-purpose are also sparse (3%) and inconclusive. They suggest that Joyce is
dissatisfied to some extent with her educational-vocational life and wants to change it, but is uncertain as to how, when, and in what directions to change. Examples:

I'm thinking more about teaching little kids.

Once I started working, I wasn't satisfied being just an operator. I like it but I just don't want to do that. I want to get some more knowledge up here (her head).

I wanted to be an oxygen therapist. I think I'd really enjoy working in a hospital with people.

I don't really know what I'm going to do now. I'd like to do something other than what I'm doing. If I go back to school, I know I'll have to take English.

There were no statements related to a consideration of her life's meaning for Joyce. The nature of her other remarks suggest that Joyce probably has not considered this question in any depth. Most of the miscellaneous remarks for Joyce involve descriptions of incidents in college classes which illustrate both the good and the bad effects of that experience for her. These remarks constitute about 18% of the total. Most negative remarks relate to an English teacher (the one who wrote the comment quoted earlier) who discouraged her because of her lack of verbal facility. Examples:

... when I went into her office she was really discouraging ... said you'll never get English, never be able to write ... I mean this is the way she said it. I said there's no use of me trying ... she told me I'd flunk.
She presented herself like she was above everyone else. If you're not able to comprehend, you're just wasting your time in my class.

In another English course: I wasn't any better in my writing, but my teacher didn't discourage me. She was a much better teacher.

Many theme topics were uninteresting . . . Once I got a C and it was on something I really liked and knew about.

Amounts of other miscellaneous remarks were negligible. The only other group of statements seemingly important were several mentioning family problems, wherein Joyce's Father badgered her to get a job after being dismissed from college. This suggested tentatively that Joyce's difficulties at home may have related to money matters.

The Essay

The essay reiterates the interview in most respects. Joyce's lack of certainty about goals is evident, and the "lessons" she learned from college, illustrate a minimal degree of self clarity and the self-effacing tendency mentioned earlier. She touches both on negative and positive aspects of the college experience and comments with mild negativism about her high school experience. Parent problems are again mentioned but not specified. The essay seems to communicate relatively well, yet it illustrates Joyce's writing problem quite clearly. It is reprinted
To really answer truthfully I can do, but to answer knowingly I can not.

I am now presently employed at the Telephone Company. The work I do at first, being an operator was very interesting. But I knew I wanted more than to be an operator all my life. I would like to learn more and enjoy my work with a great deal of satisfaction too. I want a job to mean and be more than just a job. If your job is more than a job you, yourself plus others benefit from this. It is a reward within itself to me, if I enjoy what I'm doing, and others benefit from it also.

As far as my social life that is a long story, too long for just two pieces of paper. But I have two sisters and brother, my brother being the youngest. When I like best of all, because I guess I was so Tomboyish growing up. My brother attends the university, this year starting his 3rd year, doesn't stay at home now, he has his own apartment. So I don't see much of him anymore really unless he is hungry and comes home. My other sisters I get along with alright, my older sister we don't get along so well all the time, she's 23. Jane, who is 22 yrs. old, is married and doesn't live with us we get along okay. Now, my parents, we could all have a better relationship than we do now. Because I think really it's going to pot to put it bluntly. There's one really, no two basic things or factors missing and that's understanding and patience. It's too long to go into but our family needs pulling together.

My education wasn't the best really due to my laziness somewhat. As far as high school I could have gotten more out of it, if some of the teachers really wanted you to learn. In my senior year of high school I enjoyed English Literature, and dramatics best of all. My english teacher made the subject very interesting and enjoyable.

In college psychology, education and dramatics were very interesting. And I got something from these subjects, especially psychology after taking it the second time. I have to admit both teachers in psychology were interesting, the first time I
just took it for granted. In psychology you have to take notes, listen in class, and most important you do have to read the book. I gailed to do that the first time I had psychology. And the second time taking it I thought would be a snap but it wasn't. So I had to read and study hard for the final because I would have failed it again if I didn't. But during the final was when I really got to know and get something from the course.

Gestalt

In terms of self-actualization as defined here, data suggest that Joyce is involved in a somewhat tedious and confusing process of learning about herself and others, and is still quite far from the point where she gains self-strength and specific self purposes or goals out of that process. The lack of self-strength, self-purpose and live meaning data in interview and essay support this conclusion most strongly, while generally high scores on attitudinal measures tend to call it into question. It could be that this contradictory evidence is merely indicative of a kind of general confusion about self, goals and others in Joyce's life now, or it might be that attitudinal data are somewhat misleading. The latter, if true, might be a result of the measures' inadequacy in assessment of the constructs employed here, or it might be due to a tendency Joyce seems to have to do socially approved things, though her low SRI parents score might refute this. A definitive explanation of this contradiction cannot be
provided here, however, so a tentative vote is hereby given in favor of interview and essay data as being more indicative of Joyce's self-actualization than objective questionnaires.

If our initial assessment of Joyce's self-actualization is correct, the question arises as to why her process is not further along nor moving faster than it seems to be. A general answer might be Joyce's lack of confidence in herself and resultant unclear goals, as evidenced in subjective data. Again, however, high JIM Scale scores and most SRI subscale scores tend to temper this conclusion. If Joyce is, indeed, self-effacing and lacking in confidence, that condition seems to be a result of the peculiar interaction of her low-average ability, her Blackness, parents who may be less than understanding, (while perhaps sheltering her) and her relative lack of success in school and college though none of these difficulties is mutually exclusive. One positive result of these conditions seems to be Joyce's relatively hopeful and optimistic attitude, though the reasons for this attitude cannot be determined by the evidence here.

As mentioned before, the exact nature of Joyce's family problems is not evident here, though in general terms they probably have to do with the fact that she is
an unmarried female, still living at home, who was dis-
missed from college after having her parents finance her
venture. These factors, together with past events in
school and at home, must have slowed the development of her
capability, at least in the academic sense. Unfortunately,
perhaps, her capability as it effects her self-actualization
must be viewed to some extent in academic terms, since
school "success" is so highly valued in this society.
Whether Joyce's ability is low or high in itself may there-
fore be less important than if it appears low or high in
school or college. Most evidence suggest that her school
capability is not too high, and that this has had a less
than positive effect on her self actualization process,
though she remains hopeful. Given parents who may rein-
force a feeling of inadequacy, and at least one college
teacher who did, it is surprising that Joyce claims to
want to go back to college again. In another sense, it
may be expected that Joyce would at least verbalize a
desire to return to school. It may be the only way she
has now to alleviate feelings of failure: It may also be
that she will return to school, and that the question of
whether a college experience was ultimately contributory
to self-actualization for Joyce will have to await the
outcome of that return to school for an answer. At this
point, however, it seems accurate to say that the worst
that the college experience did for Joyce was to illuminate
her inadequacies, and thence contribute to her lack of confidence. If this is at least a partially accurate interpretation of Joyce's feelings, it probably would do little good to cite her areas of potential competence, though some of that will be done here. For example, Joyce seems relatively perceptive of little children and the ways they react and learn, at least as evidenced by some interview statements. She makes it a point to see the good and the bad in people, again as seen in the interview, and is never unduly critical of them. Good attitudes toward others are further substantiated by relevant SRI subscale scores, with the exception of that for parents. Certainly the potential for amiable relations with others involves a kind of intelligence which too few of us possess. Her thoughts of being a teacher remain unfulfilled, because of the academic emphasis in college programs. Concomitant with her potential for effective human relationships is a persistent and expressive, though not articulate, style of verbal communication. She makes her meanings clear, as evidenced by many interview statements, a skill which many teachers and writers have buried in jargon and clichés. Some of this even shows forth in written communications, as evidenced by her poetry, which by its very existence suggests a creative motivation if not great potential. An example:
I Puzzle Me

I am a strange human whom I can not hardly understand,
I hope it is possible to remain with one man.
What is the hang-up that is buggin me?
Is it still the desire to remain free?
Sometimes I feel I have to belong.
Then other times I feel that thought to be wrong.
What goal do I desire out of life?
Do I really want to become some man's wife?
The thought should be questioned carefully within
my mind,
I am young yet, but still I have little time.
Each day I grow older with no real future set,
My problems not solved, my goals not met.
What sort of person will I be three years from now?
The question really scares me somehow.
I know I want happiness and success,
And I can not have this unless I give my very best.
Right now, I believe I am taking a step,
What good will that do though if the pace is not kept?
Do I need a helping hand to guide me there?
Who would lend the helping hand, and guide me where?
Jesus is the answer, he is everyone's guide.
He is with you and always by your side.
I got the one and only power of all mankind
Why should I be afraid when he was not of dying?
Now I can develop a new stragey,
Make something of myself so I can be proud of me.

The poem, written when Joyce was in high school,
expresses many of the confusions she feels today in a clear
if not sophisticated style. It also suggests an element
of religious Faith, not evident in other data, which may
contribute to Joyce's generally positive, hopeful overall
attitude. Not everyone would consider writing such a
poem, and that in itself suggests more undeveloped potential
and motivation in Joyce than meets the eye. To date,
though, the potential remains largely undeveloped, parti-
cularly in more formalized ways. This, of course, is fine
as long as self-actualization can proceed unchecked by concern over that lack of development. Some, but not all data suggest a concern over the status of that development. If her potential continues undeveloped, then one can only hope that Joyce will find substitute satisfactions. Her hopefulness now suggests that she will.
Case #6: Edward P.

Background

Edward is a married, male Negro, 21 years of age. Though he was born and has lived in the same major midwestern urban center for most of his life, his early childhood, from age one to six, was spent in the Azores Islands and in a city in Idaho, where his parents lived at the time. The family returned to the urban center in time for Edward to start elementary school, and have lived there since. Ed, his Mother and three of five sisters have lived in the same largely Black working class neighborhood for at least seven years. Ed and a 22 year old sister subsequently moved from the address upon being married, and now reside in the same neighborhood. Ed's 46 year old Father and 45 year old Mother were divorced about six years ago, although he, a carry-out operator, lives relatively close in the same city and visits his family frequently. Ed's Mother still lives at home with Ed's two high school age sisters. She is unemployed and is supported mainly by her ex-husband. Three of Ed's sisters, age 26, 24 and 22, are married. Two live in the city and the oldest lives in Connecticut. All are employed. Ed's Mother was born in Pittsburgh and his Father in West Virginia. He is a high school graduate with two years of college and she finished the 11th grade. All Ed's sisters went to college. Ed's 22 year old wife, a high school
graduate, works a full-time job at a local electrical equipment manufacturing plant. Ed is a fundamentalist minister who does most of his preaching in the evenings and on weekends, so he is able to stay home during the day with the couple's infant son. Ed, his wife and four of five sisters are fundamentalists, and his Mother isa Methodist. Ed lists his Father and a 17 year old sister as having no religious preference. Ed graduated in 1967 from a city high school consisting of a unique mixture of lower income Blacks and Appalachian Whites and a large segment of long time residents of the area, primarily working class, White and of German origins. In many ways, the newer residents have conformed to the life style of the latter group, giving the neighborhood a relatively stable recent history. Largely because of our project, Ed attended the local state university for three terms, before becoming eligible for dismissal for academic reasons.

Summary of Past Subjective Data

Ed and his parents were generally receptive to our project from the beginning. They seemed willing to allow visits by Ed's student counselor to their home, and on several occasions Ed's Father and the student counselor had lengthy conversations over drinks in a neighborhood tavern. His Mother called the project office occasionally. Once she wanted further information on the project,
accepting it courteously. On two other occasions she evidenced considerable concern over what she felt to be an attempt by Ed's Father to frustrate his chances at schooling. At one point, she quoted him as telling Ed; "... you won't make the grades", and saw Ed as wanting to attempt college just to "show" his Father that he could make it. Our student counselor felt that Ed's Father was genuinely trying to help him, and that his Mother misunderstood.

Though he mentioned at our first meeting that his plans might include some form of religious ministry, Ed said that he had never considered going to college because of financial problems. He expected little help from his parents, and for as long as we knew him, he consistently worked at part time jobs, including veterinarian's assistant, department store clerk, pizza delivery, etc. He had no firm idea of an area of study in college, simply because he'd never considered it. In the early Spring of 1967 he definitely decided to try college, depending on the amount of money he could realize from part time work and financial and through our project. Ed had some difficulty getting admissions and financial aid procedures completed. Along with having to work the Summer before he started college, his Mother claimed that his Father gave him no help with the applications, and a
high school counselor refused to forward a recommendation for him because Ed had failed to provide him with postage stamps. He had to buy a car to get to campus, and at one point was so "broke" that his Mother called and asked if anyone could lend him $5.50 for the fee on his college entrance test. The money was provided and returned soon. Later in the Summer of 1967, Ed received university aid for the school year to the extent of $900, plus a guaranteed work-study part-time job.

After working for a veterinarian during the Summer of 1967, Ed started college in the Fall with a similar work study job on campus, commuting from his home daily. He also had another part-time job in the evening delivering pizzas, and spent considerable time participating in Fundamentalist and Evangelist religious services during the week and on weekends. As a result of all these activities, Ed was almost never to be found at home earlier than 11 or 12 at night. It was very difficult for project staff and he to get together in order to provide course work help and the like. Though we checked with Ed when we could find him, usually on the week end, we provided him with no consistent help. On several occasions he came to the office for assistance in mathematics, and at other times we met at his home, usually on Sunday afternoon, his only free time. Because of his need to work,
his grades got progressively worse, from a 1.8, the first quarter to a 1.5, then a 1.1. He was notified of academic dismissal at the end of the Spring term, but petitioned his college for reinstatement for the Fall term. He was granted reinstatement on our recommendation, with the stipulation that he cut down the work load which seemed to be the cause of his failure. The financial aids office at the university agreed to increase his aid to $1000 for the next school year. Ed started school again in the Fall, and continued until he was dismissed again. His old work patterns remained similar, and, in addition to all his other activities, he began dating the girl he eventually married. Our project had ended in the Fall of 1968, as did our consistent contact with Ed. After being dismissed from college the second time, Ed got married and worked part-time for a veterinarian and as a bus boy. He worked for a brief time at a factory job, which he hated, before being hired as a laboratory assistant in the Veterinary Pathology Clinic at the local university. He quit this job for more pay at a Medical Research Organization which conducted tests on pharmaceuticals. He resigned here at a pay decrease, in order to take a lab technician job in an animal research center at a more prestigious local research institute known worldwide. He became disenchanted with this job because he was not closely enough involved in actual experiments for his
liking. Since then he has tried to build up his name as a Faith-Healing Evangelist minister.

Summary of Objective Data

Ed's high school and college performance and I.Q. all suggest low average capability. The pattern, however, of school grades is somewhat interesting. In high school, for example, Ed received generally higher grades in social studies than mathematics, yet his science grades are B's, and he has four years of instrumental music credit at a B+ average. Though his grades in college were poor, he received C's in a difficult math and sociology course and a B in an English composition course. Most project test battery scores are relatively close to group means, except for "brick uses - remoteness" which is noticeably higher, suggesting high verbal creativity. This is offset somewhat by a low Ohio State Picture Preference Scale - creativity score, suggesting low nonverbal originality. The latter belies, to some extent, Ed's hobby of oil painting. There is a noticeable drop in JIM Scale score from 1967 to 1971. This might be expected in view of Ed's failure in college and his negative views on school (see interview summary). Yet in view of the fact that many JIM Scale items are attitudinally-related, one might expect that score to remain relatively high in light of the fact that Ed's SRI and life goals questionnaire scores are
### OBJECTIVE DATA

Name: Edward P.
I.Q.: 98
Project Test Category: Low Conventional - Low Unconventional
Known to project staff.
Not interested in further education.

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#### Present Data

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<td>SRI: Total</td>
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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16)
generally quite high. Disenchantment with schools and regimentation seems to be the most logical reason for the low recent JIM Scale score.

All SRI scale scores are considerably higher than group means, with the exceptions of authority and parents. These results reflect Ed's problems with his superiors in general to be evidenced later in his essay and the interview. Ed seems quite ill-at-ease under any other control except his own and that of God. This is especially apparent in his essay and SRI parents score. The latter probably reflects difficulties resulting from a divorce in a large family.

The Interview

The interview with Ed went smoothly. In general the interviewer selected the general topics for discussion - jobs, schools, ministry, etc. - but Ed took the opportunity to elaborate considerably within these topics without much further prodding. Thus, many individual remarks were unsolicited, though the framework for them was not. Ed had little hesitation about talking, probably a result of his ministerial work. Some of his talk, however, tended toward detailed description (of specific job duties, etc.) rather than analysis and opinion. This part of the interview was not analyzed. Though many of Ed's remarks
were categorized as indicating self-awareness and self-clarity, many of these were only indirectly relateable to the constructs. Ed seldom reflected upon himself as an individual, but rather as a minister, student, worker, etc. It had to be inferred, thus, that when Ed made a statement suggesting that he was clear about how he reacted in a particular job situation, that this meant he was also clear about the self-concept related reasons for his reaction. Overall, the conversation with Ed suggests that his self-actualization is well-developed and moving steadily into the areas of self-strength and self-purpose.

Approximately 15% of the analyzed units of Ed's interview related positively to self-awareness. Remarks were chosen which suggested consideration of uniqueness of self and related feelings, but not relative certainty. Examples:

I don't feel more comfortable with any particular (preaching) approach.

I feel better speaking to a large group, but I'm not always sure.

I probably study as much on my own as if I were in college.

A higher degree of self-awareness in Ed can be tentatively inferred, because self-clarity related remarks constitute the largest single category, about 23%, for him. In general Ed seems relatively clear about the ways
he behaves in the ministry, in other jobs, and in school and college, though he does not always openly reflect on the detailed reasons for these behaviors. That he knows these reasons, must thus sometimes be inferred.

Examples:

I believe my views are right. I used to go in (to church meetings) and try to change views. Now I don't... don't like to have the attitude that I'm all right and you're all wrong.

I advocate Faith-healing, which is really controversial.

I'd like to have a Doctor of Divinity degree... just for the sheer prestige of having it.

... to be known, you must advertise yourself. That's one reason I'm writing this pamphlet... on church traditions and rules which I don't believe have anything to do with God and people and being Christian. Rules of yes and no are stumbling blocks for people. Many teachings have no Biblical background... just something someone decided to do.

I hated it (grade school). To show my rebellion, a lot of times I just didn't work... just sat there, looking at the clock, waiting for recess and time to go home.

in regard to a laboratory job he liked: You feel like you're doing something worthwhile... not going to a factory pushing a button. We had a lot of responsibility.

Several of the above examples are combined with statements and statement fragments indicating self-strength and self-purpose as well as self-clarity. This is done for contextual accuracy. The rather firm opinions obvious in
most of the remarks give direct and inferential indica-
tions of self-clarity.

About 17% of categorized units relate to Ed's awareness of others. His ministerial work has made him a skilled observer of people, and as a result has provided him with a degree of expertise in human relations. Many of Ed's remarks concern this expertise and its usefulness for his own goals. Fewer of the statements suggest a broader view of human relations for the good of all Examples:

The time I spent in college helps me relate to youth as a minister. (for these kinds of people) . . . the old standard answer " - because the Bible says so - " just doesn't work anymore.

in religious discussions: I'll accept some of their views . . . listen to what they say, not down what they believe. If I listen to them that way, they'll listen to me the same way.

Preaching method . . . depends on the audience; in a country church, I might be a fist pounder . . . with youth, emotionalism doesn't work; you must appeal to their mind.

. . . people who have no degree but have education without certification . . . shouldn't be pushed down because of lack of a degree . . .

. . . deep down, most people will be honest . . . if you sit down and talk to them . . .

in regard to a . . . Hippie . . . on marijuana, about to lose his mind . . . whom Ed talked religion with: I planted some see; it may take (him) two years to come around.
Statements suggesting self-strength comprised about 6% of Ed's interview analysis. Ed's general demeanor, as evidenced by the confidence seen in previously cited remarks, suggest self-strength as much as specific remarks proclaiming his confidence. His apparent lack of need for such proclamations seems, in itself, to suggest self-strength. Examples of more direct remarks:

I believe by getting known I'll do well.

In that class (a high school English Literature course) I would not be defeated by bad grades. I'd just work that much harder, because I had to pass the course to graduate.

I have no doubts that college is too rough; think I could really make a go of it by taking courses I can do well in.

Only one remark suggested doubt:

In high school: Tests were an awful game that I just couldn't win.

Remarks suggesting Ed's purposes in life are relatively few, (8% of the analysis) but are clearly positive and reasonably specific:

Are you out to convert people? Yes!

My goal is to get well known enough, that if I call a church - a big one - that they'll be glad to have me speak . . . a big financial asset . . .

I quit the lab and decided to follow my biggest ambition - the ministry - since now I could live off it.
Perhaps surprisingly, obvious remarks relating to Ed's consideration of the meaning of his life comprised less than 1% of the total. Since much of Ed's life involves religion, it would seem appropriate to infer a high level of thought in that area. Clear remarks to this effect, however, few. One bears mention:

How would you answer the question: Is Christianity Right? Always begin with the idea that religion is a personal thing . . . I don't think there is a specific answer to this question.

Nearly 30% of the interview was not categorizable according to the self-actualization constructs. Of this amount, fully 12% consisted of descriptions of incidents Ed had experienced in the public schools, nearly all negative. He told of a third grade teacher who smacked his hands with a yardstick: "I actually hated school. I couldn't stand to go; when actually learning should be something that you like; . . . it seemed like school was a situation where if I mess up they're just gonna jump all over me. . . . It was a game - you study and try to figure out what's on the tests . . ." Except for one male elementary teacher, Ed mentions nothing positive about his public school experience.

Descriptions of college experiences (about 7% of the total) were somewhat more favorable. Only half were
negative. Ed made several positive remarks about how college helped him in his preaching in relating to youth. College teaching methods Ed saw as "... better than high school ... more room for discussion ... felt I was learning something; in high school you were told you were wrong but not how to improve." Ed still hates tests, in college as well as high school:

The test was a nightmare. I'd devoted hours of time to study ... rewrote and sweated over themes ... then you get to the test and you say, they've tricked me! ... it's really a game ... it was like someone stealing your life savings.

The remaining miscellaneous remarks consist of descriptions of Ed's jobs, including the ministry, and one story about his father, "a perfectionist" as far as school was concerned, punishing him for not writing correctly.

The Essay

Ed's essay (typewritten in the original) sets forth his opinions about what he wants to do in life in very clear fashion. Self-awareness, self-clarity, self-strength and self-purpose are quite evident. Consideration of his life's meaning is evident too, but more indirectly. Nearly half the essay deals with problems Ed seems to have had in dealing with authority - particularly that of
his parents. Indications of how Ed thinks these problems should be dealt with are also given, as are platitudes on school. The essay speaks for itself.

I must say that I have found no greater job and peace in any job other than the ministry. I find the ministry rewarding for several reasons. I am able to 'do my own thing for God', I have no doubt that I am doing an outstanding job, I am helping others who are desperate, and I feel that I am carrying out a divine plan for my life.

In the ministry I am subject to one boss. I need not fret about discrimination or unfairness. I am ordered by a supreme moral code which I believe in. I feel subject to no one but God and the Fundamentals of Christianity. On the other hand, various other jobs I have had seem to become mighty frustrating. I am not my own boss, and my boss is subject to be unfair or to discriminate. This boss has a moral outlook that changes with the wind; he may take it out on me because he had a fight with his wife. Yes, it's frustrating, from eight to five, an hour for lunch, punch in, punch out, pick up my check, and get ready to start all over again. It's a daily routine that has no particular rudiments of interest for me. I cannot be satisfied working for money and the boss.

Our society as a whole is caught up in dollars and cents. We have made ourselves slaves to the dollar. So, automated man becomes an instrument that starts and stops according to the time of day. I claim freedom from this bondage. I refuse to live by minutes, hours, quarters, and trimesters, constantly complaining as I strive for recognition and more green back. We are hired and fired by the clock and I believe we are also killing ourselves by the clock. I ask myself, what's the rush?; where's everybody going?, and is it worth the trouble? Everyone is ruthlessly striving to be recognized among the 'Power Elite'. Individuals have become so preoccupied with competitive struggle, they have forgotten how to respect one another, they have forgotten how to help one
another, and they don't have love for one another. Everybody is looking out for number one. What can I do for me. I realized that the Elite are fixed with great names and much wealth, and to try to enter, I am only running my head against a stone wall. So I would rather 'do my own thing', work as a minister, being subject to God and free to live, love and therefore gain.

I do not feel that my relationship with my parents was as strong as it should have been during my early life. Many times I felt that my folks didn't understand me and were punishing me without cause. I can remember the time that I had just picked up the bat; it was my turn next. This was that last game of Junior Baseball for the season. My mother had sent word that I was to come home right away because Grandma had just arrived from Pittsburgh. I was bound to get my turn at bat, so I was disobedient and stayed at the ballgame. When I got home I received the thrashing of my life; Mother just didn't seem to understand what I meant, when I said, it was the last game of the season. Another time my father gave me a fishing reel. It was the first reel I ever owned and I was thrilled beyond measure when I told the guys. The following week we went to the river, and what a mistake I made; I left my reel in the sand while I was putting hot-dogs away. My father jumped all over me. "Stupid boy; this is an expensive reel and you left it in the dirt." So he took the reel away from me and said that I needed to grow up. My parents seemed to lack the ability to understand or communicate with me. I was either right or wrong but never understood. We never had the first fruitful discussion as to why I was wrong. I would say that families must get away from the attitude of "I am the parent, you're the child, do what I say and don't ask questions". This comes under the title of 'no back talk' which I feel is very bad ethics. There is a definite difference between bad talk and back talk. A child should not be deprived of giving an accountable answer for his mistakes. Furthermore I do not believe a child should be punished for mistakes. He should be punished for disobedient actions, but that parent should get to the root of his disobedient act and try to understand.
A family should not be run like the army. Back talk is necessary in order to bring about a good solid relationship. The good parent will be capable of giving sound answers to their children making task and jobs much more meaningful and rewarding. The idea of adult superiority should not be illuminated so much. Children realize without being reminded that their parents are superior storehouses of knowledge. Parents should realize that no one likes a dictatorship, not even children. We all like to be our own boss. My sisters and I never had a very close relationship. I spent most of my time with boys in the village. Now, on the other hand, my wife and I have an outstanding relationship. We have learned to sit down and discuss any problem that might arise. I would say relationships are strengthened or weakened according to the ability of the persons to relate ideas, thoughts, and goals to one another. Relationship can only be improved when each individual is willing to bend a little and try to understand the other person.

I feel that a high school education is a must today. It's usefulness cannot be underestimated. However I would not say that everyone is cut out for college. I would encourage everyone to try college though. I find that my college education has been very worthwhile as I discuss various topics concerning religion I draw from my college classes. One class I took in are (fine arts) stimulated a desire to try oil painting. This very day I am making money selling paintings.

Gestalt

Perhaps the most obvious generalization to be made about Ed concerns what appears to be a relatively sizeable discrepancy between his measured ability and general academic performance and the apparently high level of his personal accomplishments, at least in terms of self-
actualization as defined here. There is no suggestion, of course, that lower ability individuals cannot be self actualized, but the general mediocrity of Ed's measured ability and academic performance, in addition to his rather unstable efforts at jobs, other than the ministry, suggest that Ed might not be the most confident individual around. To some degree, at least, the opposite seems true. Ed's level of self actualization seems quite high, in anyone's terms. One obvious inference from this is that schooling and conventional jobs need not necessarily be the focal points for self-actualization in everyone's life. Ed is apparently happy and progressive "doing his thing", which for him is his ministry. He has obviously arrived at that point through conscious thought and effort. Fortunately he has been able to arrange it so that the ministry is at least practical, if not yet lucrative, from a financial point of view. It seems obvious that he is doing what he wants, in other words, and he is growing from it. What he wants is only generally related to White Anglo-Saxon standards of a steady job and a good education. It seems clear that one can self-actualize and grow as much and as importantly by being a Faith-healing Fundamentalist minister as he can by being a college professor. Evidences of this seem relatively apparent.
Ed's level of self-awareness and self-clarity are evidenced best by the nature of interview remarks mentioned previously. In addition, attitudinally related objective data support this. For example, extremely high SRI scale scores for self, work and hope are consistent with what Ed says. Even SRI parents and authority scores, which are extremely low in relation to comparison means, support Ed's distaste for what he apparently views as poor exercise of authority, particularly with his parents, but also in school and to some extent in his nonministerial jobs. Decrease in JIM Scale scores may also reflect this view. This distaste is also evidenced in the essay, to a more limited extent in the interview, but perhaps best through his vocationally-related activities over the past four years. While his apparent lack of satisfaction with various jobs might also be taken as evidence of lack of awareness and clarity of self, the apparently continual existence of Ed's ministerial ambitions suggest that vocational "instability" merely represented purposeful but temporary stopping places for him on the way to making the realization of his primary ambition practicable. The test of this speculation can only come as one views Ed's future activities, in the ministry or elsewhere. It may be that the ministry is just another stopping place on the way to something else, as yet undefined. The evidence here suggests
otherwise.

The above argument might apply to self-strength and self-purpose as well, since the evidences of Ed's motivated behavior described as relating to these constructs reflect in a similar fashion his hopefulness and general level of self-actualization. Perhaps the only difference here is that the quantity of interview data in these categories is not as great as that in the self-awareness and self clarity areas. Objective data and Ed's vocational patterns certainly relate similarly to all model categories directly related to self. Though quantity of information in itself is not necessarily the only criterion relating to the nature of the development of particular constructs within individuals, it remains the only noticeable difference between self awareness and self clarity, and self strength and self purpose, for Ed, in the interview. The only conclusion that can thus be drawn is a highly tentative one - that Ed's self strength and self purpose are not as highly developed as his awareness and clarity of self. It may also be that the generalized sequencing of model elements as defined here is incorrect for Ed.

At face value, evidence of awareness of others for Ed suggest that this aspect of self-actualization is
highly developed. The quantity of interview remarks, and high means on the life goals questionnaire and SRI others and children scales support this, as well as the very nature of Ed's present profession. Awareness of others, though, as defined generally here, includes an aspect of concern for others. Though much of the evidence for Ed reflects such a concern, certain interview remarks suggest some confusion. His avowed goal, or at least one of them, is to convert others to his beliefs. Several of his remarks, cited previously, suggest that the development of his awareness of others, and resultant skill in human relations is primarily related to this overriding goal - certainly not a very altruistic one. Several other remarks, however, suggest a genuine and overriding concern for others, regardless of personal goals. Some confusion is therefore apparent regarding the nature of Ed's awareness of others. This confusion is further evidenced, in another light, by the discrepancy between SRI others and children scores, both high, and SRI authority and parents score, both low. Though the latter may justifiably suggest Ed's overreaction to bad experiences at home and in school, this could also mean that Ed's awareness and concern for others, and concomitant self purposes, are not as highly developed as it might appear. This inconsistency, if it is one, probably results in part from the natural paradox inherent
in the simultaneous consideration of goals for self and others. It may also result, in part, from a lack of deep reflective thought by Ed about how his personal goals and view of others relate. To the extent that the latter is true, Ed's level of self-actualization, as defined here, may be "lower" than it appears. It may also be, of course, that Ed's own definition of self development, at this point in his life, either excludes such contradictions or has made allowances for them. To the extent that this is true, our definition of self actualization remains less generalizable. Only observation of Ed's continued development can illuminate these matters.

The data here seem to suggest at least a mild inconsistency between Ed's measured and apparent capability. Generally, data suggest low average ability. Within individual grade patterns, however, for high school and college, relatively high grades occasionally show up in rather difficult courses, (see objective summary) though overall averages are still low. This may reflect what Ed says: "If I liked something, I worked at it . . . got good grades . . ."; it may therefore, deny, to some extent the general notion of Ed's ability. The fact that Ed is writing a pamphlet for publication, that his writing and talk are relatively articulate, and that he is at least somewhat capable in painting and music add additional
contradiction to this notion. The relative speed with which Ed seems to have arranged his life to do what he claims he wants most also suggests a practical kind of adaptability not generally demonstrated in the academic area. His ability to function at a reasonable degree of efficiency within two widely diverse vocational areas — science and religion — also suggests this adaptibility. It seems reasonable to conclude that Ed's ability is higher than school-related measures suggest — certainly higher than his 98 I.Q. might make it appear. How much higher, however, cannot be determined here.

Inferences about the generalized causes for Ed's present pattern of motivated behavior can be made, at least for the recent past. For example, the combination of bad experiences at home, including a low income, and in school, seem to have led to poor academic performance and resultant problems with authority, (probably expressed mildly, since Ed never seemed to be a discipline problem) carrying over, in part, as dissatisfaction with conventional employment. The latter, in combination with Ed's basic religious inclination, whose origins cannot be determined here, led Ed to the ministry. A working wife must have augmented this, though Ed doesn't mention it. His practical concern for finances, however, not evident in his essay, is much more evident in the interview, and
must have played an important role in his decision to go into the ministry without holding another job.

Ed's reactions to his situation in life have been basically positive for himself and others. This is why his self actualization appears highly developed and progressive. Unfortunately, only highly general speculations can be offered as to why Ed's motivated behaviors took positive rather than negative turns. Ed's family and school situation, though not debilitating, were certainly not generally positive. Low income accentuated these difficulties. To the extent that these factors represented adversity in Ed's mind, it may have been the challenge of somehow rising above the situation, at least in personal terms, that accounts for the positive nature of his motivated behavior and hopefulness. Perhaps this challenge was personified by his Father, the "perfectionist". But this is only speculation.
Case #7: Sharon T.

Background

Sharon is a 22 year old, unmarried white female. She and her family were born in a small city adjacent to a major midwestern urban center. The family lived there until the death of Sharon's Father, occurring when she was still in elementary school. Sharon's mother, now 44 years old and a high school graduate, then moved the family to the nearby urban center, supporting the family through her husband's social security and insurance benefits, and municipal aid for dependent children. Sharon's family includes a 17 year old sister and 16 year old brother, both high school students, and a 26 year old, unmarried sister, a college graduate who works as a nurse. Sharon's Mother has maintained the same residence since her husband's death and has held various part-time jobs to supplement the family income. Sharon lists her family's religion as Protestant. Sharon took a college prep course at a central city high school, composed of Blacks and blue collar Whites, and graduated high in her class in 1967. She attended the local state university for two terms, receiving considerable financial aid through the help of our project, before being dismissed for low grades. Since that time, she has worked at various jobs, including playground supervisor, bank clerk, cashier, Federal social
service volunteer aide, etc. She is now planning to return to college for a career in social work, which was her previous major.

Summary of Past Subjective Data

Our association with Sharon, especially during the active phase of our project, was close, consistent and genuinely cooperative. Her Mother was quite helpful and may have been a primary factor in Sharon's decision to attend college, though she never seemed overbearing. Sharon had considered college before our project, but had given up the idea for lack of money and had decided to join the Navy. Sharon and her Mother were well known to project staff, especially to her student counselor. Home visits and phone calls were frequent. The close ties with our project had much to do with Sharon's college decision. She said this openly at one point.

Sharon was quite active in high school. She did volunteer work for various social action agencies in her neighborhood, and was active in youth organizations in her school organized to help the poor. She was also active in school dramatic presentations. Sharon wanted most to attend college away from home, but due to financial considerations, she decided to go to the local university. She did manage, however, to put together enough money so
she could stay at a dormitory on campus. Sharon began a program in social work in college. Our close relationship continued into her campus career, her student counselor visiting her at her dorm frequently and also spending considerable time helping Sharon with English themes, etc. During her first term, our help, and Sharon's motivation carried over from high school, produced a straight "C" average with which she was quite disappointed. Though we felt this was a commendable performance for a first term Freshman, Sharon literally cried when she got her grades.

Sharon worked so hard for the first portion of her second college term that she developed anemia and had to drop out of school. She lost valuable money through this turn of events as well as valuable motivation. Though she reenrolled for the next school term, she attended classes and did assignments only sporadically. Though she was a resident of the same dormitory, she was seldom to be found in her room. She spent some time at home and some with various friends around the city. Though our meetings were still friendly, they were far less frequent and academically constructive. In one English course, she turned in less than half her assignments and attended classes only about once each two weeks. Reports were that she was ill again and planned to take final exams late. In one course, she
never took them at all. After an outstanding high school career and an adequate first term in college, Sharon failed all her courses during this last term and was dismissed from the university.

At this point, the project offered to intervene for Sharon with her college Dean to seek immediate academic reinstatement, contrary to normal university policy. In a long and very open conversation, Sharon chose not to seek reinstatement, saying she'd like to work awhile and become more ready psychologically for college. She said she just wasn't enjoying herself in school, and remarked that she wanted "... to learn to solve my own problems before helping others solve theirs." She mentioned that her run-down physical condition contributed to her academic difficulties and that low school motivation was her chief problem. She said she knew she was mentally capable of getting A's, but didn't often want to make the effort. She thanked us warmly for our efforts, as did her Mother, and our close association was ended.

Sharon worked for awhile as a playground supervisor, and later joined the non-professional staff of a municipal agency designed to provide educational enrichment experiences for young disadvantaged children on a neighborhood basis. She also worked in a project designed to help
senior citizens through the same organization. She saw all these experiences as rewarding, but also as somewhat frustrating in that problems of program administration seemed to get in the way of helping the people.

Following these experiences, Sharon volunteered for a federal domestic peace corps project at a subsistence salary, and was assigned with one other girl to work at building community cooperation among Whites and Indians in a small village near the Canadian border. Of all her jobs, she seemed to like this one the best, although it was fraught with difficulty. Her administrative coordinators from the government were based some distance away, had little conception of her problems, and gave little real support. Sharon registered direct complaints about this situation, but was misunderstood, causing a source of more frustration. She also had to struggle daily with traditional local Indian-White enmity in her efforts at community reform. A second co-worker who replaced her earlier companion also provoked consternation in that she was much older than Sharon and had rather narrow views. Still, Sharon managed to deal constructively with all these situations, and this became a source of considerable satisfaction. She even participated in a small way in local politics in order to help get a school bond levy passed. Poor communication with her superiors, however, led to her
downfall, as the government program was eliminated in that area just as Sharon felt that some of her efforts were showing results. She had no choice but to seek work elsewhere.

Since that experience, Sharon has worked at two jobs which she utterly detests, mainly in the hope of earning enough money to return to college at the local university where she maintains many friendships of both sexes. She sees her work as bank clerk and restaurant cashier as a meaningless contribution to a side of American society which she sees as hopelessly involved with crass materialism. She longs for the day she can finish college and involve herself professionally in more meaningful work with people. Sharon now maintains an apartment in a blue collar neighborhood which she shares with a roommate, although communication with home is frequent. Her circle of university related friends has contributed to a set of rather liberal values on Sharon's part, though they have not been maintained without difficulty. At one point recently, Sharon had to have an abortion, though she told me about the situation openly and without apparent self-deprecation.

Summary of Objective Data

Ability-related data for Sharon is relatively consistent. Despite a very "average" I.Q., her high school
record in difficult college prep courses is excellent. She did receive two low grades in high school algebra and geometry, but more than made up for them in other courses, particularly English, Speech and Music. Her college performance, though poor overall, represents a combination of one satisfactory term and one disastrous term, as mentioned earlier. College record, thus, is not a good indicator of capability, especially when Sharon received first term C's in both English and History, difficult courses for most Freshmen. Sharon's scores on the project test battery are relatively high, except for the Ohio State Picture Preference Scale. A low "word fluency" score is misleading. Though Sharon had only 14 on this measure, words included: propigate, cliché, adjudicate, cordial, etc. Obviously Sharon felt the measures would be scored on the basis of the complexity of words chosen, which was not the case. Overall, Sharon's ability seems to be quite above average. Measures related to attitude are almost uniformly high in relation to comparison means. JIM Scale scores are vastly superior to means, though a slight decrease over four years is noted. Only SRI reality score is below the comparison mean, and this difference is not great. Among SRI scales, only those for authority and self are less than two full points above means. Though SRI self score might suggest mild self-deprecation, at least in Sharon's terms, the general message of the attitudinal data available for
## OBJECTIVE DATA

Name: Sharon T.  
I.Q.: 98  
Project Test Category: High Conventional - High Unconventional  
Known to project staff.  
Interested in further education.

### Past Data

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1 Based on sample of 2677 original project S's, both male and female.  
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).  
3 Based on present sample only.  
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
interpretation here seem overwhelmingly to suggest that Sharon's general outlook is healthy and positive and without obvious or pronounced personal difficulty. Interview data should further illustrate this.

The Interview

The talk with Sharon was one of the longest (over two hours) of all the cases. It also included tallies in all of the self-actualization model categories and several miscellaneous ones. Sharon was quite willing to talk and generally set the pace of the conversation, choosing to spend much of the time talking about the various jobs she had had. Many categorizations relating to the model are thus made through talk about her work, particularly the year she spent in the Federal domestic peace corps assignment near the Canadian border. Sharon expressed her opinions openly concerning the meaningfulness of her various jobs and people associated with them. Though some of these remarks were very frank, they are relatively few in relation to the bulk of the interview, much of which is description of her jobs. Though she was congenial and not close-mouthed, Sharon made sure that nearly two-thirds of her talk consisted of cognitive rather than affective kinds of talk. Though this may represent some reticence, it seemed not abnormal, especially since openness progressed as time went on in the interview. In general the talk was quite
satisfactory in terms of openness and honesty of both interviewer and interviewee. At times, dialogue was approached.

Only about 4% of Sharon's remarks related to self-awareness. None of the examples are clear ones, though a few are given:

I really didn't feel like I was ready (for college) and I didn't feel like I was capable. That was the whole thing, I think ... I think I felt that this (college) was a good way out - out of my home situation. It was an escape for me, a good escape, so I just took it. . . . First term, I did all right . . . got about a 2.0. Then I don't know what happened. I can't remember anymore what made me just give up, because I enjoyed my classes.

Remarks related more or less directly to self-clarity constituted about 27% of categorized portions of Sharon's interview. Many, though not all demonstrate degrees of self-clarity by reference to job experiences. Examples:

When I was a senior, I was having a lot of trouble, as far as family relationships and stuff like that. My mind wasn't on school at all . . . I didn't know what I was going to do, so I thought about joining the Army. I couldn't imagine myself being in the Army now . . . I don't really think in those terms . . . I'm anti-military, sort of.

Tell me about your experiences with the Indians. I even hate to get started on that . . . I got so involved in it . . . I just keep going and going. I got involved in that for a year . . . then came to the conclusion, which I realized
since was wrong, that college just wasn't for me because I learned so much more from my experiences. It was really fabulous the stuff I learned.

At first I went through a lot of cultural shock. I wasn't used to a small town at all. Besides we had a lot of rules to follow, be in at 10 p.m., etc. the first two weeks I nearly went out of my mind.

I think its impossible to do a job like this without getting close to the people; I really do, unless a person is an honest-to-goodness do-gooder, and I don't like do-gooders. I don't think they can really help.

I'm working in a bank now because its the only available job opening there was that I could get, and I HATE it, I really do. Its the structure of the thing. I feel so uncreative. I'm just existing. I feel like I'm working in a factory. Its a job I really shouldn't be in.

I'm wasting time as far as my personal self goes. I'm not helping me a bit. I said, I'll never be able to do this because I hate to. My Mother's really right. if I hate to do something, I'm not going to do it. I might do it but I'm not going to do it well, not even going to try.

Remarks related to awareness of others form the largest categorized portion of Sharon's interview, about 35% of the total. Units of this kind represent both cognizance of and considerable concern for others. Both are evidenced at an apparently high level of development. Examples follow:

I got involved with a lot of people I met up there (at college). Maybe that was it. I was more involved in the people thing than I was in studying, and I needed to study which I didn't do.

That was a good experience (domestic peace corps)
as far as community involvement. We got a lot of people involved and people volunteered to do all kinds of things.

At first I was so frustrated, but after you gain the confidence of the people you have everything, you really do. That's a hard thing to do though. They think, Oh, she's from the city, a terrible person... you have to prove yourself to them.

I had two roommates... one was 64 years old. At times we just couldn't communicate. She was very open-minded for her age. She felt I was very irresponsible... At times I got really fed up and I'm sure she did too... She was sincere. That's one thing I can say.

We got a lot of things done (with the Indians) compared to before. I can't say that everything that happened was good, because I don't know. You can't even know till maybe years later.

He (her supervisor) said not to get involved too deeply with the people, but that's ridiculous... I said, how can you get to know people, get them to trust you; how can you trust them, if you don't get involved?

He (supervisor) got her (an Indian community worker) so confused by firing questions at her that she said: "well the Indian people don't want any changes anyway!" What she was really saying was that we don't want you coming in here trying to change our culture. He told her she was full of crap. She was so upset... He really didn't know how the Indians felt as a people. They're very closed. They don't want to be changed culturally, and I don't blame them... You just don't do it (change people) that way.

I have nothing against the people I work with, (in the bank) but they're the most prejudiced people I ever met. If they don't understand what somebody looks like or what others do, they hate them. During the riots (on campus) I don't think I've ever been so confronted in all my life. They didn't even realize they were confronting me, but they kept on, about; don't you think they should kill those kids?... on and on; it really
upset me . . . that was just beat into their heads when they were little kids, because you couldn't talk to them. They would not listen and I really sincerely tried . . . maybe they're very unhappy . . .

Why are you confronted at the bank? Because I'm young and I'm the only one out there . . . that doesn't get my hair done and doesn't wear makeup. I'm just not like the rest of 'em, and I try to give people a chance, especially those with long hair or the Black people, because I know what it feels like to have someone say, "No I'm not going to cash your check."

I've walked on campus, not doing anything - nothing - and a policeman will walk up and start harassing me . . . and I'll smile at the dude and he gets mad. . . . they've got me in some kind of category, and by doing this to me, he's making me put him in a category . . .

Less than 3% of categorized remarks for Sharon related to self-strength. Examples:

In regard to a typing assignment she disliked in the domestic peace corps job: . . . they said, oh look, we've got some people to do our little jobs for us, and . . . I decided, huh uh, that's not what my job is. I didn't feel it was my job to go there and type, so I talked to the head of the program and said I felt this was ridiculous. So I just decided I was going to have my way . . . or leave, and I was very stubborn.

About 6% of categorized remarks for Sharon related to self-purpose. Though she has apparently thought consistently about goals, especially educational-vocational ones, she has yet to specify such goals in much depth. Future plans, thus, are highly generalized. Examples:

I realized that if I want any kind of job that I feel comfortable in, then I have to go to school. You're looking at college as a necessity?
Well, yeh, that, and because I really want to learn something, and I don't feel like I'm learning anything from this (the bank).

I'm going to save enough money to go back to school. . . . I have no idea what I'm going to do or anything. I've thought about it a lot. . . . All my friends are in school. . . . I can learn so much on my own, but I need help.

I thought, what's the use of spending four years of my life to get this stupid little piece of paper when I can learn just as much without doing it? On the other hand, I can't spend the rest of my life in a job like this (the bank).

. . . don't know what I'll do. . . . thought about teaching. Social work is completely out. From what I've seen they're just so far removed. May--be I'm just prejudiced or something.

Several rather profound and emphatic sets of remarks made by Sharon relate so closely to awareness of others, self clarity and self-purpose that they are practically inseparable for categorization purposes. Since the total effect of these remarks seems to suggest a high level of thought regarding what a meaningful life should be, for Sharon and others, and how to arrive at it, they are here tentatively categorized as relating to consideration of life's meaning. They have to do with her experience in the domestic peace corps.

What's your overall feeling about the program you worked in? I've thought about that so much. I say to myself, there has to be something done. You just can't sit there, especially if you know something's going on and you sit there and watch it happen, but there has to be a better way. You just can't take someone out of a situation that he's always lived in, stick him someplace
else, and say, "do this job; do a good job; don't get involved emotionally," and make changes, follow the rules . . . I think it's impossible . . . but I haven't figured out a better way . . . I know something has to be better.

I feel the whole thing is education; is awareness of other things besides your own environment. Doesn't even have to be acceptance. No. Just being aware that there are different things, and if you want to get out badly enough, you can, and if you want to stay, you can; . . . but what can we do about it?

Miscellaneous remarks for Sharon were dominated by descriptive statements relating to her various jobs, fully 20% of all categorized units. Most of these were purely descriptive, though a sizeable portion described incidents Sharon subsequently saw as negative in terms of her own job satisfaction, and the efficacy of the job performance and its effect on others. Only a few examples are given:

About her supervisors on the domestic peace corps job: They said I got too involved with the people . . . they think you can cut it off. You can't do that. You get involved in different ways. They didn't know me or the people. They were in Chicago. How could they even know what it was like to live there?

. . . we had absolutely no funds to work with. Everything we had we had to scrape, had to beg for it. The government didn't give us a thing; we had to get it from the community . . . while the people in Chicago . . . get those nice expense accounts.

about a community service project: It was really an interesting job, because they just gave us an amount of money and we could do whatever we wanted . . . I think they learned . . . to express their talent.
make far less money and be happy with my work.

I have a good relationship with my family and I sincerely feel that if I had to choose three best friends in the world, my Mother would be one of them. I really don't think that I've been as close to my friends as I have in the past because time and miles have kept us apart for so long. We all have new interests and have grown apart somehow. I've planned to get married in the near future and the man I'm going to marry is the dearest friend I've ever had.

I really enjoyed high school, not only because of the curriculum, but also because of the extra-curricular activities. I think that education other than high school has been beneficial to me because I've learned so much more about people.

Gestalt

In general terms, Sharon's self-actualization seems quite well developed, as evidenced in various ways, through the awareness of others "stage". Though she appears to have great potential for development beyond this point, that potential is only evidenced here in brief, if occasionally profound, interview remarks. Direct evidences of self-strength are sparse, though the total effect of Sharon's educational-vocational growth over four years seems to suggest strength. Similarly, direct evidences of purpose are both sparse and general, yet in view of the total evidence, few would suggest that Sharon's growth has been directionless. The mere presence of data capable of being construed as evidence of consideration of life meaning is demonstrative of a potentially high level of
Other categories of miscellaneous remarks for Sharon assumed rather minor importance in comparison to that just mentioned. Less than 4% of the categorized total dealt with descriptions of negative incidents in Sharon's brief college career, primarily in college English courses. A few remarks related to her family situation, all negative, and a few related to the effect of our former project on Sharon, all positive. One of the latter is quoted:

I was so glad that you all stepped in then, because my life really did change from that point. . . . but I still wasn't ready to go (to school).

The Essay

This brief writing reiterates Sharon's job preferences and concern for people mentioned in the interview, as well as her distaste for certain kinds of work. New information is presented describing highly amiable relationships with family and fiancé. Sharon also mourns the fading of certain earlier friendships. Words for education are favorable. The essay is reprinted here as follows:

I enjoy working with people in the capacity of community organization or on an individual basis. I also like to see that through my efforts something is being accomplished.

The type of work I really detest is a 9:00 to 5:00 routine doing the same thing day in and day out. I've tried to do this type of work many times, but I feel like my time is being wasted. Life is too short for a person to spend eight hours a day doing something that they hate. I'd rather
self-development.

The preceding conclusions are supported at a generally sound level by most of the evidence here. Objective attitudinal data, for example, suggest almost uniformly that Sharon has consistent and healthy feelings regarding self, motivation, specified others and life in general, (SRI hope and reality) at least as compared to the comparison means employed here. Ability-related objective data provide generally positive evidence that the nature of Sharon's past motivated behavior is indicative both of high average intelligence and considerable willingness to make use of that capability in concrete situations, namely high school. Sharon's only recorded I.Q. and her mediocre overall college performance are partial qualifications to the latter generalizations.

The overall effect of interview remarks, particularly in terms of their quality, helps to document not only the growth of Sharon's self-actualization over the past four years, but also its present level of development. The growth is expressed best as Sharon describes her educational-vocational development since high school. She progressed from a desire to join the Army, to a short encounter with college, on to various tasks she feels are "menial", and finally to social service jobs which she likes
best. Though she is presently involved in a job she dis-
likes, she is determined to move on to something with
more potential for creative self-development as she de-
fines it. The various job changes and expressed (though
not enacted) desire for more formal education demonstrate
an active search for self-actualization.

The present level of development of Sharon's self-
actualization is probably best exemplified by both the
quantity and quality of her interview remarks related to
awareness of others. These statements, many of which are
quoted herein, demonstrate a willingness to empathize even
with those others with whom she disagrees. Beyond that,
her verbalized interest in helping people to help them-
selves, especially through her social service jobs, but
also in her bank job, suggests a broader altruistic concern
for humanity as a whole, as well as for specified indivi-
duals. Her thoughts on appropriate means for accomplishing
broad goals further label her as an activist, and not some-
one willing to stop at just discussion or criticism.
Though her own personalized means of accomplishing her aims
of helping people are unclear as yet, evidence of consider-
able general thought along those lines exists. In general,
Sharon's interview indicates that she is frank, bright and
deeply aware of herself and others.
Though Sharon has actively sought meaningful jobs over the past four years, she has not until recently seen a need for continued formal education, especially college. She disclaimed a need for degrees and the like on the grounds that learning by doing is more meaningful learning. Now she expresses a desire to return to college, primarily for the practical reason of putting herself into a position, as yet unidentified, where she could engage in tasks more meaningful in her terms. She has not as yet begun to carry out these plans, and demonstrates little enthusiasm in the interview for them, though academic motivation as measured by JIM Scale scores is high. This information, the impending marriage mentioned in the essay and constant financial problems suggest that it may be highly difficult for Sharon to carry out her plans for college. Should she not go back to school, the development of her self-actualization could be slowed, especially since so many of her friends are college people. On the other hand, Sharon is quite obviously individualistic, and probably not apt to allow the nonfulfillment of one interim goal to deter her in her apparently active quest for a self-fullfilling life.

Past influences on Sharon's present level of development are difficult to elaborate on from the data available here. Her Mother's efforts to keep the family intact after
her Father's death must have contributed greatly. In her essay, Sharon calls her Mother her "best friend". At points in the interview, she mentions "family problems", but does not elaborate. She makes favorable reference to her public school experience, and her performance there corroborates this. Effects of her college experience seem to have been slight, except through her many friends who attend. In many ways, Sharon has the outlook of a student without actually being one. Among more recent influences on Sharon's self-actualization, her various jobs, particularly the year in the domestic peace corps, have had obvious and profound effects, both positive and negative. Our previous project must have had a significant if limited effect. At least Sharon suggests this in the interview. She also mentions that her fiancé has had a large influence on her life - by being a "friend" - though she fails to elaborate. Whatever the specific nature of the various influences on Sharon's self-actualization - undeterminable here - their effect has produced significant and largely positive results. Sharon's development is evidently one of the fullest of all the cases studied. Indications are that it should continue to be so.
Case #8: Irwin S.

Background

Irwin is an unmarried, male Negro, 21 years old. He was born in a major urban center in the Midwest, and lived there all his life with his family, until he was graduated from high school in 1967 and moved to another city about 100 miles away in order to attend the state university through our project. His Mother, a high school graduate, died at 47, and his Father, also a high school graduate and 47 years old, lives with Irwin's 18 and 14 year old sisters and twin 11 year old brothers at the family residence in a blue collar neighborhood. The Father works as a welder. All were born in the same city and all are Protestants. Upon his graduation from a central city high school with about 3/4 Black students, Irwin attended the state university for a total of four full-time and one part-time terms, while working at various part time jobs. For one Summer he returned to his home city and took a full time load of courses at the University there, under the aegis of a local program for upgrading the education of young Blacks. During his college career he has been dismissed on academic grounds on two occasions and reinstated once.
Summary of Past Subjective Data

In many ways, Irwin was an enigma to project personnel. We never really got to know each other, though our contact was relatively continual if not close for a period of about a year and a half. Irwin's student counselor contacted him quite consistently before his decision to attend college, and after, at home, in school and on the telephone, but long discussions were seldom held. Though Irwin was never discourteous, he always seemed quite guarded and hardly ever talked at length about anything. Irwin is a fine artist and his style of communication, particularly in 1967, was basically non-verbal. This probably accounts for some of the difficulties we had in conversations with him. Irwin was arrested as a part of an administration building "sit-in", at his university, staged for Black rights. This suggested the possibility that part of our communication problem may have been based on a distrust he had for us as Whites.

Regardless of any communication problems, however, Irwin was quite interested in our project and college from our first contact. He applied at two universities, visiting both, and was eventually accepted at the major state university in his home state. He decided to attend there because of low tuition costs. With the help of the project, he received $1500 aid for the school year. After working
in his home city for the Summer, he began classes in the Fall of 1967 in the College of Education. His contact with the project for the first term was sporadic - partly because of his guardedness and partly because of our own inadequacies. He expressed few academic difficulties till near the middle of the term, when it became apparent that he was doing poorly. We had little success in helping him, and he ended the term with less than a "D" average and was notified of academic dismissal. We were never really aware of the sources of his difficulties, except for his lack of verbal facility. With his approval, the project recommended him for immediate reinstatement to his college Dean. Reinstatement was granted, and in the process of an interview with Irwin, an Assistant Dean was highly impressed with his demeanor.

Irwin's relationships with the project for his second term were similar to those of the first, except that he gave the impression that his grades were better than the previous quarter. We provided specific course work help to him on a few occasions and hoped for the best. Irwin did do considerably better, reaching about a D+ average and failing only one three hour course in fine arts. Though he was officially eligible to remain in school, his overall grade average was still quite low, and he began the third term with some pessimism. During vacation periods
between all terms, he had to work to raise money for college expenses.

By the middle of his third term, he was arrested with 33 others for his part in the administration building incident mentioned earlier. Though we never knew the exact nature of Irwin's involvement, he and six other project participants were indicted on charges of illegal detention of officials in the building. Irwin mentioned the incident in a later letter to the project: "The administration building 'teach-in' was a committee forced to take actions that may have been a little unusual since no one wants to look into the grievances presented, only to persecute people." A College of Education committee for hearing student grievances was formed after the incident occurred, and at the request of the project, Irwin was asked to serve on it to express his conceptions of the reasons for the incident and ways of dealing with the difficulties. He declined to serve, probably out of fear of recrimination. Shortly after the arrest he dropped out of school "... to get straightened out ..." The charges against the group were eventually dropped. That Summer Irwin worked and attended the university in his home town through a Black advancement program, and received satisfactory credit for 11 quarter hours.
Irwin returned to the university as a full time student in the Fall. He made D+ grades again, and did not return as a full time student again until the Fall of 1969, when he received a C+ average, while taking a Negro Literature course, and individual studies in Art, among other things. By this time our project had ended and we had lost close contact with Irwin, though we knew that he remained in his adopted home city and worked at various part-time jobs in between attempts at college. His most recent such attempt was as a part-time student in the Winter of 1971. He took a course in African Art, failed it, and was dismissed from school for the second time, having been on academic probation constantly since his first quarter in college.

Summary of Objective Data

All ability-related measures for Irwin suggest that his capability is above average, except for one Picture Preference Scale score (motivation) and college grades. The pattern of grades in his high school courses reveals nothing unexpected. His art grades are generally higher than other courses, but not drastically so. His college grade pattern, however, is more unusual. In general, he received poor or failing grades in courses which at his university would have been taught in large group lectures with little individual attention - Biology, Music Apprecia-
**OBJECTIVE DATA**

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I.Q.: 109
Project Test Category: High Conventional — High unconventional
Not known to project staff.
Interested in further education.

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<td>SRI: Hope</td>
<td>4 = 19.2</td>
<td>17</td>
</tr>
<tr>
<td>SRI: Total</td>
<td>4 =129.2</td>
<td>132</td>
</tr>
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</table>

1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
tion, Basic Psychology, Basic Theatre and even a Fine Arts course. In courses like English, Individual Studies, Physical Education and certain Fine Arts courses with few students, his grades were generally higher. Exceptions to the latter are an education course, which he failed in 1967 and got an A in it in 1969, and a recent failure in a course in the history of African Art. Such a pattern suggests tentatively that Irwin does better in courses with smaller enrollments. Though this may be true, it also seems appropriate to conclude that he does well in courses that he likes, regardless of content or enrollment. His relatively high measured ability suggests that, for college, he is an underachiever.

Among attitudinal measures, a sizeable increase in JIM Scale score from 1967 to 1971 suggests more favorable feelings toward education, though the recent failure in the Black art history course and subsequent dismissal must temper this conclusion somewhat. Most other attitudinal measures reveal scores for Irwin which are at or slightly above group comparison means. Partial exceptions to this include relatively high SRI others and children scores, which may suggest a disdain for constriction as evidenced elsewhere in criticisms Irwin voices about schools and college. His SRI hope score is somewhat confusing. Irwin seems relatively optimistic in conversation, yet his hope
score is slightly below the mean.

The Interview

In this discussion, Irwin demonstrated considerable development in his willingness to talk, from what we knew of him before. Though his talk flows and is not generally well organized, he has become articulate in the sense that individual sentences and other units of speech suggest meanings quite clearly, and, at times, vividly. He thus demonstrates considerable creativity in the style of his talk as well as its content. He speaks knowledgeably, yet personally and spontaneously, about art, education and human relations. At times the level of his discussion of these areas seems quite profound, as examples will illustrate, though he is not above criticizing rationally that with which he disagrees. Irwin set the direction for the conversation after my preliminary remarks were finished. He was eager to talk, and nearly all of his specific comments were unsolicited. As with some other cases, Irwin's remarks were very difficult to separate from context for illustrating model constructs. Many of the following examples, therefore, may contain elements of more than one construct.

Though few of Irwin's remarks (about 6%) related clearly to self-awareness, the preponderance of interview
remarks related to self-clarity and awareness of others
(about 44%) suggests that a higher degree of self-awareness
than is evident can be assumed. Examples of self-awareness
related remarks:

I figure when I'm doin' something on my own
(painting in this instance) I'm not doin' it
for money, (he says he'll give his paintings
away rather than sell them) I put a little more
of myself into it; all the time I put more of
myself into it.

I want to go into myself and find out what
kind of art work I really like; I'm doin' a
study of myself.

... it involves a lot of personality things,
in trying to be Black and exist at the university
and be a student too ...

I want to find out what they (Black American
artists) were doing ... to determine my own
style.

Approximately 22% of categorized remarks for Irwin re-
late to clarity of self. Many relate to Irwin's views on
art, education, and himself in relation to others. Most
reflect a level of considered certainty. Examples:

I've decided that you must do what's best at
hand and not worry about what's out of sight
until you see it.

I paint pictures for someone if they buy me a
canvas; that's the only way I paint. I don't
charge them any money.

about teaching: If someone just told me some-
thing; if they just told me a little bit ... 
I'd learn more about it 'cause I'd go find out
about it myself. I'd learn more than them just
telling me about it. I figure I'll never really
know something unless I can see it myself.

I've been in classes (art - at the university) and they just move too slow for me . . . but I can't get out of them . . . I ask myself what am I doing here watching people do things I personally did in high school? . . . when I got here at school I was beyond them.

. . . I want to let myself go into my work. I feel like I could produce better . . . its good sometimes to learn the technicalness of what I'm doing, but its bad sometimes, 'cause it hampers my movement. I like a spontaneous type thing, where you're teaching me and I'm moving at the same time.

about his teaching philosophy: Do you assume kids can learn more than they think they can? Yeh; that's how I learned primarily. That's how I got the incentive to do my art thing. . . . in 10th grade I had a teacher who taught on the college level. . . . he made us speed up our learning . . . it didn't reflect on our grades . . . if we were moving too fast in a process and couldn't explain it to him, he'd give us a test on doing the process.

. . . I guess I learned early in life to take things from a school situation and apply it to a living situation.

I said college was going to have to be different from high school for me to like it . . . I wasn't the kind of guy who'd sit in on this stuff for four years and just take it . . . I said I wanted to do new things (in art) now. . . . I don't feel I should let school inhibit what is naturally me just because its there and I have to succumb to what they want me to do . . . I tried to lick that . . . by doing my own thing personally and still going to school . . .

Remarks relating to Irwin's awareness of others amount to about 22% of those categorized. A few seemed to relate negatively to self-actualization, but most reveal a
sensitivity to others' needs, and are revealed again in his views on education:

I got to get out of involvement with people. They say Aquarius are humanitarians . . . I worry a lot about my Dad, girls, you know . . .

Dad and I get along fine. He gives me money without question if I need it, even he's low on cash, and I never ask unless I really need it. It's a good way to get along; I like it like that.

. . . When I was playing football the other day with these little kids; instead of telling them about it I'd just give it to 'em and let 'em do it. Then I'd say, "you know what you did when you did that?" . . . and then they'd want to learn more about it.

I believe overteaching is better than just teaching . . . you don't say this is A and this is B. You say this is A, B and C and you're supposed to do this . . . you show them what to do all together and let them figure out what they can do by themselves . . .

I felt we (high school art friends) were better (in art) than he (the teacher) was. But when he was in class, we let him rule his class. We'd do his assignments real quick and then go back and do our own stuff.

about dormitory peers his first year in college: They'd say, "what you do?" you say, "well I'm an artist;" well you got an easy curriculum. That used to bother me . . . It seemed like college was suckin' them in, they were losin' their identity, so I used to fight with 'em, argue . . .

If I was to attain certain goals I set for myself, I couldn't let a social thing pin me down.

I guess I put more faith in the person - to recall things . . . when you're young you're capable of knowing everything you're gonna know the rest of your life, but as a matter of fact, it seems like the older people get, the dumber they get.
Remarks illustrating Irwin's self-strength make up 7% of the total. They are usually quite clear:

I don't like to be bothered by charcoals anymore. I've proven to myself that I can do it.

Classes move too slow for me, but I won't let it reflect in my work... don't care what kind of a mood I'm in, depressed or feeling good; I'll just do good work.

I figure I can take some photographs better than some photographers.

School (college) is too slow, but I don't want to leave as if I'm running away from it. I'd like to stay in and try to fight it.

Comments indicating Irwin's purposes for himself constitute about 5% of those categorized. Usually they relate to his art, though they are not always specific.

Examples:

Personally I want to go into some real involved study in art and I can't do it at this university. I think it's real hard for any Black student to get into a real deep art bag here.

I'll probably teach. I want to. I want to do some research but I want to go to a level that hasn't been worked on that much - Black Art as research.

I'm going back to my old high school to teach. I want to give the students a whole new view, from a Black perspective, a Black psyche. I want to break out of a White art in a White type world; if you're gonna talk about art, let's just talk about are... like music is now; it's not specifically Black or White.

I've got a thing. I like to make something out of nothing. Sometimes I think I can learn more by seeing the negative side of something, than seeing the positive side.
It is surprising, perhaps, that none of Irwin's remarks were obviously related to a consideration of his life's meaning, especially given the level of thought that he exhibits in other areas. Perhaps this thought suggests consideration of life meaning as yet not directly verbalized. Or, perhaps, it may be that Irwin is as he characterizes himself "... spontaneous ... don't worry what's out of sight until you see it ... figure I'll never really know something until I can see it ..." It may be that he is a true existentialist and, for him, meaning is derived from his tangible existence and need not be talked about.

Three major groups of miscellaneous remarks appear in the interview, comprising nearly 30% of the conversation. They are primarily descriptions of incidents relating to his public school and college experiences, and references to peer groups which he associated with in high school and college.

Though Irwin does not categorically nor viscerously criticize high school and college, nearly three-fourths of his miscellaneous remarks in these areas are negative. He criticizes the university for the White-ness of its art courses, its unwillingness to allow him to eliminate taking courses he feels competent in, and its "technical"
rather than creative emphasis in art. On the positive side, he mentions "hip" psychology and education instructors he's had and why he likes them. He refers continually to a white art teacher he had in high school and how that person motivated him by allowing him to go as far in art as he wanted, without restraining him by making him explain or verbalize his progress. On the other hand, he describes another teacher who taught as if the whole group were slow, and wouldn't allow individuals to advance at their own speeds. Instead of attending the man's class, he'd go talk about art to "White hippies" who congregated near the local university. He also complained of his Black high school never having the breadth of new art materials that many White city schools had. At exhibitions: "... when other high schools had acrylics, we were still using poster paints ..." Irwin involved himself in a protest of this situation to the board of education, but to no avail. In general, he disliked high school: "... everyone marched in in suits and stuff, seemed like there was nothing of reality about it, a big front, didn't mean nothing. ... When I was in school, I hated it ... learned enough to get by on and get out."

Irwin associated with a small group of boys from his early elementary years who were all interested in art. They all talked art together and put on exhibitions in high
school. Irwin feels that association had a strong effect on his life: "we'd go out on our own and learn about art, discover things; we'd make our own styles; we developed techniques while the rest of the class was just doing assignments." Irwin refers frequently to the learning — about art and people — which this association fostered.

On the other hand, he mentions frustration with his early peer relationships in college. He said his dormitory acquaintances acted as if he were "inferior" for being an artist, and not taking chemistry, math and other "hard" courses. He soon got over this, however, as he found friends more to his liking. Many of the remarks dealing with peer influences related to model constructs, but the ones referred to here had to do primarily with descriptions of incidents of peer relationships, rather than interpretations thereof, and grouped in miscellaneous categories.

The Essay

Irwin's writing is short and highly general. It suggests a degree of difficulty with written communication, although several pungent phrases, which communicate clearly, emerge from the generalities. The essay really does not contradict or illuminate the interview in any major way. Evidences of Irwin's general self-purposes and self-clarity are obvious. His concern for others is reiterated by statements mentioning his desire to work with people, children
specifically. His self-strength is suggested by remarks stating that he has a desire to be decisive. His involvement in education is evident, though it is significant that his views on education in relation to his life goals suggest that learning in the formal sense is only one of several interests (unspecified) in his life. A statement that "... life in a ... pseudo world is not living ..." is also significant in suggesting not only self-clarity but a consideration of his life's meaning. This is one of the few direct evidences for Irwin of that model construct. The essay is reprinted as follows.

In choosing a vocation and maintaining one that I will feel secure and satisfied with, most of the jobs I have considered or even thought about are on teaching and jobs related primarily with Art.

Being an artist in the creative frame of things I have never really thought too much about any other type of work, and all jobs I have had or will have prior to my goal or the job that will come when I finish school are very unimportant and I carry them out just knowing and feeling that its a job, unless it relates to people or children. Jobs affecting children which may put me in a sort of teaching capacity or jobs in which I have to work and deal specifically with people I feel are very important, and I go into them whole-heartedly.

In my social relationships, I feel that I could be more successful in my endeavors to maintain, or live in an atmosphere of considerate, understanding, and thoughtfull people, if I am such myself. I feel that to be this way I have to take a stand on things and in life to make decisions with a good amount of thought and to generate a feeling from myself that living in a front or pseudo world is not living. I can't be middle of the road, half right, half wrong and right to
myself. I have personally a good social relationship, and good personal contacts.

Formal education so far has been good and bad for me. Good in the aspects of job hunting, and the contacts I have made, and the mental an educational things I have acquired. I don't think I've been taught a whole lot in college but I have acquired a lot. I feel that high school must set in motion a great desire to learn and to start the mechanism one needs to make himself learn, either through awareness of things, or through some formal method such as teaching, books etc.

Irwin is a creative, highly individualistic person who seems quite clear about himself, and slightly less clear about his relationships with others, yet sufficiently so that his self-actualization process seems to be progressing into self-strength and, in a general sense, into self purpose. Irwin's goals, however, at least in the practical sense, seem to have been thwarted by his individualism. He is now out of college because of grades for the second time, and in some respects college is necessary for his goals. Irwin suggests otherwise, however, in his essay, and one can only hope that any disappointment he may suffer from not being an achiever within the "system" does not turn to bitterness which might retard the development of his self-actualization.

Nearly all available evidence suggests that Irwin will continue to be himself, despite the system, and remain hopeful about it. His comments and actions suggest that he
dislikes his present university, but is determined to make the most of it. He is critical of educational systems, yet remains in them and is inclined to mention their good aspects as well as the bad. Given his family situation, he is obviously in need of money, but gives no evidence that the need bothers him unduly. Despite educational troubles in college, his JIM Scale score has increased considerably over the years, and he has continued to go to school, even if sporadically, during that time.

Perhaps the only aspect of his existence which has the potential for interacting with other factors to cause pessimism is his color. Irwin is very conscious of his Blackness and of injustices perpetrated upon his race by Whites. To date, however, the only possible evidence of any major racial pessimism in Irwin was his participation in the "sit-in" incident mentioned earlier, and that occurred three years ago. Since then, if anything, he has gained some closeness to Whites. He mentions White college teachers he liked, and on one occasion he and his fellow Black fraternity pledges used my house overnight as a "retreat" for their initiation. In addition, he was much more willing to talk to me now than in the past. His enigmatic qualities, mentioned earlier, now seem less enigmatic. Relatively normal objective scores for attitudes support the case for his general as well as his
racial optimism and rationality. If these observations are correct, his self actualization should continue to progress apace.

Irwin's awareness of others is relatively general across races and personality types, yet the individualist in him will not allow relations with others to control his life unnecessarily. Most objective data, except for SRI authority score, and most interview and essay remarks suggest genuine concern for others. Even critical remarks about others are normally tempered by a distinct effort to see the other side of the criticism. The only partial exceptions to this are when the "others" are institutions, like schools. When specific individuals are discussed, Irwin seems able to recognize them as persons rather than group members. In the few instances where he borders on intolerance of others - his freshman dormitory acquaintances, for example - he seems able to recognize his feelings and divorce himself from these situations, with difficulty, but without remorse. Though he is an individualist rather than a social butterfly, the evidence suggests that he will not become an isolate.

Some specific shapers of Irwin's present status in life are apparent, though the ways in which they influenced that status may not be fully evident. For example, the
few references Irwin makes to his family suggests that it was and is, even without a Mother, a supportive one, and had to have played the primary role in his early development. Irwin lauds the method of a particular art teacher in high school who must have done much in the development of his art interest. His association with the same group of friends, interested in art, from elementary school through high school complemented this good teaching. Having to deal with the adversity of an inappropriate (for him) art curriculum in college, financial difficulties, and the fact of being Black probably toughened Irwin to some extent in his encounters with life, though it is doubtful if this in itself accounts for the fact that Irwin seems to be dealing hopefully rather than pessimistically with his life and its adversity. Our project may have played a small part in the directions of Irwin's decision for college, though he'd previously thought of further education.

Whatever the factors were in shaping Irwin's individuality as it is now, and however they contributed to the present status of his self-actualization, it seems relatively clear that that individuality has become quite independent in itself and is more controlling of extraneous influences than it is controlled by them. This individuality manifests itself in a unique creative intelligence, resulting in an equally unique, though basically
unverbalized, philosophy of life. Though neither are fully developed, they reflect a progressive self-actualization process as evidenced substantially in most of the data here. Irwin's creativity, though centered in art, through painting, is not restricted to it. His views on education and human relations in general suggest that he is sensitively observant of the ways in which people relate to each other and potentially capable of dealing creatively with these relationships, though as yet he has not had a formal opportunity to exercise that potential. Irwin's philosophy of living is pragmatic, as evidenced by his emphasis on learning through practice. It is also existential, to some extent, as evidenced by his concern with spontaneity, the self and the here and now. Finally, it is inductive, as suggested by his concern with doing first and telling about it later. The evidence here of Irwin's motivated behaviors, though scant, suggest that he was creative enough to arrive at these emphases more or less on his own and that he orders his life positively and hopefully according to them, with growing decisiveness and consideration of how they effect others. If this analysis is correct, Irwin has progressed in his self-actualization through the process, and has become a creatively individualistic person. It may be that his individualism and creativity will eventually isolate him socially and intellectually from others. There is little
evidence, however, to suggest that it will isolate him personally from himself.
Case #9: Margaret S.

Background

Margaret is a 21 year old, unmarried, White female. She and her family were all born in a Southern state, but have lived for at least the last ten years in a major midwestern urban center. She graduated in 1967 from a small suburban high school in that city, composed mainly of children of native blue collar families and recent Appalachian migrants. She attended the local state university for one term with the help of our project, before dropping out. Till her high school graduation, she lived with her 41 year old Mother, stepfather, 18 year old sister and 16 year old sister. Her Mother remarried a local bus driver, after divorcing Margaret's Father who remains in the South. During the tribulations of separation and divorce, Margaret spent much time with her Grandmother, who also still lives in the South. Her oldest sister is a recent high school graduate, has moved away from home and works as a key-punch operator. The younger sister remains in high school. Margaret's Mother went to college for two years, and her family are Protestants. Margaret has been primarily self-supporting since she left home after high school graduation. She has worked at several jobs since then, changing residences frequently, though usually near the university campus. She is presently a laboratory assistant for a manufacturer of pharmaceuticals.
Summary of Past Subjective Data

Margaret was not a person with whom project personnel had much contact, yet we still came to know her rather well despite this. At the beginning of our association, Margaret gave the appearance of being a relatively independent person who seemed to have most of her problems, except for financial ones, well under control. She seemed to be a favorite of her high school counselor (she worked in his office) who did much in the way of praise of Margaret to give us this impression. Unfortunately, we found out later, this impression was only partly correct.

Upon hearing of her selection for our project, Margaret was politely reluctant to accept our assistance. She had decided to go to college, but preferred a school in her native area of the South where we had no influence in terms of obtaining admission or financial aid, which she needed desperately. She had initiated inquiries at several Southern colleges, and we followed these up, at her request, with letters of recommendation. It was one of her primary wishes to leave home to go to college. At one point she considered living with her Grandmother who lived near one of the schools, in order to save money. Her high school counselor seemed to support her plans, feeling that it would be healthy if she left home, though his reasons for this were unclear to us. Margaret's
efforts to go to college out of state failed. She received no financial aid at any of the schools to which she applied. She reluctantly decided to pursue the option of attending the state university in her home city, hoping for some financial aid through our project's association with that institution. She received some assistance, but not enough to cover her total costs, most of which she had to bear herself. She resolved, therefore, to attend school on a part-time basis and to support herself by a part-to-full time job at a local department store. She made good her desire to leave home by moving into an apartment near campus barely a month following her graduation from high school. She moved in with three girl friends, also recent graduates, in order to defray expenses. In several conversations with project staff, her Mother indicated disapproval of Margaret's decision and referred to her as "rebellious ... she'll listen to anyone but me". Margaret, on the other hand, who was never too talkative about her family life, characterized her Mother as too strict, and too tied up with the religious traditions of her Southern upbringing.

Margaret started college in the Fall of 1967 with nine credit hours. She had earned enough money that Summer to be able to afford living in a university dormitory for her first term. She felt it would be more conducive to
study. The dormitory life proved to have exactly the opposite effect on her study habits. Social life in the dorm, several bad experiences in classes (described in the interview) and her need to continue working led to a D average for her nine hours. She decided almost immediately that the cost for her college experience in economic and psychological terms was too high to continue at that time, so she dropped out and took a job in the office of an insurance company.

She has not returned to college since, though she vows that she will someday, perhaps for a career in social work, which was her original long-range goal. She still, however, harbors thoughts of taking a job as an airline stewardess due to her desire to travel, though she has yet to follow through on this ambition. Since dropping out of college, Margaret has held at least four different jobs, and has changed residences that many times, all in the vicinity of the campus. Also, her immediate circle of friends has varied considerably over that time. Presently she is engaged to an Indian who recently received a Ph.D. in economics and teaches at a university in a western state. The project has had little contact with Margaret since early 1968 until now. She seldom has elaborated on the problems she has with her family, though she has said enough to indicate that her desire to move
from home was not fully motivated by a mere need for independence. At one point, Margaret mentioned, she tried to run away from home and her Mother and stepfather threatened to send her to a local school for problem children. She also implied that they attempted to maintain some control over her even after she was self-supporting, because she was not yet 21. Whatever the nature of her family difficulties, aside from the obvious fact of a broken home at age seven, Margaret has shown considerable independence and fortitude establishing herself as a self-supporting individual, at least in the economic sense. Her "higher" goals, however, of college and a more meaningful job, are yet to be reached.

Summary of Objective Data

Margaret's I.Q., high school grades and rank, and all but two ability-related measures (Ohio State Picture Preference Scale) suggest that she has above average capability. Her performance in her brief college career is an exception to this generalization, but may not be a fair reflection of her ability due to its brevity. Most project testing devices, therefore, and the performance indicator of high school grades are consistent for Margaret in their suggestion of above average ability and motivation. Grades in high school represent no particular patterns as to subject areas. Margaret received few grades below B in
OBJECTIVE DATA

Name: Margaret S.
I.Q.: 112
Project Test Category: High Conventional — Low Unconventional
Not known to project staff.
Not interested in further education.

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4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
high school, and none below C. All college grades were D's.

Scores on attitudinally-related measures for Margaret represent a general consistency, in that most, with a few exceptions, are above comparison means, often by sizeable margins. Both JIM Scale scores also fit this pattern, though the recent one is slightly lower than the earlier score. Life goals questionnaire score and five of eight SRI scale scores also adhere to the generalization. Of the three SRI scores below comparison means, only SRI parents score is so noticeably low as to invite conclusions. The obvious incongruity of this score with all other attitudinal scores makes the possibility of a poor family life, probably resulting from divorce and a host of associated problems, an inevitable and probably quite accurate conclusion.

The Interview

The discussion with Margaret was quite interesting from several points of view. While the interview was one of the longest, (over 2 hours) and one of the most fruitful in terms of the quantity of information related to the model's constructs, the data was not gathered as readily as with other subjects, in that the interviewer had to assume a quite active role in soliciting information and opinions via questions and comments. In some respects the
talk with Margaret was closer to dialogue than any of the interviews, though few of the interviews really resembled balanced give and take. Though in many ways Margaret set the pace in this discussion, the interviewer was quite active in doing such things as asking her to clarify vague statements, asking open-ended questions about her views, and elaborating on given information. In this sense, the interview was more controlled than some of the others, though it was not rigidly structured, primarily because questions were not planned and Margaret still was verbal enough to largely control the basic selection of topic areas for discussion. On several occasions, she made apparent contradictions of views. Some of the interviewer's questions were therefore aimed at resolving these seeming contradictions. Only about 4% of categorized remarks for Margaret were closely related to self-awareness as defined here. Only a few examples bear mention:

When I got out of high school, I moved on to campus. I thought it would be quite an introductory life for me - something different - and it would be a good experience . . . I think I gained a lot from it . . . but I don't think I was ready for school, but I am now. (What are your criteria for readiness?) I just love working with people. I guess that's one reason I'm going into the airlines (as a stewardess) and getting out of the (pharmaceutical) company.

Approximately 32% of categorized units in Margaret's interview had some relationship to the model construct of
self-clarity. Only some of these remarks directly reflected the construct. More, however, suggested self-clarity indirectly through Margaret's rather firm views on particular topics related to somehow self. The nature of these relationships, however, are not always clear in the context of the interview. Examples are numerous:

I enjoyed school (college). I really did, but I don't think I was ready for it. I am now . . . but then I couldn't apply myself to study habits . . .

(in a job) . . . I've got to be somewhere where I know I can always learn as much as I want to . . . knowing that when you have this done you're able to go on and do something else. . . . just the opportunity to grow. And I don't think that's too much to ask, but they did, so I said "goodbye" (to a former employer), and I wasn't too nice about it. I don't regret it at all. I think they deserved it.

The knowledge you retain is far more valuable than what you memorize for a week.

. . . I'm more mature now. I'm not so flighty and willing to go out with the gang when I know I should be studying . . . Now, I study because I know the value of the education. I didn't have any idea of how valuable an education can be. (In what terms?) Jobs!

I hold my tongue a lot more now (with parents). I'm not so rebellious against them and constantly on the defense . . . I try to understand them rather than oppose them for thinking the way they do, because that's wrong. You shouldn't judge another person.

I've always spoken my piece, and bluntly. I'm not one to beat around the bush, and I'd say it's caused a little trouble and dissension, especially among the older generation.

There's a certain politics in business that I can't agree with, because I feel it's dishonest and I can't understand it — period — I'm closed—
minded to it.

I would love to, (get a degree in business) because business has got to be the most interesting, fascinating field - truly . . . because I really believe that. But on the other hand, because of the way I feel about the dishonesty and politics, I couldn't do it.

You've said you'd like to be an interior decorator, work in business, be an airline stewardess, etc. Do you want all those things? Oh, sure! I'd like to divide myself into five or six different parts and go all these different ways, but of course I can't.

When people say, "Why don't you relax and have a good time?" I don't know how. Its almost embarrassing to say it.

I really and truly felt older when I became 21 . . . I know what it is. I'm responsible now. Me and only me. . . . before I was carefree. Now its something else, and I love it.

I just love it now that everybody knows that I'm really responsible for me! Maybe its selfish. Maybe I'm selfishly happy . . . but I am! Its like having a whole new freedom . . .

If you took on a responsibility like school, and someone dictated what you could do, how would you react? I'd go crazy. Would you keep after it? Sure, I would now, definitely.

Do you feel like you'd be selling yourself by doing what you didn't want to do to get something else? Probably . . . its not exactly dishonest, but in a way it is . . . if you're trying to pull the wool over someone's eyes, and, quote, "cow-tow" to them so you'll get in good . . . we've all done that. I know I have. I did it all through high school . . . until my senior year. Then I started speaking my mind and being myself . . . not the person they wanted me to be . . . but I think that if in order to reach your goal you've got to soft-soap this little man here - just a little bit, not totally - I don't think its wrong. Is there a limit to the bowing you'd do? Sure there's a limit. Everyone has a limit . . . others have the patience which I lack
(to be) ... really devious. I've seen it done, and I applaud them. I really do.

I really think that honesty's the best policy ... I felt really bad about my high school years, 'cause I felt I was so dishonest. I bent to the ground, 'cause I didn't believe anything those teachers told me, but I went along with them. What makes people do that? The natural urge to get ahead.

... the use of tact, which I never seemed to have learned. I know there are times when I say things I shouldn't, but that's me.

Approximately 32% of categorized units for Margaret's interview related to the model construct of awareness of others. Though most of these remarks were rated, at least tentatively, as related positively to self-actualization, fully one-fifth were seen as reflecting attitudes negatively related to awareness of others and hence to self-actualization as defined here. Relatively few of Margaret's remarks suggest an altruistic concern for others, though many suggest a certain sensitivity to human nature, at least as she sees it. We have chosen to define some of the nature of that sensitivity, as negatively related to self-actualization according to the biases held here.

Examples of awareness of others remarks now follow:

I finally, quote, psyched him out (a college instructor). If you believed and wrote the way he thought, you got a good grade, whether you believed what you wrote or not. ... its teachers like that who make you first year ... very difficult.
I'm beginning to understand my parents and their generation a lot better now that I could have three years ago. I can't fully agree with them, naturally, because I find they're very opinionated and quite close-minded. ... My parents and I get along fine now, since I've started trying to understand them, because now it's a mutual thin; they're giving too; we're both giving a little, and it's making for a, oh, copeptic (sic) relationship. ... I calmly let them say what they have to say, then I present my side of it, then we all sit down and evaluate rather than fighting. ... we end up respecting each other's view, though we don't win each other over.

My boss is a young man who thinks old. And he always likes to be right. He likes to make himself feel big, and he does this by telling someone below him to shut up. ... He takes (my) reports and fiddles with them to look good to a higher man, to make him look good. ... I can't see that. ... We (fellow workers) all have this thing against my boss because he's an idiot. He doesn't know what he's doing. We all do the same kinds of reports and he changes all of them. They're not too happy, but what can we do, see, we're lower people.

... my boss isn't the most intelligent person, I feel; ... he has no comment, (to her complaints) except, I'm the boss; you do it, and this is like saying, "Mother, why do I have to do this?" ... because I'm your Mother! They don't even answer the question, and this is the way he is. He feels like he's such a big man, in a big position. And he's not. And it's sad and funny at the same time.

You can never tell someone how they're going to react in certain situations, because they're different. Their anatomy is different, their chemistry, their brain ...

People are just so fascinating. They're all books of knowledge, everyone of them, and I feel just like a sponge; I just want to soak up everything I can about people, because they're so fascinating! Really fascinating!
Why should one little man, with his menial mind, stop you from doing something? ... that you feel you're capable of, and really want to do and do it well. Why should he stop you? It's not going to hurt to bow a little (to get your way). Everyone bends. ... so you can go ahead and perform your duty and still do the things to please this man for the time being, until you have proven yourself ... so you start doing that, then maybe you start talking to him where he'll listen to you, whereas, if you just immediately laughed in his face and said, "that's silly, I'm not going to do it", he's going to say; "well what do you know?" (That's a constructive deviousness?) Right. That's what I mean. I don't mean really sneaky type things. Nothing to harm anyone or anyone's job. I don't like stepping on people. I don't feel that's right at all.

If you have friends, you can find jobs ... it pays. I don't think you'll ever be in a position, where you can't get ahead some way, where you might not have to bend just a little to somebody just to please them so they can help you ...

It's great if you can achieve your ultimate goal by going through channels. Really, that's the best way. Nothing dishonest about that. You're meeting your end by their means, which is fine if you can do it, because to go straight through rather than around peoples' values is frowned upon.

If you're going to change something, especially a system that has existed for any length of time and is more or less traditional, you not only have to express the opinion - the fact that you don't think it's right - you've got to have a plan to back you up. ... People have got to see things. They're not got to see proof of how it will work.

If there were more people who used their brains to think rather than just do what they're told, we might have a better world.

He (a college instructor) wanted you to expand your mind in his realm of thinking. If he was aware that he was actually suppressing us and almost forcing us to just really psych him out;
Less than 2% of categorized remarks in Margaret's interview related directly to self-strength, though the total effect of the interview in terms of the relative straight-forwardness of Margaret's comments suggests the possibility of more strength than is obvious. Some examples:

I'm the type of person, if I don't do something now, I'll at least try. I'll never be satisfied with myself knowing that I didn't do something I've always wanted to do (i.e., to travel).

I know the things I want to do, and I'm very determined and I'll do them; regardless of any interference whatsoever.

About 5% of categorized remarks for Margaret relate to self-purpose as defined here. Though individual statements indicate firmness of purpose, the totality of the remarks suggest either vacillation or simply a variety of interests, since she mentions several things she'd like to do in terms of vocations. Examples:

I've got to be somewhere (on a job) where I know I can always learn as much as I want to . . . knowing that when you have this done you're able to go on and do something else . . . the opportunity to grow.

I couldn't go into business . . . because of the way I feel . . . but something like interior decorating, something to let my imagination expand, 'cause I have the imagination of a child - something like that. Right now I have high hopes of going into the airlines (as a stewardess) . . . There's always time for other things. Interior
decorating and business involve school, which I can go to as long as I live ... but the airlines; I'm almost too old now. And I may yet join the Air Force, 'cause that's something else I've wanted to do.

I'm not going to vegetate. I'll work till the day I die.

... if I learn more about it, (business) someday, who knows, maybe I can change it a little bit.

Margaret's interview contained only a negligible number of remarks even indirectly related to a consideration of life's meaning, and none worth mentioning here. Fully 20% of categorized remarks for Margaret were in miscellaneous categories, including three major ones: descriptive statements about public school, college and work-related experiences which were neither totally nor directly relateable to model categories. Interestingly, nearly all these remarks were seen here as largely negative in tone, suggesting a dissatisfaction with education and work not necessarily reflected as clearly through remarks related more directly to model categories. A few examples are given.

... you could work there (an insurance co.) for a year or more, and be constantly on probation for some reason, and that meant no raises, no promotions ... really bad. So I quit (after eight months) ... They didn't consider you as a human being, to put it bluntly. You're a machine. If you do your job well, fine, you're ignored ... yet you weren't given a chance to better yourself ...

The first two years (of college) when you have your basic requirements, they're taught by
graduate students. And the grad student is out to prove (laughing) - I don't know what! You know, that he has a really super brain, and that he's going to really outwit those freshmen! That's the way he feels!

He (an English teacher in college) gave us three topics, one of which was sex. Well, naturally, (being) freshmen, we all chose that one. He got mad, took all of our papers and ripped them up, and told us we all had very closed, immature minds.

He'll (her boss) take my report and "finegle" it to make it look good to a higher man, to make him look good. I'm not happy with him doing this, but if he doesn't, someone else will, because this is the politics of business . . . you can't escape it . . .

When you jump right into it, (college) you don't think in idealistic terms because you're never been taught to.

He's a phony! (her high school counselor) He turned on me for some reason . . . made me feel like I betrayed him. I never understood. . . . the type of person, you do something for him and he'll do something for you. You smile and be a good girl all the time, and we'll give you a good recommendation. . . . Its counselors like him that shouldn't be in the high school.

Though a few purely descriptive or positive remarks related to these miscellaneous categories might have been cited, the above are far more representative of this portion of the interview. Apparently Margaret's school and job experiences have the potential, though probably unfulfilled, of creating a degree of bitterness harmful to self-actualization.
The Essay

Margaret's essay, typewritten in the original, differs somewhat from the interview, in that it emphasizes what may be defined as her life goals, particularly that of formal education. She relates this emphasis briefly to knowledge of self and others, discusses her own specific goals, admitting their diversity, and finally touches briefly and openly upon her relationships with specified members of her immediate family. The latter, along with the educational emphasis in the essay, seems to make the writing most valuable for the insights it gives about Margaret's goal values, at least as they are verbalized. The essay is reprinted here.

Education is one of the most valuable and useful assets a person could have. Education of some degree is a necessity to every person today, regardless of his position in life. A college degree or technical degree aren't as important as the knowledge a person has retained throughout their entire learning years. If people don't have at least a high school diploma, they find it hard to obtain a suitable job, to communicate with other people, and to raise their children. Let me explain my last statement a little further. I have found that by associating with people who have little education, (less than 12 years), they also have little ambition in life, and therefore do not inspire their children to gain an abundance of knowledge and use it to their benefit. On the other hand, one might say that a person with little education may see his mistake and encourage his children not to do the same.

When I was in high school, I couldn't understand how Algebra and Geometry could possibly help me in my future plans. Now I hold a position that completely involves mathematics, and I wish
I had cleared the blockage in my head that kept me from learning all I could about Math. As I didn't realize and as most people don't realize, every little morsel of learning that we can retain while in school, may benefit us greatly in the future. I don't feel that one must obtain a college degree in order to "make it" in society. But I do feel that everyone of us should choose some goal in life and strive continuously toward it. I have so many different goals, that I have to choose one at a time. Presently, I am awaiting an interview with the airlines, in hopes of becoming a stewardess. If I fail to meet all requirements, I will then go on to my next goal, which is going back to college. Someday, I hope to be an interior decorator or a business woman. Since I am in business now, I have been exposed to many procedures of the business world, and I find it quite fascinating. I don't fully agree with all the techniques used, but if I ever decide to delve into business seriously, maybe I can help improve or better understand the "shys and wherefores" of the politics of business.

Thanks to my grandmother, who raised me, I received a better outlook on education than most people. She was a school teacher for twenty-two years and instilled much knowledge in my head before I attended a public school. I consider myself quite fortunate in many aspects due to my parents and grandparents and the environment I was raised in. My parents divorced when I was seven years old, so I never really knew my father very well. My relationship with my mother is a strained one. We do not agree on too many subjects, so normally we stay away from each other. Mother and I have finally reached a mutual agreement to run our own lives the way we feel is best and not to interfere in each other's. Since we are both so "set in our ways", we feel the relationship between us now is the best it has ever been. One of my sisters lives very close to me and we seem to communicate with and understand each other quite well, since she is just three years younger than I. My youngest sister is five years younger than I, and I am beginning to know what the generation gap is all about. I was always so quick to criticize my Mother for not understanding me, and now I know how she feels. I can honestly say that I don't understand the younger kids and
the things they do. I look back on my childhood and think how truly naive and innocent I was to the ways of the world. Now that I am considered an adult, I have discovered many ways of the "cold, cruel world" which I hope my children will not have to see.

If my peers and I keep our goals in mind, maybe we can improve and change all the matters of the world which our parents and their peers are just complaining about. With a combination of education, experience, ambition, and unity, we might succeed where others have failed.

Gestalt

A generalized look at all available data for Margaret suggests the conclusion that her self-actualization process is rather highly developed, probably well into the awareness of others "stage", and perhaps beyond to a more limited extent. The quantity of data alone related to model constructs supports this statement. The amount of interview data related particularly to self-clarity and awareness of others lends additional credence. Most objective attitudinal scores are above comparison means, while information relating to Margaret's capability, except for her college experience, indicate that her ability is at least above average. This may indicate that intelligence level is not a factor detrimental to her self-actualization process, though this conclusion must remain speculative. Even if Margaret is, in fact, "bright", she may not feel she is. Like all generalizations, these, if observed and investigated more thoroughly, reveal inconsistencies and
contradictions within their data base which must be viewed intelligently as qualifications to the generalities rather than refutations. In this case, these qualifications are made clear when one looks beyond the quantity of data related to the model, and into its apparent quality or the way it relates to the model. Examples may help to explain this.

While the quantity of interview remarks related very generally to self-clarity is large, it is possible to attribute contradiction to some of the statements, which could necessitate doubt in interpretation of what Margaret's "real" level of self-clarity is. She states that honesty is the best policy, but sees nothing wrong with a "little" manipulation of certain people. Business to her is both fascinating, but highly disagreeable in some ways. While such instances may represent the normal paradox of human feelings, that possibility does not disallow self-clarity to be reduced. Whether or not such apparent contradictions in view of self represent more deep-seated doubts cannot be determined here. That the possibility exists is thus acknowledged.

In a similar vein, interview remarks related to Margaret's awareness of others suggest interpretation beyond their mere quantity, which is high. In addition to
the obviously negative (in our view) remarks about others, most statements suggest an awareness of but not necessarily a concern for others. Margaret seems quite perceptive of human nature, as she sees it, yet she also verbalizes a certain pessimism about it which is not conducive to full awareness of others in our definition.

Objective attitudinal data suggest less doubt about our generalizations for Margaret's self-actualization level than interview data, though some is possible. Life goals questionnaire score and SRI others and authority scores, while higher than comparison means, are only slightly higher, while SRI hope and reality scores are in face lower, though not greatly so. SRI parents score is a glaring exception to Margaret's generally average to high average attitudinal scores, and obviously points to the crux of her personal difficulties - a broken home and a subsequently poor relationship with Mother and stepfather. The latter and its effect is quite evident in much of the data here.

Interview data relating directly to self-strength is quite sparse for Margaret, though SRI self score is well above the comparison mean. The general inconsistency in these data seems to suggest uncertain self-strength. According to the model, self-purpose should thus be quite
unclear. This is only partially true, when interview remarks relating to self-purpose are considered. Margaret seems to have given some thought to self-purposes, as evidenced by remarks relating to her need for meaningful work, though these purposes are by no means clear. Concomitant evidence reflecting self-strength ought to be apparent if the model is correct. This is not the case. Some degree of self-purpose seems to exist without much obvious self-strength. Either the model or data interpretation is at fault, or the significance of Margaret's self-purpose information has been overestimated. The latter is probable, due to the lack of clarity of Margaret's goals and a degree of inconsistency both in what she says and does. She hates certain aspects of business, yet continues to work in it because she says its fascinating. She glorifies education, at least in practical terms, yet has not followed it, though this is due in part to financial considerations. She claims to have always wanted to travel, yet has not. It is probably generally true, thus, that Margaret's self-actualization probably has not progressed far beyond the awareness of others "stage", in that data beyond that point is apparently inconsistent as well as sparse.

Over the four years of our association with Margaret, she has become much more open in her verbal communication.
It must be assumed then that her psychological development has proceeded in relatively positive directions. She has not as yet, in ways observable here, started to act out some of the goals she says she values. In that sense, then, her self-actualization may be proceeding slowly, though this may be due in part to lack of tangible and intangible support from significant others - specifically her family. Despite this possibility, Margaret seems to have grown psychologically in positive ways over the years, yet the apparent paucity of opportunities (taken or available) in which she can demonstrate this growth in overt ways must weigh heavily upon her. Such weight could contain the potential for slowing or stalling self-actualization processes.

As with certain other cases, the set of factors which seems to be most causal to the peculiar state of Margaret's self-actualization at present is undeniably related to the family. In Margaret's case, a divorce and subsequent lack of a real and consistent Father image has obvious connections to the nature of her present motivated behavior. Admittedly, her relationship with her Mother has suffered, though both have made recent attempts to reconcile the differences. Margaret's essay, SPI parents score and some interview remarks further reflect the significance of her family in the present state of her self-actualization.
Other influences related particularly but not exclusively to Margaret's awareness of others include her school and work experiences. In some ways these experiences may have caused critical and negative attitudes in Margaret, since she spends much time complaining about teachers, bosses, counselors, etc. Much of this complaining seems tempered, however, by more positive remarks which seem to add balance to her outlook. For this reason, Margaret's self actualization is still seen as progressing positively. It is obvious, still, that unpleasant experiences in school and college and also in various jobs have provided Margaret with justified fuel for defending her apparent lack of full personal security, probably caused basically by her family situation. In short, work and school did not contribute in fully positive ways to her self-actualization. That her development is as full as it is, is perhaps surprising given family troubles and mediocre hob and work experiences. For her self-actualization to continue to progress, however, she will have to create or happen upon social, work and educational opportunities wherein she can grow more fully. Thus far, this has not generally been the case. If she follows through with her college and/or travel plans (as an airline stewardess) her growth could be enhanced. Though she has changed jobs over the last four years, she seems to have made no major moves to implement her goals, though they are admittedly
quite varied, possibly causing her some confusion. Still, her mind is quite active and she has learned much since high school. It is difficult to predict the future course of her self-actualization, though it seems safe to say that some kind of potentially fulfilling vehicle will be necessary if her potential is to be expanded. As she says "... I want ... is the opportunity to grow." In many ways, she will have to make that opportunity. She seems quite capable at this point of making at least some of these kinds of efforts, though she may need more help than can be predicted here.
Case #10: Charles W.

Background

Charles is a 21 year old, unmarried White male. He was born in a major midwestern urban center and has lived there all his life, with his 52 year old Mother and 54 year old Father, except for a period of nine months when he attended a medium-sized private university in a nearby city. Charles' Mother, a high school graduate, was born in his home city and works as a lathe operator in a local factory. His Father, also a high school graduate, was born in a rural region of the same state, and is a wood worker for a local construction firm. Though his parents are Methodists, Charles prefers the Catholic Faith. He has no siblings. Since being dismissed from university training for low grades, Charles has attended a local business school and a computer school, while working as a clerk in a clothing store and as a machine operator for a national electronics firm. Charles graduated in 1967 from a suburban high school composed chiefly of White working class children with some Blacks and recent Appalachian migrants. Charles' parents' home is new, neat and exceptionally well-kept. They have lived in it for at least seven years.
Summary of Past Subjective Data

Charles was one of the project participants with whom we had considerable contact, despite the fact that he had decided to go to college before the project and needed no financial aid. He had applied to two private colleges in his home state, and eventually attended the more prestigious of the two, enrolling in a pre-veterinary medicine program. Charles claims to this day that his high school counselor nearly caused him not to be admitted because of sending a grade transcript in late, and still speaks in derogatory terms of the man. The mix-up did occur, and Charles had the project write his college to inquire about the situation.

Charles and his Mother, but not his Father, contacted project staff on many occasions for advice and were always quite talkative. Charles worked as a bus boy during the Summer before his first term in college. It was during this first term and after that Charles and particularly his Mother began to seek out the project most frequently. Charles' Mother grew especially concerned, even over-concerned we felt, at times, when his college grades began to fall. She would call and talk for an hour or more at a time asking how she or anyone could help Charles, saying how she didn't want to interfere for fear she'd be labeled as a meddling Mother. Both she and Charles' high school
counselor said he ought to go away from home to college. She was almost tearful on one occasion, saying that he was "too attached" to home and that he wanted to get away from home to avoid her "meddling". Still she called, even more so than Charles, who sought advice about tutorial help in his courses on several occasions. Her concern became greater when Charles' first term grades put him on academic probation and it became relatively apparent that his second term would not be much more successful.

The exact nature of the sources of Charles' academic troubles were never fully clear to us, although his Mother had several related interpretations, corroborated to some extent by Charles. These interpretations centered around Charles' roommate at college, whom his Mother once described as that "dirty little son of a bitch". She related a number of incidents and accused the roommate of a multitude of sins, all apparently having something to do with Charles' low grades. For example, she said that the roommate was "on" drugs and was angry because Charles would not try them and hence made life miserable for him. She felt the roommate influenced Charles' college counselor against him in later proceedings for academic reinstatement which failed. She once referred to the roommate as "that queer" and said that he had once told her "bad things" about Charles, including some statements against her that
he had written in a diary which the roommate had read.
"
all boys hate their Mother at one time;" she said, "its part of growing up and I accepted it; even you felt this way, didn't you?"

Charles himself corroborated the fact of roommate difficulties, but seemed less emotional about the matters than his Mother, and was not so quick to assign total responsibility for his failure to the roommate. He called on many occasions about these difficulties, saying that he had tried hard to work them out, but to no avail. There was no way, however, that he could get rid of his roommate before the end of his first year in college, and by that time he had been dismissed for low grades.

Charles remained rather highly motivated to go to college, despite his failure. After attending a local business school for two terms receiving mostly "B's", he attempted reinstatement into his college but it was not granted. He also attempted to transfer to the state university in his home town, with our assistance, but was denied this too because of his bad grades at the previous institution. His interest in Veterinary Medicine ceased because he said he had developed an allergy to animal fur. For a while he was interested in education as a career, but dropped that too when he was dismissed from college. A
friend introduced him to business machines, and he developed an interest in computers, taking a nine-month course in programming at a private technical school before taking his present job with the electronics firm. He has still not given up hope of going to college. In our most recent conversation, he asked me to get information for him on degree programs at the local state university, which I did. He seemed quite eager to return to college and get a degree, but at this date he has yet to follow through and re-enroll, even though enough time has elapsed since his dismissal for him to be reinstated or accepted at most other schools.

In a recent conversation with Charles' Mother, she told me he was classified as 4-F in the nation's military draft and would probably not have to serve. Though she said she was glad that he did not have to serve in a war (Vietnam) which she disliked, she said that the reasons for Charles' 4-F classification were extremely difficult for Charles and herself: "... he had ulcers and a nervous breakdown ... the worst thing that could have happened to me; I almost had one too. I didn't know if he'd put a bullet through his head or what." When I asked what had caused Charles' problems, she said his college roommate had been mainly responsible, and she went on to reiterate most of her complaints against him. Though both Charles and
his Mother related a number of specific reasons why he had difficulties with his roommate, the pattern of these difficulties as they relate to Charles' own peculiar personality — which is seldom discussed — are not clear. There are overtones of suspected homosexuality in some of the roommate discussions, but nothing is specified, so this remains highly speculative.

Charles' disliked his job as a clothing store clerk considerably, due to employee gossip and "vack-stabbing", as he described it. He is more content at his present job with the electronics firm, though he is not working directly with computers, which he wants to do, and still says he wants a job where he can take more responsibility: "... I can't stand someone breathing down my neck on the job." He still harbors dreams of college, and at one point he said he really wanted to do "... something creative, ... something self-satisfying." He considered education as a college major once, but dropped it because he "... would have done a lot of things differently — things against the rules — and probably would have gotten fired." Charles says he has few good friends. His Mother says "... he doesn't care too much for girls yet."

Over the past four years, Charles has seemed on occasion to be a troubled person for reasons not totally clear. His Mother's occasional irrationality may be one such
reason, although he says his family relationships now are fine. It may be significant that over four years of contact between Charles and our project, we never had a discussion with his Father, and actually only saw him on three occasions.

Summary of Objective Data

Ability-related measures for Charles suggest his capability is slightly above average. The only exception to this is his college performance. His grades in computer and business school (not included in the college grade average) were nearly all B's, though Charles discounts many of these courses as "too easy" in comparison to college. Charles' only consistent D's in high school were in a junior level Spanish course, most other grades being C's with a few B's. No particular pattern of strengths or weaknesses is evident in high school grades. Ability related project measures reveal scores noticeably below means on two non-verbal measures (Ohio State Picture Preference Scale) and one verbal measure (Brick uses - shifts). These scores only reflect Charles' performance on "unconventional" measures, and together with higher "conventional" scores suggest only generally that he has a more conformable kind of intelligence.

Attitudinal data are more difficult to interpret.
Name: Charles W.
I.Q.: 102
Project Test Category: High Conventional - Low Unconventional
Known to project staff.
Interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
Though Charles expresses continued motivation for college, his JIM Scale score has dropped over four years, though both are quite high to begin with. An extremely low SRI self score is contrasted against relatively high scores on "Life Goals Questionnaire", and SRI others, children, reality and parents scores. Even SRI hope score is surprisingly high in light of the dissatisfaction with self indicated by SRI self score. Scores slightly above and below means for SRI work and authority reflect Charles' rather ordinary satisfaction level with his various jobs and those who supervise him. The high SRI parents score corroborates Charles' recent expressed satisfaction with family relationships. Overall, the low SRI self score seems out of place, since no other attitudinal data even begin to suggest reasons why it is so low.

The Interview

The talk with Charles was quite friendly and lasted nearly 1½ hours, but yielded proportionately fewer remarks related obviously to the self-actualization model's constructs than many of the other cases. The reason for this seems to be that Charles was quite willing to elaborate on more cognitive areas, such as descriptions of job duties, course material in schools and college, and descriptive details of school and work incidents unrelated to the model's constructs. Since many of these statements were not
obviously related to the model, they were categorized in miscellaneous areas or not at all. The interview was certainly not devoid of more affective remarks related to self-actualization, but the "risk level" of inference for many was relatively high.

Units related to self-awareness constituted about 10% of those categorized. Examples:

About college: I think if I'd listened to my parents for once, I wouldn't have gone down there to begin with. . . . I think I was too young really, to start right in, maybe I should have worked a year. I think the incentive would have been there a year later, because I really wanted to go.

Are you optimistic or pessimistic about going back to school? I don't know. I'm just going to go to school. When I walk in it's what's going to be there. I'm not going to expect anything.

I have missed an awful lot, (by being concerned about others) and I'm slowly getting back in things; getting to the point where I'm starting to please myself a little, without trying to take away from others . . .

Remarks related to self-clarity for Charles amount to about 20% of the total. Examples:

. . . for the first time too, I learned to ask questions, because I was really sinking in that class (a programming class at technical school)

I liked that about him (a good programming teacher). He made you use your head; made you use logic.

The theme (in college) . . . was the best I'd
ever written, really good; I may be egotistic, but it was good. Something like that makes you want to try harder.

I like the job at the electronics firm real well. Though I'm in a storage area, at least I can see what goes on in the computer room.

... I've grown up a lot; I've seen what people are like and I more or less know what's going to happen, even though I can't do anything about it. I think that's the main point.

... Maybe it isn't the right thing to do, but I put down what the prof wants to hear, and just think what I want to think ... to get a grade, I'll just play the game, (although) it bothers me very much that people can be so narrow minded. I mean there's no one person that's right all the time.

You give too much of yourself? Yeh; that's just the way I am. I like to make it easier for other people.

... for myself, it's been quite a struggle for me to get myself into accepting things.

Remarks for Charles related to awareness of others constitute the largest proportion, about 31% of all of those categorized in any of the model categories. Though most of these were categorized as relating positively to self-actualization, such valuing was highly tentative on occasion because of the mildly critical and sometimes cynical view of others Charles seems to mention. Some of the latter remarks were categorized negatively, and those most obviously positive relate to Charles' concern for teenagers. Examples:

... my roommate and I were kinda ostracized from other people in the dorm, 'cause they
thought he was kinda funny and then they thought I was kinda funny, (pause) which isn't true; they really didn't have anything to do with us.

... he was really eccentric (one of his good technical school teachers). Not meaning to make fun of him, but he had two pairs of socks, white and blue, and two suits, and he may have worn one suit two or three weeks, but that was him, you know.

I worked at the men's wear store for a year. That was a good experience. I learned how rotten people can be; not that I didn't know already, but I just didn't know to what extent. ... I got sick of the whole mess and quit. It was really getting bad; we were yelling at each other and everything else.

Well, I'm sick and tired of people running down young kids. It's not their fault if they had something to do!

Another teacher (at technical school) was supposed to be director of curriculum. He didn't know what he was doing, plus he didn't try. ... He wanted, I think, to be the big shot, and that's all; didn't want to teach.

Guess I've always wanted something like that for other people (a dance hall for kids). I've always been that way ... I do everything I can; I try to do and make it easier for people, but there's one thing I'm forgetting is myself.

It may reflect Charles' low SRI self score that there are very few interview remarks related to self-strength, actually less than 1% of the total. In fact, the only such remarks related to an incident in Charles' store clerk job where some cash register change turned up missing. The store manager replaced the money by assessing each employee $5.00 a week, but told the store owner nothing of this
action. Charles bragged that he was the one who "set the owner straight" on the matter.

Somewhat surprisingly, the percentage of self-purpose statements for Charles (about 11%) is relatively high given the lack of self-strength evidence. In addition, the purposes Charles mentions are rather specific, relating particularly to educational plans and the dance hall he'd like to build for teenagers. Examples:

I thought about it (a college theme) all the time because I wanted a good grade on it.

If you get a promotion on the job, will it be more challenging? Oh yes, it'll really be great. There are so many jobs that you have to know. Sometimes when you get involved you learn what this job will mean to the people out in the plant.

I do want a degree. I want to go into the programming area down there (at his job) . . . don't know if I want to stay there or move. I don't know the department yet.

How do you define getting ahead? Well, mainly what you want out of life; its different for everyone. Maybe for me its a little more different because I want to provide a place for young people to come . . . I want to get to the point where I'm making enough money to put quite a bit back and sink quite a bit of money into a fairly large building . . . that bands could come in and practice . . . so if kids have got a common interest in music they can come there and listen and dance; some place for them to come to stay out of trouble . . . not a business? No . . .

There was nothing in the interview with Charles that gave any direct indication of his consideration of life's
meaning. About 25% of analyzed remarks were put in miscellaneous categories. Only one of these categories - that containing descriptive remarks about college, technical school, teachers, courses, etc. - assumed frequency enough for it to be considered possibly significant. This category constituted 16% of all analyzed remarks. Nearly 60% of these remarks related to negative incidents in various schools beyond high school. Some examples:

The only thing I can think of at college is a rotten roommate and maybe taking too many of those harder courses first.

I went to business school. It was alright, but it seemed too easy . . . the teachers didn't prod you as much; there wasn't as much pressure on the student (as in college).

Computer school was even worse than business school . . . one teacher . . . we'd ask him a question and he'd say, "we'll go over that tomorrow". It was always tomorrow. We learned to work stuff out on our own and forgot the teacher.

Assignments in college - reading and writing papers - it seems like they're more in depth (than business or computer school).

Computer school was like a kindergarten. If you were absent three times, you were on probation.

All my teachers in college were ready to help if they could.

Other miscellaneous remarks included brief positive statements about the project, a few positive statements about present parental relationships, descriptive comments about job duties and two decidedly negative statements
about his high school counselor. Except for school-related statements, miscellaneous remarks for Charles were not especially revealing.

The Essay

This writing is essentially a very brief and general reiteration of the interview themes, and the proportion of model constructs evident is about equal also. Charles' ambivalence toward work is clearer in the essay than in the interview, as is his relationship with friends. The essay:

I don't particularly like to work, but who does? It's very funny; work takes up about one-half to three-fourths of one's life. But if one wants to make a decent living and have the satisfaction of having material things one needs to work. I sometimes think that ho-bos are the happiest people. I would like to have a job where I can make a lot of money. Why? Very simple. To provide a building where the young can come and have jam-sessions and someplace where they have a common interest.

My relationships with my parents are great - no problems. We talk problems over and come up with a solution common to all of us. I have few friends; real friends are extremely hard to find. The relationships I do have with my friends are ones of respect. If one gives respect one gets respect.

If one wants to get anywhere one has to have an education. A high school diploma before someone will talk to you and at least two years of college to get a decent job. My education has helped me quite a bit in obtaining a higher paying job. I plan to finish college because in our office complex, the more education, the more money and the more money the dream in number one comes true. I may sound money-hungry, but I have an idea, possibly a solution, to the young generation's boredom.
Gestalt

Data for Charles suggest a somewhat confusing picture in terms of the self-actualization model. Interview data suggest a reasonably high level of positive self-clarity, self-awareness and self-purpose, all concomitants of progressing self-actualization according to the theory. Objective data relating generally to attitudes toward others suggest a healthy awareness of others, though certain interview remarks about "rotten" people tend to qualify this. In general though, Charles' awareness of others is probably more positive than it is negative, especially in light of his goal of a dance hall for youth. Thus, Charles' self-actualization in terms of these evidences seems to be proceeding at a modest pace. His actions toward his educational-vocational goals are obvious, and hopefulness is reflected in his SRI hope score.

The confusion arises when one considers the apparent absence of self-strength data for Charles. Perhaps persistence in his educational-vocational aims should be considered evidence of strength, especially in light of his college failure, yet interview data reveal only minimal evidence for self-strength, and a very low SRI self score suggests low self-strength and low self-esteem. It may be that self-esteem and self-strength are not concomitant, as the model seems to suggest, since Charles does seem to be
progressing at a reasonable pace toward at least some of his goals without evident self-esteem. Evidence for self-strength is absent too, though goal setting and seeking is difficult to exercise without it, according to the model. If Charles goal-seeking is real, as it seems to be, and his self-esteem is low, as it also seems to be, then self-strength may be a personality factor not necessarily related to high self-regard, at least in this case.

Whatever the present or ultimate effects on Charles' self-actualization process, the combination of college failure, nervous breakdown, low self-esteem and an occasionally doting Mother seems to be an obvious source of problems in his life. What patterns these influences take and what the nature of their effects on Charles' development is remains unclear. The only gross speculation that can be made is that Charles' Mother and others suspected, rightly or wrongly, that he and his roommate were involved in some kind of homosexual relationship. If correct, this suspicion, founded or not, may have been responsible for much of the nervousness and lack of self-esteem that seems to be apparent in Charles. If so, these difficulties have not extinguished a drive for some measure of educational-vocational "success" in Charles, as evidenced by his efforts to continue his schooling, financed partly by his own labors, despite his college failure. The ostensible
purpose for this drive is Charles' dream of a "place for young people to come", but the reasons for this dream are not fully clear. On the basis of the evidence here, it must be assumed that Charles has a basic concern for "kids". His SRI children score corroborates this. Charles seems now, in fact, to be willing to carry out his dream, though the ultimate extent of this willingness is unknown. He infers that he will do this even at the expense of his own self-satisfaction if necessary. The following remarks illustrate this:

People who cater too much to others are often very unhappy. I am too, but I'm still going to try to do both of them (cater to others and himself) . . . but I've got to get myself more into it too. I haven't succeeded very far yet . . .

The extent to which Charles is able to "get himself into it" without hurting others is obviously crucial to the future of his own self actualization. Thus, it seems that Charles has a relatively clear picture of both himself and others, but with only partial acceptance of those perceptions. This partial acceptance may account for Charles' relatively low level of self-confidence, and may hold the key to the future of his self actualization process and level of hopefulness. Both seem at this point to be progressing only tenuously at best, though neither is stagnant or totally negative.

The sources of Charles' peculiar difficulties seem
relatively clear. Much probably relates to the fact that he is an only child with a relatively dominant Mother and a relatively submissive Father. The recent facts of a college failure and a nervous breakdown are in part manifestations of these difficulties and also problems in their own right, the reasons for which are not totally clear. The sources for Charles' drive toward his peculiar goals are also not clear. Being an only child, it might be expected that the resultant possibility of having things go his own way in childhood could lead to a tendency to be somewhat lazy in seeking vocational-educational goals. This is not the case with Charles, although in his essay he does mention a dislike of work. Thus the sources of Charles' motivated behaviors are unclear, particularly his spoken goal of a dance hall for youth. Certainly his parents, both blue collar workers, have contributed. His Mother's constant concern over his school grades and job status documents this. Also, renewed amiable relationships with his parents reflect their continued influence on Charles. It is surprising, perhaps, that Charles is as independent a thinker as he seems to be, given his closeness to his home and parents. It may be that his self-actualization will never develop fully until Charles becomes physically as well as psychologically independent of his parents' and particularly of his Mother's immediate influence. This is difficult to substantiate, because he
seems to have made some strides without this happening. In any event, Charles' relatively high level of capability and his apparent potential for both interpersonal and intrapersonal sensitivity ought to be given the opportunity to develop more on their own, painful as that may be.
Case #11: Fred H.

Background

Fred is an unmarried male Negro, 20 years of age. He was born in a major urban center and has lived there in a low income neighborhood for most of his life, he spent nearly two years in the Marine Corps, part of which was in combat in Viet Nam. Fred graduated in 1967 from a city high school composed mostly of Blacks and former Appalachian Whites of generally low economic status. After a summer in an "Upward Bound" program at a small liberal arts college, he completed three quarters at the major state university in his home town. His Father is dead and his 51 year old Mother, a catholic, is confined to a mental institution. He has no siblings and his closest relative is his 68 year old aunt, a Baptist and former hospital worker, who essentially raised him, and with whom he still has frequent contact. Fred's aunt, who went to school through the eighth grade, cared for him on her small income before his high school graduation. He has no religious preference.

Summary of Past Subjective Data

Fred was quite well known to project staff, especially myself and his student counselor. After some initial reluctance when he was first told about his selection for the
project, he was seldom hesitant about seeking our assistance. He visited the office occasionally and telephoned frequently, including several times from California after he moved there. His initial reluctance to the project seemed to be based partly on a desire he had to join the Marines. He was not discourteous to project personnel, but he didn't think he wanted to try college: "... they try to flunk everybody out". His student counselor reported that he had some concern about his ability to "make it" in college.

Fred rather unexpectedly decided that he might want to give college a try. Though it is uncertain why he changed his mind, at least three factors present possibilities. First, Fred has been chosen for project "Upward Bound" at a local liberal arts college and had completed two English courses there satisfactorily. Second, our project had chosen him, and, finally, his high school counselor reported a lengthy conference with Fred prior to his decision.

By June of 1967, Fred had been accepted at the local State University for the Fall, and had received some $1200 in Financial Aid for the school year. Our project staff assisted him in these procedures. He still had financial difficulty, however. During the Summer he asked us to
arrange a waiver of a deposit on a dormitory room till he could find a job to supplement his income. This was done, and by August of 1967, Fred had found a job through the university work-study program working in a campus greenhouse.

Fred apparently still wanted to continue his interest in the military. He applied for a place in the most prestigious of campus ROTC programs, that of the U.S. Navy. With verbal and written recommendations from the project, he was accepted as only the second Black ever enrolled in the program at that time. He seemed quite concerned about making grades in college, and in Naval ROTC in particular: "Maybe if they see me hustling, (at the greenhouse) that'll do some good."

Fred must have had some unverbalized concern about living with his Aunt, but the nature of that concern is not clear since he never discussed it. On two occasions, he preferred to meet his student counselor at school rather than at home. He also voluntarily underwent the additional financial strain of living in a dormitory at the university, even though his aunt's home was less than four miles from campus. For at least the first quarter, however, he visited home frequently.
Fred started classes in the Fall of 1967 at the university, enrolled in the College of Arts and Sciences. Though uncertain about an area of study, he expressed then (and now) a desire to "work with people" in some way. He spent three full-time quarters at the university, making his highest grades during the first quarter. At the end of the second term, his grades were so low that the project had to intervene for him, at his request, with the college Dean to avoid academic dismissal. His third quarter grades were higher than the second quarter, but still not enough so as to avoid dismissal. Though the project offered to intervene for him again, he declined.

The causes of Fred's rather abrupt failure after a fairly good first quarter are unclear. Near the time of the failure he made some mention of "social difficulties" in finding girls. His instructors reported poor class attendance. At the time, he was only 17, and had to wait a year before he could legally drink 3.2% beer in bars and frequent them in search of women. In a conversation in 1971, Fred attributed his failure primarily to "laziness" and the lack of a motivating force of some kind to drive him to try harder to succeed. After the second (Winter) term, Fred also made a typical student pilgrimage to Florida with friends in search of social life. Over much of the period of his declining academic performance, he
continually expressed to project personnel an apparently genuine and rational optimism about the outcome of his endeavors, though his Aunt expressed much doubt and concern. Toward the end of his final quarter, Fred himself seemed much more discouraged, and was very unmotivated for studying. He said that if he flunked out he'd join the Marines. At this point he said he "just didn't like school", especially a Spanish course he was failing. Shortly thereafter, Fred did flunk out, but his Marine Corps plans did not materialize. He called the project one day in June of 1967 to thank us for our efforts, and asked if we could investigate the possibility of his attending a college or Junior College in California. He had decided to move there soon with a friend, and to try to get a job and go to school; all this despite his 1-A draft status having now dropped out of ROTC. Within a week, Fred brought a list of nine California schools to whom the project wrote letters in his behalf requesting admissions and financial aid information. Most responses were negative because of Fred's academic record, except for the University of California at Berkeley, and Santa Monica City College, where he eventually enrolled for the Fall term after finding part-time work. He was forced to drop out, "in good standing", before completing his first term there, having been drafted into, of all things, the Marine Corps which he had considered joining for so long.
All though our acquaintance - a time of racial turmoil - Fred's attitude toward his color always seemed to us to be rational; or at least it seldom surfaced otherwise. Once, late in his high school career in a moment of depression, he made the remark that he'd "... like to get out of this country ... didn't ask to be born Brown ... " This was, however, the exception rather than the rule. He had been in Cleveland and Detroit during racial disturbances, and had told us he wanted nothing to do with that kind of thing, though he was critical of National Guardsmen who shoot first and ask questions later. He had resisted the efforts of Black students in his dormitory to recruit him into various militant organizations. Even after witnessing what he described as "a lot of prejudice" in Viet Nam, he still described himself as "naive" about racism, and mentioned that he had friends of all colors and wanted to stay away from extremist groups.

From late 1968 till the Fall of 1970 constituted Fred's tour of duty in the Marines. Our project had ended, and except for a letter from Fred and several phone calls to his Aunt we had no contact with him. In July of 1970, a call to Fred's Aunt revealed that he'd be out of the Marines soon. She remembered the project right away and was happy to hear from me: "I'm so pleased someone is thinking of him", she said. She promised to write him in
Viet Nam and tell him I had called. Fred came home in August and tried to reach me, but I was out of town, and he returned to California to finish his time. He called from California in September and was extremely anxious to get out of the service: "If I don't get out of here soon, I'm gonna get thrown in the brig". He'd applied at several colleges in order to get an early release from the service, but his first wish was to return to the state university in his home town. He asked if I could arrange his reinstatement there, which I did. He returned in December of 1970 and enrolled for the Winter term of 1971, financing himself on the GI Bill, though he still has "financial problems". I advised him to enroll in three Black Education courses, where he had a good chance for high grades, in order to build his 1.2 average up to the necessary 2.0. He did, and received all A's his first quarter, bringing his average to 1.85.

During his tour of duty in Viet Nam, Fred spent time serving in a "grunt" or frontline combat unit, as well as an S-5 (Civil Affairs) unit, where he helped rehabilitate relocated Vietnamese civilians by building schools and orphanages, providing food and clothing, etc. The change from the combat unit to civil affairs was a very hard one for him to make, Fred said, not only because of the diverse nature of the duties, but also because his infantry outfit
was all Black and the S-5 unit was all White. He also took a course in the Vietnamese language and attended a Non Commissioned Officer "Leadership School", finishing third in his class. He was wounded once, receiving a Purple Heart.

Fred said he learned a lot from the experience in the war, though at times the pressure and loneliness were more than he could bear. He said he underwent several changes while he was there, some of which were necessary for him to survive psychologically and physically. After a period of naiveté where he still carried the "gung-ho" attitudes of boot camp, he came to like the "gooks" he'd been trained to kill. Then after a good friend was killed, he thought the war useless and felt like killing any "gook" who came in sight. When transferred to civilian affairs, he was forced to change this latter attitude, and ended up feeling toward the Vietnamese as he would toward Americans. He said he was forced to adjust to people of all kinds, simply because he was there and had to. He said he got "kind of philosophical" near the end of his tour and thought a lot about "changing back" his thinking for a different kind of life as a civilian. As he did this, he came to the general conclusion that the war was useless and American's involvement basically wrong: "... I used to be a flag-waver, but now you couldn't get me to
touch the flag . . . * He said the military and the war made him able to force himself to do things that had to be done; that he forgot how to give up, was no longer an "apathetic American". Though he learned a lot, he still hated the war: " . . . what if I had to stay over there four or five years. I'd just take a pistol and go Boom! I just couldn't hack it!"

Summary of Objective Data

To the extent that past data is reflective of Fred's capability and performance, at least in academic terms, he might best be described as an underachiever. His ability as reflected by the project test battery, is basically higher than the mean test scores for that sample of 2677, while an available I.Q. of 111 from the 9th grade supports this. Fred's high school grades and graduating rank, however, are poor, and the patterning of grades across subjects suggests that there were no courses that inspired him to good grades; he got C's and D's in most courses, his only B being in a general mathematics course. College grades were similar. After a fair 1.85 during his first quarter, he dipped to a 0.72 and a 1.2 in subsequent quarters and was dismissed. A 4.0 average in his first quarter in college after returning from the war suggests an upswing.
### OBJECTIVE DATA

**Name:** Fred H.  
**I.Q.:** 111  
**Project Test Category:** High Conventional - High Unconventional  
**Known to project staff.**  
**Interested in further education**

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<td>SRI: Self</td>
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<tr>
<td>SRI: Total</td>
<td>4 =129.2</td>
<td>122</td>
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</table>

1 Based on sample of 2677 original project S’s, both male and female.  
2 Based on national norming sample of either 1631 male S’s, or 1558 female S’s (31).  
3 Based on present sample only.  
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
Both JIM Scale scores are higher than norming and project sample means, suggesting an optimism and academic motivation still largely unfulfilled. SRI and life goal questionnaire scores, though slightly below means, do not refute this general optimism. Low SRI scores for work and authority may reflect Fred's own self proclaimed "laziness", while high others and children scores corroborate his concern for people. Optimism is reflected in high hope and reality scores, while his description of himself as "self-conscious" (in the sense of embarrassment) may be suggested by a low "self" score.

The Interview

Fred was interviewed shortly after he had returned from Viet Nam, so most of the conversation had to do with the military experience. Though this was obviously a highly important experience in his life, the preponderance of interview data related to it may obscure the importance of other influences for purposes of this case. Fred was quite open and willing to talk. I made less than twenty remarks in a 1½ hour talk, most of them single sentences and some questions, though for most of the time, he talked continually. Nearly all remarks, therefore, were unsolicited.

All self-actualization model categories were
represented in the interview analysis, nearly all of them being related positively to self actualization. These comprised approximately 77% of all units analyzed. Of the remaining units, about 20% related to a miscellaneous category, not directly relateable to the model, and dealing generally with descriptions of the military and war-related incidents.

Comments related to self-awareness amounted to about 11% of all units analyzed. These generally consisted of remarks relating to a tentative disposition of a particular feeling, usually couched in terms suggesting relative uncertainty about that disposition. Some examples follow:

... some of the things we did; (in bootcamp)
I didn't find any sense in it, but I did it and put up with it ...

I didn't think I was gonna be able to take the pressure; cause I didn't like being that far from home.

... speaking of Americans who defected to the Viet Cong: I often thought about doin' it myself, you know, but I guess I didn't want to work for those people.

The chief difference between self awareness remarks, for Fred, and self-clarity remarks was that the former were characterized by a stated or implied tentativeness, suggesting an awareness of the self-related nature of decisions but a lack of certainty in their personal
disposition. Certainty more clearly stated, therefore, gave evidence regarding self-clarity. These kinds of remarks comprised approximately 18% of analyzed units for Fred. Examples are:

... in regard to a teaching career: I can talk to little kids!

Only reason I flunked it (a college history course) was 'cause I didn't try to keep up with it.

I was pretty hot-headed. You use the Vietnamese for scape-goats ... the first thing you say is little, old, dumb, dirty gooks ... then I got soft toward 'em ... really started talkin' to 'em ... .

They tried to make me a clerk. I said no, I couldn't hack that. I can't type. I don't like being in an office ....

I'm a pretty self-conscious person. Girls still bother me.

I don't like the service. I'm very anti-military.

Remarks relating to awareness of others comprised the largest amount of units in the interview, about 36%, most of which seemed positive. Fred talked continually about fellow Marines, South Vietnamese adults and especially children, and also about the enemy. Examples:

The service ... there's a lot of good people in it ... .

I met some really cool people in jail.

They (the enemy) were only doin' what I'd be doing in their situation ... you can't expect them to tolerate what we were doing.
Fred's awareness of and concern for others, seems quite obvious. Generally, the few negative remarks he made about people had to do with career Marines, or "lifers", and "D.I.'s" in boot camp.

. . . overseas, in the real Corps, the lifers were bad, just pitiful. Most of your old Master Sergeants are senile . . . only about 40 years old. They're that stupid! They do things just to irk you . . . on purpose. . . . (our) guys were shootin' them right and left. I never thought much of doin' that, even to the lifers.

Fred made few remarks suggesting self-confidence, but those he did were said with apparent emphasis and conviction. Example:

It seems too gung-ho to say . . . when the going
gets tough, the tough get going. Some days it was so hot I could hardly drag myself... but we had to move... like I want to finish school and I know its gonna be hard... but its gotta be done so you just gotta push your way through it... some kind of way.

Statements relating to specific self-purposes in Fred's interview were essentially non-existent, at least in terms of vocational or educational goals. In general, though, Fred seemed certain he wanted to do some things, just what, seemed uncertain. Example:

I figured I wanted to go back to school. You more or less have to nowadays... don't know if I'm in the right school or not (Arts and Sciences)... don't know whether I'd teach or not...

The few interview statements which related to consideration of life meaning did so quite indirectly. One was impressive:

I don't believe in churches. I got my own religion set up. It's my own relationship with God... I found it pretty strong when I was overseas... its (the war) a God-given experience for me, because there were too many chances for me to have been killed.

Much of the rest of the interview consisted of storytelling about the war, the military, etc., with little direct indication of Fred's opinions on the things he told about. The observations he made undoubtedly had a sizeable effect on him, or he probably wouldn't have remembered them. The nature of those effects, however, was not clear,
so these parts of the interview were not categorized.

Fred's stories of the war concerned racism in the service, including Black-White "firefights" among U.S. troops, and token integration. He said that U.S. treatment of enemy prisoners was generally fair, but that he had personally witnessed troops in his company execute suspected Viet Cong on two occasions. He said that morale was low because of the uncertain nature of the war, the tenaciousness of the enemy and the viciousness of their revenge, or "payback". He also told of the Marines' own renowned viciousness to their trainees in boot camp ("I got beat up so many times I can't remember . . .") and of what he felt to be misplaced Marine "pride" in the "Corps'" reputation. Another story told of a buddy of his, the local "pusher" who carried no rifle, who wanted out of the Marines so bad that he faked mental illness, at Fred's suggestion, and was discharged. Practically none of Fred's war-related remarks had positive overtones. Nearly all of those here were categorized in a negative sense, as they were combined with other remarks relating more directly to self-actualization which indicated Fred's feelings about the war.

Essay

Fred's written talk is more articulate and organized
than his conversation, which, though vivid, is characterized by constant digression and half-finished sentences. The essay, though short, contained more of an obvious emphasis on self-strength, self-purpose, and a consideration of life meaning than did the interview. It is reprinted here in full.

To be as descriptive as I would like to be concerning my future would mean that I was quite certain of many things that I know I have some question about, in other words, I can only guess and push into openings that lead in any upward direction, and this is my goal, to move to the so called ladder and proceed upward.

Being of a somewhat lazy nature I am quite aware that I will experience some difficulty in securing a seat in the higher positions in this society, for people of my race are experiencing difficulty even when they show the fortitude that is needed, but I can now also see that I am one that can call upon an inner force to move on when the going gets rough, possibly this inner push may help rid me of my laziness.

In my earlier years, I was very concerned about the future, but now I can see that this was because of the great amount of uncertainty that I possessed about myself.

The pressures of this society, coupled with the reality of the situations at hand cause me to believe that my future, which I feel it necessary to point out that I feel is predestined to a great extent, is going to be quite exciting and fulfilling. As the years go by my independence and self reliance becomes more strong and I feel that whatever I "fall" into will be good.

I have a desire to work with other people, but not become famous. I would like to be a known person, but I feel that fame causes one to lose his privacy and with that he loses his right to be an individual, and in doing so he loses all that was his life.
In more materialistic terms, I would like to be in the upper-middle class, marry a nice girl and raise a family - the all American dream. The reality of it all is that I can see a good possibility of the "dream" being a true reality. After examining myself and the unwritten laws of society, I find that I can and quite probably will fulfill the greater portion of my optimisms.

As to the point of education, I now see its importance to me and my "dream". I must use my brain and while doing so, use it to a high degree. I must refine my thoughts and form my thought process, for the ones I have can certainly use improvement.

After my tour of duty in Viet Nam, and also during my tour, I learned to appreciate learning and even more my ability to learn. I once thought I was rather slow in learning, but now I understand my problem to be one of a slow comprehension of things, but this can be overcome by my desire to learn.

As a finish statement I will say that I will become what society calls a professional, but I will first become a man. I plan to raise a family and desire that my children have an appreciation of life and a chance to live it to the fullest. I suppose I could say that as my eyes are upcast, they go beyond the sky to the stars and there my hands shall follow.

Gestalt

In general terms, most evidence of Fred's motivated behaviors available for analysis here suggest that he is a rationally hopeful person, capable, and well on his way to a kind of guarded self-strength through a concern for others. His specific purposes in life are unclear, but his general purposes, as evidenced most succinctly in his essay, seem clear if not elaborated. Some of this
optimism seems to derive from a consideration of his life's meaning, at least as suggested in statements about his personal "religion". Evidences of many of these generalities are quite abundant and consistent in the data. Fred is learning about himself and others, and seems quite willing to continue. The process of self-actualization, for him, seems thus to be moving forward with relative certainty and at a reasonable speed.

Positive evidences of self-awareness in the interview data seem relatively clear if not abundant. Since, however, clear evidences of self- clarity and awareness of others constitute well over half the remarks in the interview, a high degree of self awareness can be inferred, at least if the model's proposed general sequencing of elements is accurate. Positive evidences of self- clarity seem clear and consistent. In the interview, for example, Fred demonstrated a constant willingness to discuss various "stages" in the development of his feelings, from the past till now, but particularly as those feelings were affected by the war. His essay also reveals the kind of strength and optimism which seems to have grown out of self- clarity and concern for others. The fact that he has consistently sought to acquire a college education, despite severe setbacks, (flunking out, being drafted) is evidence not only of a clear image of self but
also of the ability to drive himself, which he says he has acquired, (self-strength) and of a general degree of self purpose. In addition, his past and present JIM Scale scores, both high, may suggest that he knows the nature of his academic motivation, (self-clarity) though only his recent college 4.0 quarter gives strong behavioral evidence of the "successful" implementation of that inferred drive. SRI self score reflects Fred's stated self-consciousness, and those for authority and work also reflect accurately his concern about laziness and inability to tolerate at least some of his superiors, which he readily admits. All this seems to suggest that Fred has a fairly clear picture of his strengths and weaknesses.

Positive evidence of Fred's concern for others abounds. In addition to the mass of interview statements reflecting this, Fred's observable and reported actions do also. For example, he once mentioned that he sent part of his service pay to his Aunt. In the interview, he told of "personal" things he gave to his many Vietnamese friends shortly before he got ready to come home. He reflects his concern in personal contacts; for example, when he makes an appointment or promises to do something, he carries through with it. On several occasions he called the project to thank us for our help. Most related objective evidence seems to corroborate this. SRI scales
for others and children are high. The authority scale is an exception to this, possibly reflecting bad experiences with "lifers" and Drill Instructors in the Marines. The parents score is lower than the mean also, but this result may be spurious, since Fred spent most of his adolescent years without parents and may have found it difficult to react to the items.

Fred's awareness and clarity of self seem obviously interrelated with his awareness of others, although it seems nearly impossible to determine here with any accuracy the extent to which self-clarity was attained prior to awareness of others, as the model generally suggests. Though such a clear "before-after" relationship was not suggested in the model, the only evidence here suggests the reverse - that self-clarity and self-awareness grew out of an awareness of others. At two points in the interview, Fred elaborated upon the ways in which he had learned a lot from the Vietnamese and their culture. At another point he told how he had adapted to people because he had been forced into it by the mere fact of physical closeness due to the war. No other evidence suggests clearly the sequencing of self actualization constructs.

Positive evidences of self-strength in the data are relatively few but quite clear. Fred's persistence toward
a college education and his JIM Scale scores seem to support this, as does his essay and SRI hope score. Fred's eagerness to discuss rather personal matters about himself suggests that particular kinds of defenses are unnecessary for him, indicating self-strength. The fact of his willingness to seek help on his own warrants similar conclusions, especially in light of the fact of his low grades which, for many, would cause reluctance and embarrassment in looking for help. A race consciousness which apparently seems balanced, or not extreme, in the midst of a time of Black militancy, suggests self-strength, self-clarity and a general self-purpose. Only Fred's so-called "self-consciousness" suggests a possible lack of self-strength, though this is more than balanced by his optimism. At times his self-consciousness seems to be a genuine attempt to hold back his ego, so to speak, in order not to become overconfident, though this is difficult to document. If this is so, it may in fact require considerable self-strength.

As mentioned before, Fred's self-purpose appears strong, yet its directions are not clear. He wants college, but he's not sure what to study. Except for considerable explicit and implicit references to "working with people", there is little said about how he'd like to work with them. That may be an important omission, in that it could suggest
a lack of realistic planning for the future, an understandable yet troublesome shortcoming. On the other hand, the omission, if it is one, may not be crucial. Perhaps all that's needed is the direction—"upward", as Fred says in his essay. The means may take care of themselves.

Indications of Fred's consideration of the meaning of his life are sparse and essentially undetailed, but generally clear and positive. His remark about his personal "religion" has been mentioned. His essay reflects a belief in a supreme being, certainly one aspect of finding meaning to life, at least according to a religious view. A narrow escape in an ammunition dump explosion in the war helped Fred to affirm a belief in God. It can't be said from the evidence that Fred has considered alternative meanings to his life. Only the supreme being concept shows up, though he is not dogmatic about it and doesn't practice it in the form of organized religion as his Aunt does.

It is probably accurate to say that the development of Fred's self-actualization is relatively high, particularly in light of his background—low economic status, broken family, low grades, college failure and conscription—which suggest the kinds of adversity that few people can be optimistic about. Though reasons for this level of
development are difficult to pinpoint, one possible generalization is that adversity itself is a primary cause. A statement in his essay may suggest this: "I will become . . . a professional, but first I will become a man". The popular American concept of a man is one who can rise above adversity.

Particular people and events more or less obviously helped Fred deal with adversity as he has. As an only child, without a family for much of his life, he was forced to become "independent", as he suggests. His Aunt must have provided a stabilizing influence in his life, by providing a home for him as a Mother would, despite her own limited income. The religious faith she communicates in nearly any conversation must have influenced Fred also. The nature of public school and college influences is difficult to speculate about. Fred's academic motivation seems high, yet his overall performance is low, despite his capability. This could be a result of the laziness with which he characterizes himself, yet it also may be due in part to bad educational practices. The influence of the earlier project is probably slight, though he did make considerable use of our services, and at one point referred to the project as his "break". "Upward Bound" may have had influence too. The miserable life in the military may, curiously, have provided Fred with the single most
significant set of influences in his life, to date. These influences, of course, were provided by the people he was forced to learn to live with, as well as some few he couldn't tolerate. The most obvious characteristic of Fred as demonstrated by this data is the difficulty he has in rejecting anyone - even those he dislikes. Fred told this story as his interview ended. "I gave away a lot of personal things, 'cause when I got ready to go home, (from Vietnam) some of my little friends, they wanted something of mine that I owned personally, to remember me. Charlie Brown (a 14 year old Vietnamese boy) says: 'you go back to the United States?' I said, 'yeh'. He said, 'Maybe you come back?' I said, 'yeh, maybe so.' He says, 'I think maybe so. I hope so.'"
Case #12: Ann B.

Background

Ann is an unmarried, White Female 22 years of age. She was born and lived in a major urban center in the midwest till her graduation as a beautician from a large technical high school in that city in 1967. At that time she moved to another urban center about 100 miles from home to attend the state university in that city, and later to work at several jobs dealing with her hair-styling skill. Her home residence was in a blue collar neighborhood and her present residence is in a suburban apartment complex. Her Mother is dead, and in her recent years at home, she lived with her Father and his second wife, a divorcee, two stepbrothers, three sisters and two brothers. Two stepbrothers and a sister are still in high school, one brother is in Viet Nam, another sister is married and unemployed, while two are attending beauty school. Ann is the second oldest of all the children. Ann and her family are all Catholics, while her Stepmother and Stepbrothers are Protestants. Her 48 year old Father is an installer of house insulation, and completed 10 years of school as did her 50 year old stepmother. All the children are high school graduates or near it, though none but Ann attended college. All the family were born in the same city, and all but Ann continue to live there,
get away from home. She and her student counselor had long discussions about her family problems, which involved considerable drinking by her parents as a result of seven children, a relatively low income, an interreligious marriage and a resultant feeling by many family members, including Ann, of an inability to cope with the situation. A social worker assigned to the family corroborated the situation to project personnel. After many telephone calls and home visits, Ann and her student counselor completed and sent in all relevant forms for university admission and financial aid, and arranged for taking the college ability test upon which she scored extremely low. She was granted total aid of $450 for the school year. Shortly before her departure for campus, her student counselor and social worker somehow learned that the $450 constituted her total working amount of cash for the year, hardly enough even for one term. The parents' financial statement had somehow not reflected the true financial situation, thus the university aids office granted only a relatively small amount. When the real financial situation was learned, the project, with the social worker's testimony, requested an increase in aid for her. The request was granted, nearly tripling Ann's aid, and additional money was promised from a local philanthropic Foundation. Ann actually arrived on campus, though, with only the assurance of $450 aid plus $25 cash her parents had given her.
except for her Brother in the military. Ann is presently a wig stylist for a salon in her adopted home city.

Summary of Past Subjective Data

Ann was one of the persons with whom project personnel worked closest from the beginning of our association. This was probably due to her cooperativeness, particularly after she decided to go to college. She was courteous to us before that decision, but had some hesitation about the project's usefulness to her, since it was so college-oriented and she wasn't. She had trained herself to be a beautician in high school and had few college oriented subjects. She had been quite popular socially in high school, participating in organizations and running for Homecoming Queen, etc. In some respects she felt the anonymity of a Freshman in a large state university would be more than she could handle, since she was so used to social prominence, yet she could not afford a small school. Her Father's $10,000 approximate yearly income was quickly decimated by having to provide for a wife and seven children.

The situation in Ann's home, along with her student counselor's persistence and the opportunity for financial support, probably accounted for her decision to go to college. She and her parents agreed that she should somehow
At her own admission, Ann became involved considerably in a social sense with the girls in her dormitory during her first term in college. Though she had relatively frequent contact with project personnel during this time, the help she received was inconsistent, and we were not fully aware of the extent of her grade problems till the term was nearly half over. By this time, the newness of college and the difficulty of the courses, together with Ann's need for social contact, had combined to make her grades a disaster. She finished the term with less than a D average and was notified of academic dismissal. The project intervened for her, with her permission, with the College Dean, and had her reinstated for the following term.

Ann was very happy to have another chance. She was reasonably optimistic and agreed to at least weekly study sessions with project personnel. At least three staff members assist her quite regularly over the quarter, and Ann was willing to be helped. She broke several appointments, but always called when she had to do it. Ann complained of a "concentration" problem, and had particular difficulty in English and Psychology courses. Project staff spent considerable time with her, going over English themes and explaining various concepts to her. She always listened intently to our explanations and tried hard to implement them. Though she got over an initial shyness in
our help sessions, she seldom talked much, though she was not afraid to speak when it was necessary. Generally she appeared quite sensitive and not defensive, but so self-effacing in many subtle ways that it seemed obvious that she had a problem with personal confidence.

There was noticeable progress in Ann, in terms of understanding, as study sessions continued, but generally this understanding did not translate itself into better grades. Some of Ann’s English themes that she wrote outside of class were obviously better, but she still did poorly on in-class themes and tests where she had to function under pressure of time. Her grades for the second term were one tenth of a point too high for her to be dismissed again, so she returned for a third term. For this session she was enrolled in a special study skills course carrying Psychology credit.

The project’s assistance continued regularly into Ann’s third term and a few signs of progress appeared, specifically C’s on in and out of class English themes and relatively high scores on Psychology quizzes. Past the middle of the term, however, Ann began to break more of her appointments, though she still usually called about it. Into the last month of the term she called the project, said she was upset about her grades, and wanted to drop out of college
before she flunked out again. Given the reality of the bad grades and the lack of sizeable gains in recent months, we agreed with her decision to drop out and assisted her in carrying it through. She was still rather optimistic, and decided to remain in the city and work rather than to go home to a situation she didn’t like. Within a week she had a job in a beauty salon of a large department store and had found an apartment to live in with girl friends. Though her decision to drop out was a realistic one, the seeming abruptness of the decision was unexpected and raised the question of underlying reasons other than grades. If there were such reasons, Ann did not make them known to us at the time.

Though we continued sporadic contact with Ann for about another year, our close association ended after about a year and a half. Ann continued, from then to now, to work with her hair styling skill learned in high school, changing jobs three times. She visited her family on occasion, but never went back to stay. The project, it seemed had at least assisted Ann in breaking the somewhat dubious tie between her and her family.

Summary of Objective Data

Past ability-related measures for Ann generally suggest average capability. Though verbal creativity scores are
OBJECTIVE DATA

Name: Ann B.
I.Q.: 101
Project Test Category: Low Conventional —
Low Unconventional
Known to project staff.
Interested in further education.

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<td>SRI: Hope</td>
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3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
high, (two Brick Uses scores) non-verbal picture preference scale scores offset this by being relatively low. High school grades and graduating rank are slightly above average, reflecting Ann's technical proficiency for hair styling that she acquired in high school. Her poor performance in college and her low American College Test Scores (not cited, but of five subscales, Ann's highest rating was the 18th percentile for her grade level (senior) that year 1967), reflect her lack of development of academic skills which probably was primarily responsible for her failure in college.

Among attitudinal measures, the JIM Scale scores, past and present, suggest a rise in academic motivation, also reflected in the interview. Other attitudinal data suggest no clear patterns. A low SRI self score suggests lack of self confidence and esteem. Somewhat low SRI authority and parents scores suggest uncertainty and difficulty with others to whom she must play a subservient role, yet a "normal" SRI others score reflects average contentment with others in general. SRI children score, quite high, may suggest a need for the responsibility of motherhood. SRI hope and reality scores, and that of the Life Goals Questionnaire, are quite close to comparison means and suggest "normal" relations in these areas. A slightly high SRI work score belies to some extent
statements of dissatisfaction with work made in the inter-
view. The relative inconsistency of these data may mean
that Ann's attitudes are confused at this point in her life.

The Interview

The interview was characterized by a balanced give
and take between participants. Though Ann was quite willing
to talk and be very open, she was also quite aware of the
interviewer and was able to demonstrate a concern for
others, by listening closely to his views, questions etc.,
while still expressing herself. In short, the discussion
was a dialogue. It lasted more than two hours. Both
participants were quite aware of each other's individuality.
For this reason alone, Ann must be thought of as a sen-
sitive person who apparently fulfills a need she has for
socialization and acceptance by being extremely aware of
and concerned about others in face-to-face situations.

Since Ann was quite willing to talk about herself,
almost 75% of analyzed interview remarks were categorized
as relating to one of the four model constructs related to
self. It was particularly difficult to separate remarks
relating to these categories from each other, since they
were so interrelated in context, one statement perhaps de-
erving its meaning in part from others preceding it and/or
following it. This was true to a degree in all interview
analyses of course, but particularly so with Ann, whose style of talking runs things together in a rather disorganized but natural way. Example of remarks given here may, thus, more than before, reflect more than just the model construct being discussed.

About 11% of analyzed remarks for Ann relate to self-awareness. Generally they reflect cognizance about aspects of individuality without certainty about its nature.

Examples:

In college . . . a lot of things were on my mind and the biggest problem, I guess, was that I didn't think I could do it (succeed).

My brothers and sisters used to say I was stupid. I'd just say things, and they couldn't understand why I'd say 'em. They didn't understand me or something. I guess I was a little different.

Once when she tried a little harder in high school and got good grades: I was afraid to keep going. I was afraid if I really did and then didn't make it; I don't know what it would have done to me.

That's what I think worries me (about going back to college). I might get hold of one (teacher) that I just can't do something the right way for, and they'll flunk me or give me a bad grade.

Self-clarity remarks constituted 23% of analyzed data. Most were positively related to self actualization, though a few sequences of remarks suggested confusion and had to be categorized as relating both positively and negatively to self-actualization. Various examples are given:
Living in the dorm was the worst thing. Coming from a school where I was pretty popular . . . it bothered me that no one at the university knew me. I really was kind of lonely, so I followed the other girls . . . didn't study.

I was always confused . . . I just didn't realize that I was here and that I could do things. I just always put myself down. Especially, I always thought I was stupid. Well I am. I'm not very smart, but I can get by.

Did you ever think your self-concept was a little off? It is off. I know I have a problem with it, so I decided to go see a doctor (psychiatrist) . . . I just can't get it in my head that I am somebody and I can do the things I want. I always have this feeling I'm being held back by something. I'm afraid to do it (anything new).

Sometimes I just get mad and do something . . . then after I do it, it'll all go away . . . I don't even remember how I do it. It just happens.

Doesn't look to me like you have an ability problem. I feel like it is. I feel like I don't have it . . . The capability or the motivation? I can't be motivated if I don't feel like I can do it.

About 13% of analyzed remarks for Ann related to awareness of others. Many reflect a motivation she has to help others and to be considerate of them, probably stemming from an insecure family life and a resultant need for acceptance. Others suggest a frustration she has in her relationships to others, in not being capable of living up to the often unrealistic expectations she has of herself for supporting others. Examples:

Like I try to take everyone's problems, like these people I work with, and I'll get involved . . . really get nervous, don't know
what to do for them, and then I get mad at them for doing this to me.

I got a date with this guy who helped me look for a job. I don't know how I got it; that's when I was living with another guy, but I couldn't say no. And he was Black and I was afraid to say no because he was Black . . . I'd be afraid I'd hurt somebody's feelings.

On her boy friend's decision to go to law school: Makes me feel bad now that he's decided. Before, I was pushing him (to go). Now I don't know if it's my decision or his. . . . If he doesn't do very well, I'll feel bad . . . like it's all my fault.

Comments relating to self-strength make up about 20% of analyzed remarks. They reflect clearly Ann's stated lack of confidence in herself. Nearly three-fourths of them were labeled as relating negatively to self-actualization. Examples:

My sister was always smarter than me, I thought. . . . she always was a little more mature than I was. She grew up a lot faster . . . really took care of us . . . like a Mother . . . and looking at her telling me I was stupid . . . I used to think I really was stupid. I never tried in high school or anything. . . . I was afraid to try something. I was afraid I might fail at it.

One time I said I was going to try to make the honor roll this time, and I tried and I did it.

Most of the time I don't feel like I can do things.

A lot of the times I feel like . . . and I have tried suicide.

. . . the first guy I ever loved . . . used to tell me I was stupid . . . every girl was . . .
I couldn't talk. I started feeling like I was so stupid! I'm dumb! He really put this in my head! That's why I let everything go in college.
About her present job, which she dislikes:
I'll stick it out; I'll stay. But I let it build up inside of me. . . . I know I can do this kind of work, with wigs . . . so I'm not afraid of anything in this kind of work.

As far as the school work, (college) it left me worse. I felt like I was dumb again . . . Now I feel like it was all my fault (that she failed). I know it was my fault now. I put it in my head that I couldn't do it. I used that as an excuse.

. . . my work; I know I'm good at it, but I'm afraid to try anything else. I'm afraid I won't be as good at it. I want to (do something else). I want to use my head a little more than my hands . . . to me, a hair stylist isn't anything.

About 12% of categorized remarks for Ann relate to self-purpose. A little more than half were found to relate negatively or nondirectionally to self-actualization. The pattern of remarks reveal Ann's uncertainty about her more specific goals in life. There is evidence that she wants to progress further than her present vocational-educational status, but her directions are unclear, and because of her lack of confidence, she is hesitant about changing. Examples:

I wouldn't mind trying anything now. I'm so bored . . . just so it isn't working with machines or typing . . . I still like to be with the public.

I've always felt like I should know (what she wants to do in life) . . . looked at other people and feel like I'm the only one that doesn't know what I want.

Sometimes I think, what am I doing here (considering college again). I don't know what I
want out of it . . . now the only reason I want to go back is to prove it to myself. 
. . . I have to go back to the university 
. . . there's something really bothering me about it . . . if that's what I really want, I might stay.

I'd like to travel; you know, really. I really want that. I'm just afraid to make the step.

Ann made no remarks relating directly to consideration of her life's meaning. The bulk of miscellaneous remarks related to descriptions of ways in which particular people, groups of people and events influenced the directions of her behavior. None of these influences and their discussion constituted sizeable portions of the interview. The project, for example, influenced her to leave home, though she said she never really understood what it was all about. She talked little of her family, though the effects of their influence were obviously negative. She made several remarks about never wanting to return home again except for short visits. She referred on several occasions in a mildly negative way to the adverse effects of dorm life and college instruction on her grades and psyche, though these remarks were not emphatic. She usually found a way to blame herself for what had happened. Female co-workers in particular influenced her in negative ways about marriage and male-female relationships, by their constant haranguing about marital problems: "I can't get
married. There's no way. It turns my stomach. And it's because I've heard so many stories ... and I've watched ... them coming to work with black eyes ... Boy! I just went sour ... ."

Finally, Ann seems to be influenced by a moral code, possibly derived from her church, which she apparently functions by to some extent, but which is only elaborated indirectly. For example, she disliked going into the upper echelons of the hair styling profession because of stories of promiscuity that she'd heard of, and due to an experience she'd had witnessing married men approach single women after a job interview she went to in Chicago. Her church forbids her to break the marriage vows, so she's lived for a period of time with at least two men, though she expressed concern that their friends might think less of her because of the situation. Her concern for others and her moral code both are illustrated by the fact that she refused the $10 payment given to all subjects simply because I had helped her in the past. I tried to insist that she take it, but she persisted unflinchingly. I honored her decision by making no further attempts to give her the money for the sake of experimental consistency.

The Essay

This writing basically reiterates the interview, but
in highly generalized form. It demonstrates the minimal development of Ann's verbal skills, from an academic point of view, but it still manages to communicate. Proportions of model constructs categorized from the essay are about equal to the interview, though she elaborates more here on her family and high school difficulties than in the interview. The narrowing effect of a technical education on Ann is especially apparent.

I am writing an essay on my life goals. I find that I'm still uncertain about my future. In this essay I will discuss the vocational, social and educational areas in my life.

I have been a hairstylist for three years. I enjoy working with hair, but I do not feel that I would like it as my life work. I feel that I would like something more than just working with my hands. I'm not satisfied with myself so far and it's because I would like to use my head. Now I'm trying to decide what would be better for me as far as my ability and intelligence. I am still not confident as I would like, but I'm still working for that. I have often thought that I would like social work, because it is working with people who need help, which I think would be very rewarding for me. Being a journalist seems like a very interesting vocation, if I had the ability to write and express myself well. These two occupations I am considering, which will mean much work and time.

I have decided to return to the University this summer as a part-time student. I want to find out how well I can do, really studying and trying. If I don't do as well as I'd like, I going to consider attending a business school, or get a job where I can travel.

As far as my feelings about formal education are that the high school a person attends is very important to get a good background in general knowledge. Good counselors help to advise students which I feel I did not have. I attended a
vocational high school. They are good for students who would like a specialized field such as, cosmetology, auto mechanics, electricity and other fields. They are not good for a person who would like to attend college. I would like to continue and finish college, but it will be a lot harder for me than it will be for other people who have the basic education needed for college.

I know if I had come from a better educated family and if my parents would have taken more interest in my education that I would not have a problem in whether I could finish college or not. I never cared about my grades because my parents didn't, which I regret now. I don't feel it is too late to help myself, I will have to work harder now.

My relationship with my parents, brothers and sisters is hard to explain. I'm not living at home so I am not with them very often. I enjoy being with my parents on weekends but I could not live with them. I have changed my life too much to go back and live the way I did or the way that they would want me. I have peace and quiet living by myself which I wouldn't at home. I love my parents very much and I do not like to see the way they destroy themselves by drinking and arguing. My own Mother is dead because of these reasons. My sisters are not living at home nor is my one brother. Two of my sisters are living in foster homes, my oldest sister is married, my one brother is in Vietnam and my youngest brother is living at home along with two step-brothers. I am proud of all of them, they are real good kids.

In the above I have listed everything I could about my vocational, educational, and social goals at present. I hope this essay has been helpful.

Gestalt

The nature of Ann's motivated behaviors as evidenced here suggest that her self actualization has progressed relatively far into the self-clarity stage. Its development
beyond that is somewhat sporadic and inconsistent, due primarily to her difficulty in dealing with one particular aspect of self. She is well aware and perhaps too clear about her lack of respect for herself and her abilities. This condition has fostered an awareness of others that is quite acute, due to her obvious need for acceptance, but to her consternation, her concern for others has not been acted out to her own satisfaction, because she spends so much time worrying about her own perceived inadequacies. Her self-strength, thus, is practically non-existent, except in her job, and because of this lack of confidence and her dissatisfaction with her work, she is frustrated in evolving more specific self purposes, though she knows she wants to. Consideration of life meaning does not even seem to be a factor as yet. Because of all this, her general level of hopefulness is not very high, though she occasionally expresses optimism, as reflected in SRI hope score.

The openness with which Ann expresses herself in the interview provides much support for the above generalizations, and the nature of her actions and objective data seem consistent with what she says. For example, her stated lack of confidence and shyness is reflected in her interview behavior, her reluctance to find a new job, though she wants to do this, and by her relatively low SRI self score.
She obviously clings to her job partly because it seems to be the only source of confidence-building she has at present, as shown in SRI work score, even though conditions there are less than satisfactory. Though she has a stated need for vocational-educational experiences beyond her present level, corroborated in part by an increase in JIM Scale score from 1967, she has done little to fulfill that need. Her job changes have all been within her area of expertise, which she says she is tired of. Apparently her stated fear of new experiences is great. It will be interesting to see if she carries through on her plans for a return to college. Several optimistic statements and relatively high JIM Scale and SRI hope scores suggest that she might.

Ann's lack of confidence and need for acceptance is also reflected by a kind of fear she has of those in positions of authority. She stated that for a long time she was shy around project personnel for this reason, though she continued to seek us out, in part to fulfill her need. Though college and her family life have obviously been bad experiences for her, she seldom criticizes them directly, always turning much of the blame on herself. She genuinely feels that she is not very bright and that her difficulties are largely her own fault. Her fear then, may be of authority, but also possibly of non-acceptance in general.
SRI authority score (low) supports this idea, but a "normal" SRI others score does not.

Ann's need for companionship and acceptance, as well as her frustration in being unable to fulfill what she perceives her role to others should be, are both reflected in her relations with men, and to a lesser extent in her relations with co-workers. In the interview, she mentions having close emotional relationships with three men. On one occasion, she went to live with one of them, when another one was expecting her to live with him. She eventually stopped living with the first one and began to live with the second. Though she obviously needed this kind of emotional support and sought it, she exhibited frustration with herself because she was afraid of hurting the feelings of the men involved, and because she was violating a moral code by living with them. Yet she couldn't bring herself to the point of marriage. All this serves to demonstrate Ann's confused feelings about her relationships with others, and the generally derogatory effect they have on her self-actualization process through retardation of self-strength. These kinds of feelings, which paradoxically fulfill one need, (companionship) while not fulfilling another, (need for confidence) led to a suicide attempt in one instance.
The extent to which Ann's self-actualization will progress positively will depend largely on the nature of her future relationships with others, in social, educational and vocational contexts. Though the main source of Ann's difficulties - her family - seems clear here, it may not be quite so clear to her, and this may have to change if she is to progress. A large family with a relatively low educational level and income, with children who refer apparently consistently to their siblings as stupid, seems cause enough for psychological problems, not to mention the facts of an interreligious second marriage involving two stepchildren, and resultant problems of drinking and disagreement.

Public school in itself seemed to provide Ann with a good experience in terms of social relationships, though because of its technical emphasis it obviously limited her in terms of future choices, particularly college. It might be argued that Ann's capability was such that college was not a reasonable alternative anyway. Her ACT scores in particular support this. It might also be argued that the combination of a psychologically debilitating family situation and an academically narrowing technical education in fact denied Ann's intelligence the opportunity of developing, and may, in fact, have retarded it. Despite her verbal inadequacies, Ann both communicates and listens
sensitively in a one-to-one situation. This alone suggests far more potential undeveloped intelligence, at least in some areas, than other evidences. Sensitivity, it would seem, is not the hallmark of a stupid person, though evidences of this contention for Ann are difficult to explain since they are so based on subjective judgement.

The college experience for Ann did little immediately to relieve her feelings of stupidity. In fact, it probably increased them. The fact, however, that she may return to college suggests that the former project started Ann thinking beyond her poor family situation and technical education. Whether this kind of thinking will ultimately be beneficial to her or not cannot be predicted. It might, perhaps, be partly destructive, if the combination of Ann's psychological and intellectual problems is so debilitative that she cannot override it. These problems did lead to a suicide attempt. Ann shows, however, a guarded optimism in parts of the interview, the essay and several scores on attitudinal measures which must be viewed as evidence of a growing hopefulness she has for dealing constructively with her problems. If this hopefulness becomes manifest in the directions of her motivated behavior, which to date it has not, then her self-actualization process should progress into healthier relationships with others, increased confidence and clearer goals.
Case #13: Martin B.

Background

Martin is an unmarried, White male, 21 years old. He was born in a major midwestern urban center and lived in a blue collar suburb of that city, with his parents and three younger brothers, until high school graduation in 1967. He then moved away to attend a large private university in a nearby city where he is now beginning his senior year. Martin's high school was small and was made up of a mixture of stable blue collar white families, poor Appalachian Whites and a few poor Blacks. Martin's Father, an employee of the telephone company, is very recently deceased, at age 49, and Martin's 45 year old Mother provides much of the immediate financial support for the family through social security and a small income as a church organist. The family has lived at the same location for at least seven years, a neat, old frame dwelling, modest and very well kept. Martin's three brothers are 19, 17 and 15 years old. One is a college student and the others are in high school. Martin is majoring in business management in college and is in Air Force ROTC. He will spend five years on active duty, probably as a pilot, immediately after graduation. He has contributed in a small way to the family income through Summer jobs. Martin and his family are all members of the Lutheran church. The family lived earlier in an
adjacent Appalachian state, where two of Martin's brothers were born.

Summary of Past Subjective Data

Martin was one of the project participants least well known to project staff. This was probably due to the fact that he was atypical in terms of the bulk of this particular sample. Martin comes from a relatively stable family, though their financial position was never very secure. He also had very definite plans about going to a particular college in a particular major area of study before the advent of our project. Though his family was not at all well-to-do, they and Martin apparently had the financial arrangements for his college attendance worked out in advance of his senior year of high school, since the family never indicated to the project any need for assistance in arranging financial aid. The apparent existence of these kinds of factors in Martin's life, gave little obvious reason to the project staff for much need of its assistance to Martin. Though contact was maintained with him, particularly by telephone and letter, he remained, for all intents, a member of the experimental group purely for reasons of keeping the experimental design intact. No real help was requested or given. Fortunately, the project's estimates of Martin's stability and degree of planning proved accurate, and it turned out that he probably had no real need of the kinds
of services the project offered. He is proceeding through his college program successfully, as his record (see objective data) indicates. He has worked in the Summers, and attended Air Force ROTC Summer camp. After living in dormitories, he joined a fraternity and lived in its house during his junior year. In his senior year, he plans to live in an apartment with a friend. After graduation, Martin has a five year active duty obligation to the Air Force, during which he wants to complete flight school. He is undecided about whether to make a career of the military, or to make use of his business degree after his five years is completed. In most observable ways from our past association with Martin, his pattern of development has been the most stereotypical of a lower middle class American youth of all those chosen for case studies. This observation may be an inaccurate result of our admittedly shallow information about Martin, or it may be primarily accurate. Whatever the case, Martin's development and its causal factors are quite different from most other subjects here.

Summary of Objective Data

Most ability-related data for Martin suggest relatively high capability. This is particularly true of those indicators of more "conventional" ability, such as high school and college record and particularly the Quick Word Test and
OBJECTIVE DATA

Name: Martin B.
I.Q.: 121
Project Test Category: High Conventional - Low Unconventional
Not known to project staff.
Interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
the Closure Flexibility Test of the project battery. Martin's scores on less conventional project measures suggest the possibility that his creative tendencies may not be well developed, although this may be qualified in part by considerable participation in musical activities in high school, as indicated by his cumulative record. This record also indicates that Martin only had two C's in his high school career, the rest being B's and A's. He was also quite involved in school activities, being on his student council, and also a class president twice, among other activities. Martin's college record is not quite as outstanding as that of high school. He was not in activities except for his fraternity, but his college grades remained well above average.

Attitudinal data for Martin are basically positive in respect to various comparison means. A slight drop in his JIM Scale score over four years probably reflects his own self-expressed change in attitude toward college, mentioned in the interview. Life Goals Questionnaire score, and all SRI subscale scores but two, are above group means. SRI others score is quite high as is SRI work score. In general, these scores reflect consistent and healthy attitudes, in conventional terms at least, which are also indicated by school and college performance data. A very slightly low SRI hope score is a minor exception to this
generalization. A more important exception is Martin's especially low SRI parents score. Though specific reasons for these parental feelings are not available in the other data, such an obviously disproportionate response suggests some dissatisfaction in a family situation which otherwise seems supportive and stable.

The Interview

The talk with Martin was one of the shortest interviews, lasting slightly less than an hour. Despite its length, however, all categories of the self-actualization model were represented. Martin was quite courteous and willing to talk, so many remarks were relatively unsolicited. For so short a talk, the degree of openness seemed reasonably high. Little elaboration of pertinent remarks could be accomplished, however, in the time, so in that sense the value of the interview was limited, despite its openness and the range of kinds of remarks.

Remarks related to self-awareness constituted less than 1% of those categorized, and none represented a clear example of self-awareness. Since they seemed so closely related to self-clarity remarks, which constituted 22% of the total, no examples are given. The quality of remarks in other categories for Martin suggest that much more self awareness than is directly evident from the interview can
be assumed. Examples of self-clarity remarks now follow:

I went to college for several reasons . . . partly due to my parents' prodding, partly due to my friends who thought it was the thing to do to be successful in life and make a lot of money, and partly because I wanted to get away from home and learn to live on my own.

I think the 1.8 I got in my first semester was due to confusion and the fact that I was so anxious to make friends in my freshman dorm . . . I got a 3.5 one term in my sophomore year, but that was because of an undue emphasis on grades. I really studied hard, but I didn't even get to know the guys across the hall from me.

I can see college in a more realistic light now than when I was in high school. Then I saw it as the road to success in material terms. Now I see it in perspective . . . as a competitive dog-eat-dog system with its good and its bads, like everything else.

I learned more from many sessions of shooting the shit with those guys (fraternity brothers), . . . from trying to get along with them and not always doing it . . . than I learned from all the books and courses.

Most categorized remarks for Martin related to awareness of others, a total of about 35%. Though some revealed a degree of dissatisfaction with people, this was not seen as cynicism, due to qualifying remarks, and most were categorized positively. Several statements, along with Martin's courtesy to me, indicate a willingness to act out his concern for others as well as to talk about it. Examples:

I've got this 75 year old neighbor who's in poor health. I'm going to drive him to Florida next week. The warm climate is better for him. Sorry I was late. I was next door helping him get ready to go.
During my sophomore year I made good grades, but I didn’t make many friends ... worked too hard ...

I don’t like the “micky mouse” and discipline in the service, but its necessary to some extent ... some of my ROTC instructors were not too swift, and some of the guys are overindoctrinated - either not too bright or they don’t care about working, but you find these kind anywhere, not just in the military. Still it frightens me when I think of some of these guys leading our country; but there’s good guys too.

I thought about getting an M.B.A., but money’s scarce, and I can help Mom more if I’m making money in the Air Force.

I disagree with campus projects demanding more student voice ... I feel that teachers and administrators have been around longer than the kids and ought to know what’s best for them ... still they’ve got a right to dissent peacefully. Taking sides in demonstrations is difficult, but if you don’t, you’re called apathetic.

The Air Force will have to react to changes like all other organizations and individuals. I might contribute to these changes, but I couldn’t rush in and do it all at once ...

Only about 1% of categorized units related to self-strength, but two seemed significant:

... college is a rat race, but you can’t get cynical. That’s how it is and you’ve got to make the most of it.

My views (on student protests) got me into a lot of arguments at school ... a real challenge to my beliefs.

About 11% of categorized remarks for Martin related to self-purpose. Since some suggested a reasoned uncertainty
about the future, about half were categorized as relating
neither positively or negatively to self-actualization.

Examples:

... my Freshman year I was unsure of a major
and didn't decide on business till the second
year ... always thought it was a good thing
to do.

I joined ROTC because I always wanted to fly
... but because of the "micky mouse" I don't
know if I'll make a career out of it. It
doesn't look as glamorous now.

... I may become a commercial pilot later;
if not, I don't know what I'll do with my
business training ... I like investments ... .

I can do my part to change the Air Force by
doing my job well and helping to prove to the
world that all military men aren't idiots ...

About 10% of categorized remarks relate more or less
directly to a consideration of life meaning. This percent-
age is rather high as compared to other cases. Examples:

College is like life ... unpredictable with its
ups and downs ... it's too competitive; living
is more important than making money.

... we can't predict the future ... we really
have little to do with how our lives go anyway.
Look at Dad; works hard all his life for his kids
and dies at 49 ... it makes you wonder.

We do get a lot of propaganda in the military,
but a certain amount of that happens to anybody,
whatever you do. It's a chance you take ...

Relatively few of Martin's interview remarks were
placed in miscellaneous categories, actually slightly over
20% of those categorized. Of these, few seemed to suggest major import. The largest groups, representing 6% and 7% respectively, were descriptive statements about college experiences and mention of parental influences. Of the latter, it seemed significant that Martin said that his parents, particularly his Father, had been quite influential in both his college and military plans. He also mentioned that he left home to be on his own, that he wasn't unhappy but that his Mother was "a little protective". Except for these, miscellaneous remarks seemed to assume little importance in compiling a picture of Martin's self-actualization process over the past four years.

The Essay

This writing seems to have been done rather hurriedly and sheds little light on information about Martin presented thus far. His general vocational goals are reiterated, as is his lack of specific thought beyond the Bachelor's degree. Finances are apparently his reason for the latter, and practical considerations in general seem to be a major concern in Martin's life. The essay:

All my life I've been fascinated by planes and flying. So I've decided to join the Air Force as a pilot. The excitement of flying and the opportunity for travel were also factors I considered in making my choice to become a pilot. I have majored in business in college and will graduate this June with a degree in management. The management skills I have learned in college will help me a great deal in the Air Force, and if I am even
unable to fly I can still make a career in the business field.

In the area of social goals in my life I have been particularly interested in getting to know many people. I feel the best way to learn about life is from other people. One of the most important aspects in college life for me has been the ability to meet new people and friends. My relationships were about average I'd say. They were usually kind and considerate, but sometimes we had trouble communicating with each other. This is of course a universal problem in this world. Of course I'm also looking forward to raising a family and I know I'll be faced with the same problems. I only hope I can handle them as well as my parents have.

I have no immediate plans to further my education after June, mostly because of financial problems. My education up to this point has been very useful and a tremendous experience on the whole. Not only have I learned a great deal from books and professors but also from the people I have met and come in contact within college life.

Gestalt

The general trend of the data available here suggest that Martin's self-actualization process is probably progressing steadily and that it has developed rather substantially into at least the awareness of others "stage". More or less minimal evidences of development beyond this stage are available for the self purpose and life meaning constructs, but not so much in self-strength. Where direct evidences of self-strength are not abundant, it may be that more of this construct than is obvious can be assumed. In particular, Martin's actions in moving away from home and
nearly completing a college education, at least partially on his own, seem to reflect the kind of singlemindedness for which self-strength would seem to be a prerequisite. In many respects, of course, this single-mindedness was fostered by what seems to be a family situation that is much more stable than many of those in other cases here. Curiously though, in light of this statement, Martin's low SRI parents score suggests the possibility of considerable dissatisfaction with his family relationships.

In many ways, Martin's life up to his Father's death seems to be the epitome of "normality" by American standards. Most data support this statement. For example, Martin's high school and college grades and activities present the good student, concerned citizen image. His commitment to the Air Force corroborates this, as do interview statements relating to concern for others. Attitudinal and motivational inventory scores suggest a relative consistency in the attitudes purported to be assessed, again reflecting stability. The only exception to this is SRI parents score. Though this "normality" need not necessarily lead to progressive self-actualization, in Martin's case it seems to have done nothing to retard it. The sheer quantity of data relating to the various categories, primarily in a positive fashion, thus supports the conclusion that Martin's self-actualization is progressing and that
"normality", as described here, is the tangible result for Martin.

If the presence and quantity of data relating to the model constructs reflects the progressiveness of Martin's self-actualization, the quality and consistency of that data reflect the level of its development. Consistency in planning his life and implementing his plans had already been alluded to, and the best evidence of this is probably school performance, which obviously reveals much about not only Martin's self-clarity but also his general value structure. The practicality in planning his life seems to be one of Martin's salient qualities, though at his own admission he has grown enough since high school to begin to question, in his own mind at least, some of the more crass, materialistic aspects of that practicality.

The quality of self-awareness and self-clarity data, chiefly interview remarks and SRI self score, suggests a reasonably high level of development in these areas. The presence of much awareness of others data - interview and SRI others, authority, work and children scores - as well as statements and actions suggesting active concern for others, give evidence of a high development of this "stage" of self-actualization for Martin. Direct self-strength data is sparse, as mentioned, and though a relatively high
consideration of general self-purposes is evident, much certainty or specificity within that construct is not. The latter does not seem to suggest vacillation or gross uncertainty, since Martin obviously has many aspects of his vocational-educational life thought out and has basically pursued these thoughts in action.

Data concerned with Martin's consideration of life's meaning reveal two distinct but related aspects. Interview remarks suggest a willingness to accept and live constructively with life's vicissitudes, as well as a tinge of fatalism or feeling of lack of control. The latter may be primarily a reaction to Martin's Father's recent death, though it still reveals a measured existential negativism as an element in Martin's present thought. Rather "normal" SRI reality and hope scores further suggest the possibility of a tempered and realistic attitude toward the contradictions of life. The latter could be a product to the religious tenets that Martin has obviously been brought up with by his parents, though this cannot be substantiated here.

Reasons for the peculiar development of Martin's self-actualization seem inextricably related to his stable family life, though not enough evidence is available here to detail the nature of those relationships. Martin's
measured capability - the highest of the group - has probably had much to do with the progress he has seemed to make in life in conventional, socialized terms, though the family situation has no doubt been crucial in the development of that capability to its present high level. The existence of a low SRI parents score would seem to suggest caution in relating Martin's present state so completely to family influences.

Since very few evidences of Martin's motivated behaviors are even mildly negative in terms of his self-actualization, it must be assumed that his development is healthy and his level of hopefulness is high. Until his Father's death, major problems, at least in terms of the rest of the sample, do not seem to exist in Martin's life. It may, of course, be that data is too sparse. The information here suggests that Martin's values, capabilities and motivations lie almost entirely in areas conventionally espoused by American society. There is no major reason here to suggest that these almost stereotypically conventional behaviors and attitudes will not continue to foster progressively higher levels of self-actualization in Martin.
Case #14: Lee W.

Background

Lee is a 22 year old, unmarried Negro male. He and his 51 year old Father, 20 year old sister and 23 year old brother were all born in a major midwestern urban center. His 53 year old Mother was born in the South. She is a housewife, and his father is a postal clerk. Both Lee and his unmarried brother are attending the local state university and working, Lee as a lab technician and his brother for a local newspaper. Lee's sister, unmarried, still lives at home. Lee and his brother live away from home near the campus of their university. Lee graduated in 1967 from the city's all Black high school. His family residence has remained the same for at least seven years. Family members are all Baptists. Lee has largely supported himself while in college through various part-time jobs, and his present full-time technician job which is flexible enough to allow him to attend classes full time when he is financially able.

Summary of Past Subjective Data

Over the term of the project's active association with Lee, he could only be described as a model person and student. Lee was always most enthusiastic, courteous and cooperative, and although he had already decided to go to college before the advent of our project, he still sought
our advice and assistance on many occasions. Lee came from a stable, lower middle class family which psychologically supported his ambitions for college, but could not do so financially. Lee's Father, in fact, urged for a while that he begin college on a night-school basis at first in order that he be more financially sound. With the project's help, Lee convinced his Father that he should concentrate on his studies at first and worry about employment later. The project helped Lee arrange for considerable financial aid for his first year, some of which was continued later. Lee lived at home for his first two terms, but moved into a dormitory for his third term and never returned home to stay after that, eventually sharing a series of near-campus apartments with friends.

Though Lee wanted to go to college during his later years in high school, he never really planned for it for financial reasons. Thus, when our project offered some assistance with financial matters and Lee was able to enroll, he had little conception of what kind of program in which to register. After considering engineering briefly, and deciding against it because of stringent mathematics requirements, Lee enrolled in the College of Business for no particular reason. It was in this college that Lee met a counselor who gave him considerable help and advice and to whom he became quite attached. Though his interests
now lie chiefly in the Biological Sciences, he remains registered in the College of Business chiefly so he can continue to receive the assistance of that counselor.

Our project staff, particularly Lee's student counselor, had considerable contact with Lee during his last half-year in high school and for his first year of college. These meetings, though almost always quite casual, dealt largely with more cognitive matters, such as aid in filling out forms for registration and financial aid, course work help, advice on various courses and instructors, etc., etc. Though many casual "bull sessions" were held with Lee, few of the conversations reached the affective level in terms of discussions of Lee's personal problems and feelings. Once Lee discussed the fact that his family felt his desire to live on campus was a result of our project's efforts to undermine family harmony. Project staff quickly corrected this misunderstanding. On another occasion, Lee expressed real dissatisfaction with his college grades, despite the fact that they were always C's or above. Generally, though, such topics were not discussed, and though we spent much time with Lee, we came to know him only slowly. Lee's success in college seemed never really in doubt, from our view, though Lee sometimes projected pessimism. He averaged slightly above C's for his first year, and has raised this average gradually since
then, though he has often dropped out temporarily or attended part-time in order to earn money. He often studied till very late at night during the week and worked two full days on the weekend. He also tried out for the college tennis team. Lee is the kind of person who feels it necessary to give maximal effort to anything he does, consequently he is physically exhausted on many occasions from working hard at jobs and on schoolwork. Since the period of consistent contact with our project ended, Lee has held two full-time jobs and numerous part-time ones, all of which he has managed to intersperse with college attendance. Lee worked full-time in a large electrical equipment factory and quit in anger partially because of racial slurs which he had to endure from his White co-workers. He is deeply involved in his present full-time job as a lab technician. The laboratory is on campus, and Lee has great trust and concern for his co-workers and his supervisor, a biological research chemist. It is partly due to this man and the lab job that Lee's academic interests, though quite general, have begun to lean somewhat toward the sciences.

Lee is presently quite close to a girl whom he describes as a significant influence in his life. This girl, along with the counselor mentioned previously and his supervisor on the lab job, have had much recent influence on the directions his life has taken since high school
graduation. Though Lee's specific academic and vocational
goals are still unclear, he is firmly entrenched in a
pattern of work and study within a context of the life-
style of a large university campus. These influences
will probably have much to do with future directions Lee's
development takes.

Summary of Objective Data

Most ability related data for Lee suggest high average
intelligence. I.Q., high school record and college grades
all support this generality. Grades in high school suggest
no particular patterns. Most are B's and C's, with only
mathematics being consistently C's.

Project measures related to "conventional" capabilities are quite average, with the exception of Quick Word
Test. Measures related to unconventional capabilities
(Ohio State Picture Preference Scale and "Brick uses")
are below comparison means, except for uses-remoteness.
The overall picture of project measures for Lee thus pre-
sents some confusion, in that scores are high, average and
low depending on the instrument. That Lee's scores were
high enough for selection as a project participant is
evidence that Lee's capability is higher on these measures
than most of the original sample from which participants
were chosen. The idiosyncratic pattern of scores, however,
OBJECTIVE DATA

Name: Lee W.
I.Q.: 106
Project Test Category: High Conventional - Low Unconventional
Known to project staff.
Interested in further education.

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<tr>
<th>Past Data</th>
<th>Group mean</th>
<th>Subject</th>
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<tbody>
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<td>High School Grade Point Average (4 point system)</td>
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<td>High School Credits</td>
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<tr>
<td>High School Graduation Rank (no. Graduated = 264)</td>
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<tr>
<td>College Grade Point Average (4 point system)</td>
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<td>Quick Word Test</td>
<td>1 = 53.8</td>
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<tr>
<td>Word Fluency</td>
<td>1 = 22.5</td>
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<td>Brick uses - remoteness</td>
<td>1 = 13.3</td>
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<td>Brick uses - category shifts</td>
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<td>SRI: Reality</td>
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<td>SRI: Parents</td>
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<td>SRI: Hope</td>
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<tr>
<td>SRI: Total</td>
<td>4 =129.2</td>
<td>138</td>
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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31)
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
within Lee's "high" category of responses is generally unexplainable at this point. The best that can be said is that Lee's abilities simply vary as assessed by these measures.

Though portions of attitudinal data for Lee show some consistency, the inconsistencies that do exist are extreme and confusing. Seven of eight SRI subscale scores are near the comparison means or above, but the eighth, the crucial SRI others score, is considerably below the group mean. Lee's past JIM Scale score is above the group mean, while his recent score has decreased drastically over four years. The latter is especially confusing in light of Lee's persistence in college. It must be that attitudes assessed in the JIM Scale do not reflect academic motivation for Lee, but whatever these attitudes reflect, they have changed much over time. Lee's score on the Life Goals Questionnaire is also noticeably below the group mean, and an inspection of individual items reveals considerable pessimism about the eventual attainment of Lee's various goals. Though most attitudinal data for Lee are at least "normal" or above, the highly obvious exceptions to this which do exist suggest highly discrepant attitudes within the individual. Perhaps the nature and causes for these variations may be illuminated as further data is studied.
The Interview

The talk with Lee was one of the shortest of all, slightly less than an hour long. Despite its length, it produced information in five of six categories of the self-actualization model, and in four significant miscellaneous categories. At the time the interview was taped, Lee was, as usual, deeply involved in school and work, and was so tired that it was difficult for him to talk as long as he did. Still, the talk produced valuable insights into Lee's life in recent years, and the general level of openness on his part was rather high. Lee occasionally touched on topics with which he apparently had an emotional involvement. Though he did not elaborate on these topics, their mere mention, in the space of less than an hour, speaks well of Lee's potential willingness to talk openly. He seemed, at first, slightly nervous about being taped, saying that he would rather I ask questions as he didn't know what to discuss. He got over this fear quickly, though, and seldom had trouble talking, even though the interviewer asked few questions. Especially helpful was Lee's talk of the people who influenced his present level of vocational-educational development.

About 13% of categorized units in Lee's interview related to self-awareness. Most were quite difficult to distinguish from self-clarity remarks, so, as always, some
overlap is inevitable. Examples:

I probably should have gone into the General College, or Arts and Sciences or Education (rather than Business) ... probably general, since I was undecided ... .

When I get down, I try to think (to myself); I don’t really have it all that bad. I have it bad, but have got some real decent breaks, and I can’t be down on myself or anyone else.

Is this area of science (at the lab) interesting enough to you to continue? I think so. I’ve picked up a lot, learned fast, and lab experience will help me in my courses. I know how to do the trivial things already ... .

It’s been going pretty good for me, I have to admit ... . I still haven’t found myself, but she’s (his girl) pointed me toward a certain way which is in me, but I just hadn’t found it out.

About 12% of Lee’s categorized remarks related to self-clarity, and, again, overlap with self-awareness is evident. Examples:

In high school, I didn’t have time for that (Thinking much about college) ... thought I was half-slick, tests were square and all that ... thought I was cool ... that was for the brains and the sissies ... .

... do you like taking a lot of different courses in school? No, I’d like to hurry up and get on out of here, but this is the way I have to play it ... the best way ... till I really find myself and discover exactly what I’m after and how to get there the quickest way possible.

during a job interview: ... he was testing me. I was down, didn’t want to hear that stuff ... wanted to know if he was going to hire me. I had a negative attitude ... tired of looking for jobs.
I've got a whole lot more militant than I was back in '67, but it's only because college has opened my eyes and I've become aware of what's going on in this world. When you're young, you live in a shell, and things would happen but you wouldn't recognize them. Now I can see what's wrong in the world and I don't like it. I'm very bitter and angry over the way some things have gone for me and my family and friends. . . . I get down about it, but I don't say that the reason this happened to me is because I'm Black. I always bounce back when I'm down.

I'm not really up on this working and going to school . . . I get pessimistic, said I'd had a hard life, people were down on me, didn't want to stay in school.

About 17% of categorized interview remarks for Lee related more or less directly to awareness of others. Both awareness and concern for others are indicated, suggesting some depth to Lee's conception of those around him. Most of his remarks were directed toward specific others, girl, employers, parents, etc., though remarks mentioning concern for the state of the world (quoted above) possibly indicate a more general concern for humanity. An occasional remark by Lee suggests a note of cynicism about others. Examples:

Our parents couldn't afford to send both of us (he and his brother) to college, so I said, I'll more or less let him go and I'll go in the service and keep up on things in there.

She (college counselor) kept me in college . . . two or three times I was down and felt like quitting and she'd talk me out of it . . . I cry on her shoulder. She's a warm, understanding person . . . a real heavy teacher . . . Lately we talk of Black-White things . . . I respect her
and she respects me.

You're only staying in business college because of her? (the counselor) Right; I wouldn't want to hurt her after doing me all those favors, biting the hand that feeds you. . . . She's a very sincere woman, and I've learned that something like that would hurt her even though she says it wouldn't . . . I stop by to see her all the time . . . she likes that. She never tells me what to do; asks me what I want to take . . .

My high school counselor had a pretty good head on him. He'd tell you if he thought you could make it or not.

I dropped out of school and had no money. Everyone had promised something, but, as usual, no one came through.

About his present job supervisor: He's one of the nicest dudes I ever met, soft-spoken . . . never gets upset, talks about his experiments . . . a stereotyped scientist . . . that's the way he is. He doesn't believe in standing over anyone and watching them (while working) . . . very informal . . . said take care of yourself; it was a good philosophy.

At the electric factory: . . . you had to do it, had to do so much! . . . They (his co-workers and supervisors) were stone-dumb country hillbillies. You know how they felt about Blacks. We just didn't get along . . . fight them all the time. I was the only Black . . .

She's (his girl) primarily the reason I've kept my head up . . . helped me a lot . . . she's a real strong woman. When we first started talking, I had a whole bunch of weird hangups. She straightened me out on all those, said I don't have no time for no weak dudes . . . Lots of times I'd feel like going crazy, get down on myself; she'd build up my confidence. I get conceited, she'll tear it down . . . keeps me in line. She's said this is what you've got to do, for yourself and not for anyone else. . . . you're going to have to be selfish . . . I'll help, but when I'm gone, you'll still have to go in that direction.
About 6% of categorized remarks for Lee related to self-strength. Most were combined contextually with portions of the interview already cited as examples of comments related to the other self-actualization model categories. The reader should refer to the following previously cited quotes for phrases, etc., related to self-strength: self-awareness quotes #2 and #3; self-clarity quote #4; awareness of others quote #1; self-purpose quote #1. None of Lee’s remarks were seen as relating directly to a consideration of life’s meaning, though his self-proclaimed awareness of “what’s going on in this world” may suggest a potential springboard for such thought.

About 12% of categorized units for Lee had to do with self-purpose. Though Lee claims not to have “found myself”, his educational plans, within some degree of uncertainty, seem relatively specific.

I knew I wanted to go (to college) because I knew I could do fairly well. Right after the (project) tests, I set my goals. . . . I was going, but I didn't know what I wanted to be in.

I want to go to grad school in science, get a Ph.D., biology as an undergrad, pharmacology in grad. I'm almost positive this is what I want if I can make the grade. . . . I hope to stay at the lab until I finish (undergraduate school).

I want at least a Master's. The B.S. in Biology is worth nothing. All you can do is teach it, and I don't want that.

I jumped into that (Business College) and it was
one of the worst mistakes I ever made ... found out I didn't like it at all.

Remarks from Lee's interview placed in miscellaneous categories represented over 40% of the total categorized portions of the talk. These remarks were spread over a total of ten separate categories, half of which contained so few remarks that they are barely worth mention here. Included among these smaller categories are descriptive words or phrases relating to Lee's experiences in the public schools, (<2%, all positive) family relationships, (<2%, most positive) experiences with peers (<6%, most positive) and racial influences (<3%, most negative).

Among generally larger categories, those remarks relating descriptively to job experiences and employer's influences, (>7%) influences of college personnel (<13%) and the influence of Lee's financial status (>7%) seem of particular importance. Nearly all of Lee's statements regarding employers are positive, except for those dealing with his experience in factory work. His descriptions of his lab job and his relationship with co-workers and supervisors are quite positive. Descriptive miscellaneous words and phrases relating to Lee's college experiences are about two-thirds positive. Most positive words relate to Lee's college counselor-friend, mentioned earlier.
Negative descriptions deal mainly with a particular required math course that Lee has had difficulty with, ostensibly because of its reputation as a "flunk-out" course. All descriptive interview segments relating to Lee's finances were called negative, in that they reflected his constant concern over the need to work full-time in order to finance his education. Lee was quite anxious to receive even the small amount of money paid him as a subject for this project.

Few of Lee's remarks were related to the earlier project, (3%) but all were positive. One bears mention:

I hadn't planned to go (to college) . . . was in a financial bind . . . then we took your tests, and right after (them) I set my goals . . . got psyched up because of this (the project) . . .

The Essay

This short piece of writing is quite lucid, and seems to clarify some things about Lee that are only hinted at, in part, in the other data. While general goals (i.e., much education and a respect-producing job) are clear, specific ones are not. Lee's racial feelings seem evident in his work goals. Both awareness of others and self-clarity are apparent in his stated desire for mutual trust and respect, yet cynicism is evident as Lee assesses man's current relationships with his fellows. Lee's desires for
trust, respect and his stated struggle for "peace of mind" reveal self-awareness and self-clarity. Overall, the essay might be construed as relating indirectly to a consideration of life's meaning, though direct connections with this concept cannot be seen. Lee's essay is reprinted here:

Some of my life's goals are to have a decent job so that my family could live comfortably, one that I would have to put out a considerable amount of effort to earn my wages. I don't want a job sweeping floors or washing dishes where some red-neck is standing over me shouting, "work Boy work". I feel that if I'm not respected, I don't have to respect. As far as the type of job goes I think I'd like one where I was generally helping to better people and myself.

On the social level, all I want from friends, relatives, peers, etc. is trust and respect! These are two things that are extremely important to me and the way I live. I feel that you can't respect a person you don't trust or vice versa. Today it seems no one is willing to respect and trust one another. To me trust and respect are the foundation for "peace of mind", something I am eternally struggling for.

My last goal, which has to do with education, will be pursued to an ultimate Ph.D. Although too much emphasis is put on education, I feel it is extremely important. My field is still somewhat undecided (History or Biology). But whatever road I take I plan to go all the way. To be educated is the basis for all success in this world because once you get it no one can take it away.

Gestalt

In general, the data available for analysis here suggest considerable contradiction, partly in terms of assessing the present status of the development of Lee's self-actualization, but especially in terms of his potential for
future development. On the one hand, Lee's considerable accomplishment and conscientiousness on the job and in college make him by far one of the most "successful" (in terms of present American culture) of all subjects, and, therefore, presumably one of the most self-actualized. The general tone of most interview remarks seems to corroborate this, and makes necessary the tentative conclusion that Lee has at least done considerable thinking in terms of the model constructs. This thinking, as reflected in the interview, indicates considerable depth, at least through the awareness of others stage, and less so, beyond. Lee's general capability level, as indicated by the data here, does little to qualify the general conclusion that his self-actualization must be relatively highly developed. Neither do ten of thirteen attitudinal measures, including most SRI scores, the nine-point scale and Lee's earlier JIM Scale score. Most of these scores are slightly above comparison means, with a few minor exceptions. It is the remaining three attitudinal scores, (recent JIM Scale, Life Goals Questionnaire and SRI others) plus scattered interview and essay remarks, which form the basis for the contradiction mentioned initially.

The large decrease in JIM Scale score over four years must reflect some kind of change of attitude, presumably for the worse, relating to academic motivation, yet Lee
remains in school and voices long term commitment to formal education. Though many interview remarks clearly indicate considerable awareness of others, Lee's SRI others score is noticeably low, possibly reflecting personal doubt about his view of others. The possible existence of this doubt is further substantiated by particular interview and essay remarks suggesting pessimism about life and human relationships in general, though this doubt does obviously not apply to Lee's relationships with specified others (his girl, present employer, counselor, etc.). Though some of the basis for this doubt may lie in racial matters, Lee seems determined not to "blame" racism for his pessimism about others and his own personal difficulties. The "breaks" in life, which he admits having had, must bolster his rationality in such matters, though the potential for emotional reactions to racial injustice cannot be ignored.

As with several other cases, recent influences on the peculiar nature of Lee's motivated behavior are more readily identifiable than those in the more distant past. An apparently stable family life and successful public school career must have contributed immeasurably to the present level of development of Lee's self-actualization. Lee himself was quick to specify individuals - girl friend, lab supervisor, counselors, project personnel - who had
positive and significant effects on his development till now. He is seldom specific in discussing negative influences, though there must have been some if the pessimism discussed earlier is a fact. Only "stone-dumb country hillbillies" are identified by Lee as personifying reasons for the pessimism in his life, and the racial overtones here are clear. When Lee talks pessimistically -- "... no one is willing to respect and trust one another; ... everyone promised something, as usual no one came through ... " -- individuals or events spawning that pessimism are seldom identified. It may be that Lee is genuinely trying to put such influences into perspective, or it may be that he is hiding his true feelings. The general tone of all data here supports the former. If Lee were trying to hide feelings, contradiction might not be apparent at all.

The apparent contradictions in the data for Lee seem to have more to do, potentially, with the future than they are reflective of the past. To date, the sheer quantity of past data suggest with minor exception that Lee has been progressing with both speed and optimism well into the awareness of others "stage" of self actualization. Though evidence exists suggesting that Lee is progressing beyond that stage, this data reveals some uncertainty. This uncertainty may be at least a partial result of the
apparent pessimism in Lee referred to earlier. That pes-
imism seems rooted in Lee's conception of others, and is
probably a product of the recent past. As Lee says:
" . . . college has opened my eyes and I've become aware
of what's going on in the world . . . and I don't like it."
This recent eye-opening probably is bound to spawn some
pessimism, as a person emerges from the relatively shel-
tered world of high school and family into the realities
of establishing one's social and vocational place in the
world. It may be, thus, that Lee's pessimism could be
called "normal", even though it is quite noticeable. If
this is true, Lee's rationality should keep this pessimism
from running rampant into cynicism and bitterness, and
slowing or reversing his self-actualization process.
Though potential for the latter exists quite clearly, the
overall nature of Lee's past motivated behavior suggests
that this potential will not be realized, and that Lee's
self-actualization will continue to progress positively.
Case #15: Anita C.

Background

Anita is a 21 year old, married White female. She was born in a major midwestern urban center, as were all the members of her family. Until her marriage, she lived at home with her parents who have lived at the same address for at least seven years. She has a 26 year old married sister, a high school graduate who does interior decorating and lives in a nearby metropolitan area. Her 30 year old brother, also a high school graduate, is married and works as a fireman in Anita's home city. Anita's Mother, 53 years old, works as a practical nurse and is a high school graduate. Her 55 year old Father, also a high school graduate, works as an electrician. The family are all Methodists. After high school graduation in 1967 from a small high school in a blue collar suburb of her city, Anita worked as a department store clerk and a secretary before enrolling for four part-time terms of attendance at the local state university. She maintained her secretarial job part-time while going to college, in order to help pay costs. She dropped out of the university after the Summer term of 1969, and was married to a 23 year old high school graduate who works as a carpenter. They live in an apartment complex in a suburban area of the city. Anita works occasionally as a dance instructor, while caring for her
infant daughter at home.

Summary of Past Subjective Data

Anita was one of the project participants that the staff came to know well, both during the active period of the project's operation and after funding terminated. The reason for our familiarity was primarily Anita's friendliness and outgoing nature. After a few telephone contacts, our initial meeting with Anita was in the counselor's office at her high school. She had been a majorette in the high school band, and as a child had been a baton twirler in a local drill team which traveled to parades and other celebrations throughout the state. Partly through these experiences, she developed an outgoingness and ability to relate at least superficially to people which always seemed to us to be a salient aspect of her personality. She had relatively little hesitation about communicating with us, on the telephone or in person, about a variety of concerns, some of which were often personal. Anita seemed to delight in projecting herself as a fun-loving, gregarious kind of person who could get along with nearly any type of individual. She and project staff spent many hours in casual conversation as well as in more serious discussions.

When we first contacted Anita in the Spring before
her high school graduation, her plans for further education consisted of enrolling in a two year retailing mid-management program offered by a local state-related technical institute. She remarked at one point that she didn't think she could "make it" in a more advanced program, like college. Anita had taken a distributive education program in high school with an emphasis on retailing. She enrolled in the technical school program for the Fall of 1967, but for reasons still unknown to us, she decided not to attend, and took a job for the Summer of that year in a local department store. She quit that job and took another in a small business firm as a secretary. She maintained her interest in the technical school program and intended to begin classes in the Winter of 1968. She changed these plans when she found that the program would have required her to apprentice in a particular department store that she did not want to work in. At this point she decided to go to college — an ambition she had mentioned more or less casually before — and asked the project to help arrange her admission in the local state university for the Winter term of 1968. Though the time of her decision was past listed university deadlines for enrollment for that term, the project arranged to have the deadlines waived. Anita followed through rapidly, completing all admissions procedures in less than two weeks. She was admitted to the university for the Winter term, and decided to take a
reduced load of nine credit hours so that she could maintain part-time employment at her secretarial job for financial reasons.

Anita was generally enthusiastic about her attendance in college, though she had some difficulties as nearly anyone would. Many of her high school friends either were in college or knew a lot of people in college. Anita thus had a built-in set of social relationships related to her college experience - so many, in fact, that they may have interfered to some extent in her academic performance. By her own admission, Anita did a lot of "... hell-raising, beer drinking ..." etc. during her stay in college. It seemed to be an important aspect of her personality that her friends were more important to her than grades or money. One incident suggests some confusion in an assessment of Anita's social patterns. When she got into college, she decided to move from her home into an apartment on campus with three other girls. Two were close high school friends, and the third was a girl from her high school that Anita knew less well. After three days, for reasons unknown to the project at the time, Anita moved out of her new residence and back to her family home, where she remained till she was married. At the time, this action belied Anita's apparent gregariousness. Some general reasons for the action were to be suggested later in
the interview.

With the blessing of her high school counselor, who decreed that Anita was "coming around", (had begun to run around with the "right" crowd during her last years in high school) her first three terms in college, all part-time, were relatively successful, especially in light of her low measured ability and poor high school performance. Of her first eight courses, she received six C's and two D's. Three consecutive C's in Freshman English especially pleased Anita. She remained enthusiastic about college, though she admitted some confusion about concepts in a philosophy course. She was particularly pleased about several high grades on English themes. Anita basically seemed to enjoy her instructors in her college courses, even those with whom she disagreed. This conclusion is based mainly on an estimate of the extent to which Anita discussed teacher personalities from her courses, rather than course content or the like, and provides further evidence supporting Anita's enjoyment of people.

Anita's first full time term, in the Summer of 1969, proved too much for her in terms of grades. She failed two of four courses, both for five credit hours each, and has not returned to college since that time. The reasons for her rather abrupt failure were not fully clear at the
time, and became only generally clarified later. A combination of causes seemed responsible. First, Anita had continued a full time job while increasing her university load. During this time she had begun to date her future husband. All her courses this last term were large classes where it was difficult to get to know the instructor. Anita's enthusiasm for college had come to wane from its initial level under these circumstances.

Shortly after quitting college, Anita was married. She became pregnant soon and bore a daughter a year later, continuing to work at her secretarial job till about her sixth month of pregnancy. Since having her daughter, Anita has not worked at a job, except for giving an occasional dancing lesson. She talks with apparent seriousness about forming her own dancing school or of returning to college or another school of some kind. To date she has made no concrete moves in these directions.

Summary of Objective Data

Generally, ability-related data for Anita present some mild contradictions. While college and high school grades and I.Q. suggest low-average ability, scores on all project tests, except for the Ohio State Picture Preference Scale, suggest above average capability. The high school grade pattern for Anita shows nothing unusual. Her grades
**OBJECTIVE DATA**

Name: Anita C.
I.Q.: 86
Project Test Category: Low Conventional - High Unconventional

Known to project staff.
Not interested in further education.

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<td>College Grade Point Average (4 point system)</td>
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<td>SRI: Total</td>
<td>4 = 138.3</td>
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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshman (16).
in most of her high school courses were uniformly mediocre — primarily D's with some C's. Her college grades suggest a relatively better performance than in high school, except for the disastrous last term which pulled her average down. Still, even with this, it remained slightly higher than her high school average. One highly tentative conclusion that might be drawn from this situation is that Anita's high school record is not necessarily an accurate indicator of her ability, but may be reflective of other factors not quite so bothersome to performance in the college situation. Relatively high test battery scores would seem to support this interpretation. JIM Scale and nine-point scale scores from the past for Anita suggest optimism and positive academic motivation. Present attitudinal data, however, represent the lowest set of such scores of all the subjects. Anita's JIM Scale score dropped 38 points over four years. Life Goals Questionnaire score and all SRI scores are below means selected for comparison. Seven of nine of the latter are noticeably below means, particularly SRI self, others and parents subscale scores. The significance of Anita's low recent attitudinal scores cannot be ascertained merely from the scores themselves. Interview and other data to be discussed later should help clarify this. Suffice it to say that the uniformly low attitudinal scores for Anita suggest the strong possibility of rather serious concerns related to areas covered by the
scales employed here, at least in regard to present comparison groups.

The Interview

The talk with Anita resembled a casual conversation in many ways, due to our familiarity with each other. Because of this, some portions of the interview represent unimportant casual remarks not related to the self-actualization model's categories. Of those categorized portions of the talk, numerous pungent remarks were recorded, quite a few of which were negatively related to school and college experiences. Self-awareness, self-clarity and awareness of others categories were well represented, while self-strength, self-purpose and life meaning categories were not.

Examples of self-awareness remarks, constituting about 8% of those categorized, now follow.

When I'd go in to talk to him (a college teacher) . . . I'd go to his office, hear him in there, and walk away . . . I'd just get this fear . . . don't know why . . . he just fascinated me . . . I think of it a lot, really do, but I don't know why I liked him . . .

discussing the inequities of recent social help programs for low income groups: . . . things like that . . . disgust me. I don't know. I guess maybe I'm bitter. (Why?) I don't know; just think I am. I can't really say why . . . guess I've just been thinking about things more . . . reading a lot.
I don't think I'd think about things like I do now if I hadn't gone to school (college).

Remarks related to self-clarity for Anita amount to about 33% of the categorized total. All were seen as relating positively to self-actualization. Some reflected considerable vehemence in opinions and feelings she had about educational experiences. Examples:

That dumb music course I had to take in (college) ... I just hated it. I wasn't interested in Brahms or Beethoven. I thought it was ridiculous and I hated it ...

I twirled (baton) in contests all over the place ... it was fun ... I'm a ham, you should know that. I liked it real well.

I can talk to anyone, really, you know ...

Writing themes wasn't hard, though I had to look at grammar books, but I could do it. ... To be truthful with you, before I went in that first English class, I didn't know how to write a sentence, really, or a paragraph ...

... isn't it ridiculous? 17-18 year old kids sitting in a (school) cafeteria; a teacher standing there: you gotta study! open that book! I thought it was so stupid! I'm not kidding you. I was really fed up!

I'm gonna be a bitchy mother that runs to school every five minutes. I am. I know I am. If she doesn't obey a rule I think is stupid, I'll go tell 'em about it.

I'm thinking about things more than I have been ... different things ... like those easy loan homes for guys who make less than $120 a week with 2-3 kids ... that kinda pisses me off, cause Joe (her husband) goes out and makes decent money, but we can't go out and buy a new home and we're paying for their homes. I think its wrong. I really do!

... Black or White, it makes me mad ...
people who work for things don't get 'em . . .

I never thought about pollution or anything before. I didn't think about anything till the last few years. I guess I'm getting old, 'cause all this stuff is kinda worrying me . . . so I wrote a letter to my congressman . . . I sat down and wrote about everything I wanted to say and tried to be nice about it.

Why are you more concerned about these things? I guess because of the baby is one reason. I just seem to have something to care about now, where I didn't think of anything but myself before . . .

About 25% of categorized remarks for Anita related to her awareness of others. Most were related positively to self-actualization, although a few were seen as negative, in that they seemed to suggest some intolerance for certain groups or individuals. Examples:

I couldn't believe where Judy (a friend) lived! She and Susie work only when they have to. I don't know what happened to Judy. She came from a good family . . . had everything . . . now she quits jobs, doesn't care; I can't believe her!

I don't think its right; the kids who are really working for a degree . . . have to take all that silly stuff they don't want to take . . . then they start something like this (a help project for Blacks) and they don't have to . . .

He was really cool (a college English instructor). I liked him. He's the kind who wouldn't pledge to the flag. He'd bring his girl to class . . . had rap sessions at his house where you'd talk about anything . . . was a grad student . . . I thought he was it really . . . great . . . super cool . . .

. . . The people who are making the rules now, like the legislature; these guys will be in there
for a long time, either that or their sons, and Daddy influences them, so I don't think there'll be that much change, not that drastic . . .

Well, you know, I don't have anything against Blacks, but I think it's getting to the point where the poor Blacks are raising so much hell; I think the poor Whites should too . . . there's good Whites, there's good Blacks too . . . but . . . I've just been so disgusted. Little things have been getting me . . .

. . . the kinds in bands at the rock festivals don't play for nothing, and yet they seem to be against the establishment, yet they're out making the buck . . .

. . . kids in high school are so petty, most of them, at least when I went to school . . . the cliques . . . like at homecoming . . . girls would run up and say, "Oh, Hi!" . . . if they can't be nice to me the rest of the year, to heck with them at homecoming . . .

The percentage of remarks even remotely related to self-strength for Anita was negligible, and bears no mention here. About 5% of categorized remarks related to self-purpose, and these statements were split about evenly between those which indicated rather positive self-direction and those which indicated no particularly clear directions or purposes. The net effect seemed to be doubt and a normal degree of confusion. Examples:

Are you serious about forming a dancing school? I don't know; maybe in a few years I may work something out with the lady I work for now; you never know . . . I'm just gonna let things go along, and things happen, they happen.

Who knows; I might go back (to college) in two years. You never know what you're gonna do. . . . I might go back . . . try it again when
I get older or something. A lot of Grandmas go back to college ... I've talked to my husband about it. He feels the same way ... doesn't want me sitting around doing nothing. He knows I wouldn't be happy.

I do want to go to some kind of school eventually. I'd just feel better if I had some kind of schooling or training I could fall back on. Would you do it for money? No, just to say I could do it, and it's something I like to do. If I really wanted money I'd go into that dancing school.

Miscellaneous remarks for Anita constituted nearly 28% of categorized units. Of that amount, two general miscellaneous categories comprised almost 21%. About 12% of this total related to negative opinions Anita expressed about particular aspects of her public school experience. Some of these remarks relate also to self-clarity, in that they suggest certainty of opinion, and to awareness of others, in that they suggest a general lack of respect for certain school personnel. Many of these remarks thus had multiple categorizations. The other major miscellaneous category included remarks indicating both Anita's positive and negative opinions about her college experiences. It may be important that Anita had at least some positive opinions about experiences in college, while she had none about her public school experiences, at least as indicated in the interview. Some examples of the remarks described above now follow.
He (a college English teacher) would act out Shakespeare's characters in class. He was good. He had the accents and everything. Eight o'clock in the morning, and I was always there! . . . I liked him best of all my English teachers, yet he was the hardest . . . .

If I had to go to high school again; I don't think I'd ever finish. The English teacher I had . . . I hated her so bad! She was old — ancient — everything she did was so outdated . . . if you didn't get A's you were a real bad student, and I didn't like that.

. . . another thing I hated; I think in high school they should cut out study halls. If a kid has four classes in a day, he could get them done in the morning and go home. It's stupid. I think that's why a lot of kids drop out. Isn't it ridiculous? 17-18 year old kids sitting in a cafeteria and a teacher standing there telling them they got to study!

. . . school rules and regulations . . . like if you're late for school, you have to write why . . . it's really none of their business. Another thing that's silly . . . like little kids in grade school and they have to go to the potty and they have to sit there and raise their hand for 15 minutes . . . that's so stupid! Really! If a kid's old enough to go to school, why can't they get up quietly without disturbing the whole class?

If she (her daughter) has to put up with in high school what I did . . . you have to have a pass, a piece of paper, to walk out in the hall. People pay taxes for their kids to go to school and they're not allowed in the damn hall! . . . that stupid stuff really irritated me.

Competition's fine but it hurts a lot of kids.

. . . When I was in high school, they made me feel like I was so damn dumb; if you didn't get straight A's you couldn't go to college . . . like they told me I'd flunk English, but I got through two courses (with C's).

. . . my time spent there (in college) . . . I had a lot of bad experiences, but on the whole I
think it was pretty worthwhile, just being there, talking to a lot of kids I wouldn't have about a lot of things I wouldn't have . . . I don't think I would have thought about things like I do now if I hadn't gone to school.

. . . they (college personnel) put too much emphasis on grades. I wish there was another grading system . . . a way to evaluate students . . .

Remaining miscellaneous remarks for Anita covered a range of topics, though no one reached such a level of quantity and apparent importance so as to bear lengthy mention here. Several remarks by Anita gave credit to the earlier project upon which this work is based for providing the primary impetus for her college attendance. Other statements indicated a general concern over current social and environmental problems such as ecology, politics, race, education and drug abuse. Such remarks were primarily descriptive of Anita's feelings about such matters. Some were given multiple categorizations with model categories of self-clarity and awareness of others, though many were also kept separate in miscellaneous categories since they seemed to reflect influences on Anita's beliefs and behaviors not totally relateable to the elements of self actualization employed here.

The Essay

Anita took the author's preferred option to write as little or as much as she wanted. Her essay, thus, reprinted
here, adds little to these present analysis.

1. Vocational - I would like to work with people in some way. Right now I'm thinking of becoming a dance instructor but I am not certain.

2. Social - Right now everything seems to be pretty stable all the way around.

3. Educational - High school was a big joke! I would like to continue in some type of education but I don't know what.

Gestalt

The total picture of Anita's self-actualization process, as suggested by the present model and related data, is one of moderate confusion and contradiction. Her mediocre ability-related data from high school seem to be explained at least partially by the hatred of high school she expresses in the interview. Project test scores and her relatively successful performance in at least some college courses support the idea that Anita's ability may not be accurately reflected in her public school record. The only available I.Q. score does not, however, support this conclusion, though it may have been adversely affected by the school environment in which the test was given.

Interview data, particularly in the areas of self-clarity and awareness of others, suggest in general terms that Anita has a good beginning in self-actualization,
through knowledge of self and personal opinions, and through awareness of the peculiarities of other human beings. An analysis of the nature of some of these interview remarks, however, in addition to very low scores on recent attitudinal measures, indicate that Anita might not be as aware of self and others, in ways healthy to her self-actualization process, as a look at the mere quantity of interview data might suggest.

A look at the content of Anita's interview remarks related to self-clarity and awareness of others suggests some difficulty in interpretation in terms of her self-actualization. Though many of these comments suggest an assertiveness and certainty seemingly indicative of considerable self-knowledge, and also of self-strength, many of them are critical in the sense that they deride, more or less directly, individuals and groups like help projects, the public schools and certain teachers who have been a source of consternation of one kind or another for Anita. Thus, at least partially, Anita is aware of herself as she feels about these particular individuals and groups and is, in turn, aware of certain aspects of these individuals and groups which she deems important. Though the clarity of self and awareness of others suggested by this kind of evidence may be accurate and valid, it lacks balance. The critical overtones suggested by much of the
interview, and supported almost totally by recent attitudinal data, give the impression that in some crucial respects Anita's self-knowledge and awareness of others, given her peculiar perceptions, may possibly be so over-balanced toward criticism that her self-actualization process may in fact be slowed. The absence of much direct self-strength data, the uncertain nature of self-purpose information, and the complete lack of data related to a consideration of her life's meaning would seem to support this conclusion. To be sure, some of the evidence for Anita, particularly in the interview, reveal feelings non-critical of individuals and groups. This is where confusion arises.

The kind of confusion suggested by the interview data might well constitute a "conclusion" for the status of Anita's self-actualization, were it not for the apparent conclusiveness of recent objective attitudinal information. The fact that all of Anita's recent objective attitudinal scores are below means employed for comparisons would seem to provide support for the conjecture that Anita's self-actualization process may not be proceeding in the healthiest manner possible. The extreme drop in JIM Scale score over four years, despite a reasonably successful college experience, seems to suggest the possibility of developing negative attitudes about school and school-related values.
Noticeably low SRI self, others and parents scores further support this conclusion. Much of the weight of the present evidence suggests that Anita's self-actualization process may have proceeded partially into the awareness of others "stage", and may be slowed at that point, due in part to the critical nature of Anita's personal feelings about certain others. Lack of certainty in the future seems to corroborate this.

It may well be, of course, that Anita's growing bitterness, as she describes it, can eventually be turned indirectly into a source of strength, purpose and meaning for her life, and thus contribute positively to her self-actualization. The evidence here suggests in only limited ways that this has begun to occur. It seems potentially more fruitful to predict that Anita's knowledge of self and others not resulting from criticism would hold more promise for contributing to fuller self-actualization within a social context.
Case #16: Ronald C.

Background

Ronald is a 21 year old, married White male. He, his wife, parents, two sisters and one brother were born in a major midwestern urban center and have continued to live there for most of their lives. Ronald spent two years of his life away from home in the Army, some of which was spent in combat in Viet Nam. Since returning from the service, Ron has worked in a bakery, and plans soon to return to the local state university where he previously attended for three terms. His wife is 20 years old and a beautician. They have an infant son. She is a high school graduate. Ronald's Mother is 38 years old, has 10 years of schooling and is a housewife. His 40 year old Father went to the 9th grade and is employed as a glass worker. Ron has a 20 year old married sister, a high school graduate, living in California and working as a secretary. His 18 year old sister still lives at home while completing high school. A 19 year old brother, also a high school graduate, is unmarried and in the Navy. Ronald graduated in 1967 from a central city high school composed of a unique mixture of poor Blacks and recent Appalachian White migrants, as well as a more middle class group of students. His family has lived in the same general neighborhood for at least seven years. All are Protestants, either Methodist, Church of
Christ, or Lutheran.

Summary of Past Subjective Data

Ronald was not a person that project personnel came to know well, though our contact with him was relatively frequent. Ron was always courteous and friendly to project staff, though his basic temperament, as perceived by us and corroborated by his Mother, was one of reticence, shyness and even mild self-deprecation. If we did not come to know Ronald well, this was probably a salient reason.

Ron had investigated the possibility of attending college before the advent of our project, though both he and his Mother stated that he would probably not have eventually attended, due to financial considerations, had it not been for the assistance in obtaining financial aid provided by the project. After several initial contacts at Ron's home and on the telephone, he applied for admission and financial aid at the state university in his home city. He was soon accepted for the Fall term of 1967, and was granted financial aid covering nearly three fourths of his apparent need. Ron's Mother, who always seemed to us to be a major influence in his eventual college attendance, was quite pleased at this event. She had considerable faith in Ron's ability. She felt he was mature but still quite reticent. At times, Ron's Mother seemed somewhat
domineering to the project staff, but her sincere interest in his welfare was never in question.

During much of his final year in high school and through his first stint in college, Ronald's interest in people, and especially in children, was demonstrated by a job in a Boy's Club, a part of a neighborhood settlement house, which he maintained during that time. While he worked at that job, Ronald coached a basketball team of young boys and was involved in informal counseling work with the same general age group. Ron has maintained contact with the settlement house, even since his tour in Viet Nam, and still helps out there occasionally in a similar capacity when there is a need and when he has the time.

After working at the Boy's Club during the Summer of 1967, Ronald began his first term in college that Fall. The project's contact with Ron during this time, especially over the telephone, was rather frequent. This was due most to Ron's basically courteous and helpful nature, though some reticence in discussing matters of personal concern still remained. Fortunately, Ron's academic problems in college were relatively small in number, at least as suggested by his performance. Project staff continually remarked about how well Ron had seemed to "adjust" to the rigors of college life. His grades for his first two
terms, though not outstanding, were consistent. He maintained slightly over a C average for that period of time, and nearly made a B in his first English composition course. Our contact with Ron through his third college term remained relatively frequent, though perhaps somewhat superficial. Since his grades were reasonably good and his attitude apparently healthy, there seemed little reason to probe for hidden problems, and Ron's reticence might have thwarted this anyway. His grades for the third term dropped from a C+ average to a D+, and we were at a loss to explain this sudden inconsistency. We were aware that the military draft was of some concern to Ron at the time, but we were largely unaware that he was also considering marriage. As it turned out, Ronald quit college, got married and got drafted all within the space of about three months during the Summer of 1968. Knowing as little as we did about his personal life, project staff found that Ron was literally gone before we had much time to talk with him. He was so busy during his final weeks at home that our contact was sparse, and when Ron entered the service, contact ceased until recently.

Ronald served two years in the U.S. Army, and much of his time was spent in combat infantry units in Vietnam. He rose to the rank of sergent, saw considerable action, and was wounded once, for which he now receives a small
disability compensation from the government. In most outward ways, Ron seemed to be the model soldier. He won two bronze stars and a purple heart, though he minimizes the importance of these accomplishments in conversation. Perhaps the key to the matter is Ron's dislike for his role in a war which he seemed not to believe in, though the conscientiousness of his service seemed above reproach. This statement will be documented later as the interview with Ron is discussed.

Ron returned from his term in the Army in the early Summer of 1970. He and his wife had an infant son, and both had to go to work to support the new family. His wife works as a beautician, and Ron has worked in a bakery and at the settlement house mentioned earlier since his return. He has applied for readmission to the university, and at this writing is planning a return to full-time college, preparing to be a teacher, financed by his wife's salary and military benefits. To date, Ron's actual return to college has not ensued.

Summary of Objective Data

Ability-related data for Ronald reflect some consistency, in that most suggest average to slightly above capabilities. High school and college performance and I.Q. all seem generally to support this view. With some exceptions,
OBJECTIVE DATA

Name: Ronald C.
I.Q.: 113
Project Test Category: Low Conventional -
Low Unconventional
Not known to project staff.
Interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
project test battery scores indicate similar conclusions. Most ability-related scores cluster near group means except for one verbal measure (word fluency) and two non-verbal ones which fall below (both Ohio State Picture Preference Scale Scores).

Attitudinal data for Ronald also suggest a degree of consistency, but in more negative directions. While both Ron's JIM Scale scores are in the "average" range for comparison groups, the more recent administration representing a slight drop in score, all but two of the remaining ten attitudinal scores are below comparison means. Only SRI children and parents scores are above means. These probably reflect the influence of a strong family life and that of Ron's long association with his job at the Boy's Club. While SRI others and hope scores are below the group means, they still are high enough to suggest "normal" attitudes in these areas. Low scores for SRI work and authority indicate uncertain vocational attitudes and potentially wide communication gaps with superordinates, though the latter may be a result of Ron's recent discharge from the Army. A relatively low SRI self score suggests personal uncertainty. Overall, attitudinal data for Ronald represent one of the lowest score patterns for all subjects, especially the ARI group. The pattern suggests a concern for others not in authority, an uncertainty of self, a
lack of understanding or possibly cynicism about life, yet, strangely, a degree of optimism as revealed by SRI hope score. Ron's nine point scale indication of "good" in regard to predicted college performance also indicates this optimism in past data.

The Interview

The talk with Ron was one of the longest of all subjects, lasting nearly two hours. Since the interview was conducted only about four months after Ron's return from his tour of duty in the Army in Vietnam, much of the talk concerned his experiences in the war. This was by his own choice rather than by our direction. In fact, the conversation proceeded almost entirely at Ronald's direction, so eager was he to talk. Because of Ron's understandable interest in discussing the war, and his opinions about it, many categorizations of interview remarks into the self-actualization model are accomplished with his military experiences and views as the chief content medium. Though many of his remarks dealt with his own personal experiences in the war, many of them were in part generalizable beyond Ron's perview to that of man in American society and world society. In frequent instances, Ronald took it upon himself to generalize beyond his own view, and although the reader may want to question the validity of his generalizations for larger groups upon reading interview quotes,
the tenor of his remarks makes his sincerity difficult to fault. About 4% of categorizable remarks for Ronald related to his self-awareness. Examples follow:

I didn't believe in the war, but I went because I like living here . . . and I like the way I live. I'm not sure that this is the best way to live. I'm not sure that this is the best government and all that good stuff. You know, democracy and all that. But it's hard to give up . . .

Before I went over (to Viet Nam) my friends told me all this stuff (about the war). (I said) there ain't no way I can emotionally handle that stuff . . . But I guess your emotional makeup is stronger than you think it is. When that stuff comes up, thinking about it is a lot worse . . . you kind of forget about it . . .

Approximately 20% of categorized units for Ronald related to self-clarity as described in the present self-actualization model. Most were unsolicited and related in many cases to the war experience. Other areas in which Ron demonstrated degrees of self-clarity in the interview dealt with general vocational interests and their personal meaningfulness for him. Examples:

... high school really didn't interest me too much . . . I just kind of skimmed through with as little output as I could get through with. College, at first, really didn't interest me that much 'cause I wanted to go there just to keep out of the Army.

I didn't like the Army and I didn't like the war. And I don't really believe in war. We're supposed to be civil and civilized and all that good stuff. I don't believe in killing each other. There's got to be a better way.
I'm just glad my year's over and I'm out of there ... it's ridiculous. I don't think the U.S. should be there in the first place, and I don't have anything against the people who go to Canada.

I could be no medal of honor winner ... no more jump on some hand grenade and let myself be blown up to save all the rest of these guys. I couldn't fool myself and say I could. My life means more to me than that.

When I went over there I was praying I wouldn't have to. I was married and she was expecting a baby ... when I went. Down at the airport when I left ... Boy! that was a sad sight! I couldn't hack it. I didn't know what I'd do.

I did it (went to war) 'cause I didn't have the courage to go to Canada. ... I love how I live. I like it here. I like life in the U.S. and the opportunities I have here.

... I couldn't give up 20 years of my life for something like that (the cause of non-violence) ... I'd rather die than spend years in prison.

I wouldn't say it was wrong (pot-smoking) ... you do it over there 'cause the pressure's on you ... I really think they should legalize it.

Remarks in the general category of awareness of others constituted fully 30% of categorized portions of Ronald's interview. Though most were categorized as relating positively to self-actualization, several (about 6% of that 30%) were seen as having a negative relationship. Most of these concerned certain Army personnel, officers and non-commissioned officers, whom Ron saw as exercising their authority on bases too irrational for him to tolerate. Most of the remarks, however, demonstrated both positive awareness of
and concern for others, though not in equal measure. Examples:

... when I got out of Viet Nam ... I started working over at a bakery. ... Then I got to decide; you see all these glunky guys working - I mean I hate to say stuff like that - but you see all these guys working around you in factories and stuff and you don't want to be one of them ...

I don't like anything about war, 'cause I don't like killing people. What gives me the right to kill that guy when somebody else said I had to do it? ... I went over there, and I had to kill this guy and he was going to kill me. If he had the chance, he'd kill me, so I had to kill him first. I didn't like it. I didn't hate the guy. ... I didn't want to do it, because he didn't do a thing to me ... I didn't hate anybody I shot at. I can be asked to shoot at people, but they can't make me hate the guy. I want to tell them, you know, why not to shoot me and why I don't want to shoot them, but you can't. You either shoot them or they shoot you. That's kinda the tragedy of the whole thing ...

The pointman in our patrol stepped on a log and got shot right through the head ... by a sniper. It just seemed like a shame to me ... ridiculous ... he was a good friend of mine.

I had nothing against those people. I hated to hear people call them "gooks". They're people, you know, ... just like me, but they're from the other side of the world.

The North Vietnamese ... believe more than we believe. They're more determined. They believe more in their cause and their right to fight than the Americans do, and I think they're better soldiers ... I don't see how we can ever win that war over there! We can go into Laos and Cambodia and cut off the supply trail, but the attitude's still gonna be there ...

Most of the guys I ran into in the service ... who'd stay in - are the guys who couldn't make it on the outside. They didn't have enough self confidence to meet the competitive world. ... So they stay in the service just as a means.
They have security there. . . . These guys; they're the ones that are leading the war . . . some of these idiots been in for 35 years, (like) drill sergeants. . . . that's their whole life, boy! They just dream of yelling and screaming at somebody . . .

My leutenant . . . he was gonna stay in for life, but he was open for criticisms and all that good stuff. He was my best friend overseas . . . he listened to what you had to say about the Army . . . even though he was a lifer. He was a good guy.

I ran into so many guys that were so (much) more intelligent than the fools that were running it (the war). I don't have any pretense to be some wizard, but these fools! Anybody knows more than some-of these guys! You can't reason with these people, 'cause they have their way. . . . that's the whole military system. Its ridiculous!

That's the main income over there (prostitution) . . . there's no morals . . . regard for human life . . . just for educational value, every American male should have to go over there - some-place like that - just to see how somebody else lives . . . cause its ridiculous the difference between Asia and the Western world . . .

. . . most of the guys smoke pot over there. I didn't do it myself. I don't condemn the guys that do it. I really can't. You hear all these people that do . . . but its easy for people to sit here and say it is bad when they're here. But when you are there, and you got all this pressure on you; they don't have that, so how do they know how its like?

Direct evidences of self-strength in Ron's interview were quite sparse, representing only about 1% of the categorized total. Though part of the overall effect of other categorized portions of the interview might suggest self-strength, (i.e., it would seem to require strength to
openly express, in front of a relative stranger, the fact that one did not believe in war yet agreed to participate in it) verbatim pronouncements of confidence and strength were not prevalent in Ron's talk. In fact, occasional statements of mild self-effacement seemed more common than the former. Examples:

I was wounded twice . . . got a purple heart, bronze star, two army commendation medals and a bunch of other stuff . . . stuff that everybody gets . . . doesn't really matter . . .

You felt like you couldn't question the war, even though you didn't believe in it, because you'd have to go to Canada? That's right. I don't really have that much courage of my convictions.

About 8% of categorized remarks for Ron related to self-purpose. Most are concerned with vocational and educational plans. Though Ronald has not worked through the specificities of such plans yet, it is clear that he wants both an education and a job that is meaningful to him. Examples:

. . . the only way to get out of that (factory work) is to go to school in order to get some kind of training. So I decided to go back to school.

. . . I figured, the best way to support them (his wife and child) is by skimping a little bit now, going back to school, getting this education, getting a little bit ahead of the rest of the people, the normal people, and later, during my lifetime, make more money and do more of the things that I want to do . . .

Happiness is the big thing. . . . They make a lot
of money over there (at the factory). They're guaranteed $160 a week . . . but I'd rather have the personal satisfaction; get all you can out of life. How can you do that when you're working some flunky job? . . . you do the same thing, over and over; there's no sense of achievement. You don't achieve anything for doing the same thing every day. I don't, myself.

I'd like to teach. After 20 years of teaching people you could look back and say, "I've accomplished this". — my students did thus and such, therefore I've done something good for this country and society. . . . I'd like to do something where I feel like I've done something worthwhile, did some good for somebody . . . .

None of Ron's remarks were related directly to a consideration of his life's meaning. Most of the remaining categorized units, fully 28%, were contained in a large miscellaneous category consisting of descriptive statements about Ron's war experience. Of this 28%, nearly one third of the remarks were characterized by expressed negative feelings by Ron of the described incidents. The remaining remarks were purely descriptive of the incidents. It is noteworthy that Ron expressed practically no positive feelings about these experiences. The following examples are representative:

We went into Laos about two months. You know, nobody's supposed to know about that, but that's no big secret; American troops in Laos and Cambodia and all that stuff. I made friends with him (a nine year old boy). He was my best friend in Viet Nam, that kid, better than American soldiers. Two weeks later, the 2nd squad in my platoon killed him and about three other people out on ambush one night . . . he was a V.C. He was getting the frequencies off our radios, monitoring calls . . . so
who can you trust? So they killed him . . . I can't say nothing about that.

. . . I don't see how we can ever win that war over there! . . . I'm just glad my year's over and I'm out of there . . . it's ridiculous. I don't think the U.S. should be there in the first place . . . the sooner that's over with, the better.

. . . they announced that we're into Laos. They've been in Laos for a long time. Same with Cambodia. We was into North Vietnam for two to three week; across the DMZ . . .

. . . the U.S., as far as war crimes, got to be just as bad as they say North Vietnam is. . . . I've seen . . . we caught a girl once . . . one of the G.I.'s, a corporal . . . shot her in the knee; he made a mistake. So our lieutenant and a friend of his . . . they went ahead and killed her and put a hand grenade up her dress . . . they said she was an enemy, you know; she really wasn't. She was civilian. But one guy made a mistake . . . so they had to plant something on her to make sure this guy wouldn't get in trouble . . .

(once) we got radioed that there was North Vietnamese crossing this stream. So we went out there in helicopters . . . our squad leader, 18 years old, just went to NCO school, . . . was commanding all these guys . . . lawyers and guys who had more sense than he had. He was told to shoot these people in the middle of the stream. We got 'em, mowed 'em down, every single one of 'em, and they found out that they were civilians going out there to tend water buffalo. They didn't have weapons.

I'm not against the military system. I'm just against the way they do it. They put everybody in green suits or blue suits. They make everybody the same! Everybody's got to be the same! Nobody can have a mind of their own! You got to have the mind that's ahead of you, and you follow what the next guy up says, no matter what it is, if it's the most absurd thing you ever heard, you got to go ahead and do it . . . they take away all your individuality and make you just like a part of some big machine,

. . . boy that service got on my nerves so bad when this guy's (senior officers and NCO's) telling me he knows everything and you can't tell
him anything, 'cause he knows.

Though hopefully representative of the miscellaneous category of general description and opinion about war-related incidents, the foregoing examples give only a small sampling of such remarks. Ron gave much more detail about such matters as combat, military accidents involving civilians, laxity of traditional Army standards, low morale of American troops, military skill of the enemy, the use of narcotics, unreported U.S. incursions beyond South Vietnam, etc., etc. Further exposition of this detail would serve little purpose here. The point of such remarks seems clear. The war made little sense to Ron. Only one remark (not mentioned) said anything even marginally favorable about the military.

The Essay

Ronald chose to write little for this portion of the project. Essentially he reiterates doubt in the specificity of his vocational goals, along with certainty in the generality of his educational aims. Aside from a few innocuous statements about his social life, this basically summarizes the writing. It is reprinted here to give meager evidence of Ron's mode of written communication.

I think that the area in which I am least sure of myself is the vocational one. I am not sure what kind of job I would like or the one that
would be best for me. I am thinking now of a career in the educational field. I would not like or even think I could stand a monotonous job such as factory work etc. I feel that I must have a job that offers variety. I feel that a job in education would offer this to a greater extent than most other jobs.

I am least concerned with myself in the second area which is the social one. I feel my relationship with my family and friends is all it should be and I don't see any way of improving it. I have a beautiful wife and son and could be no happier in my social life.

I was extremely concerned with my education until lately when I decided to go back to college and finish my education. I think an education is one of the most important things in today's life. I could not even think of a career in the field I want without an education. It is also valuable in everyday life just because it better qualifies you to understand and communicate with the people around you.

Gestalt

The weight of more subjective data for Ronald, particularly from the lengthy and vivid interview, seems to suggest that Ron's self-actualization has probably developed in considerable depth through the awareness of others "stage". Beyond that point, some confusion arises. In generality, at least, Ron seems to be developing some measure of self-purpose, yet subjective or objective evidence of self-strength is sparse. Whether this represents a fault in the model, for Ron, or simply a situation where data gathering techniques have been inadequate to derive evidence of self strength cannot be ascertained at this point.
Regardless of the cause, the evidence here suggest either a general inclination on Ron's part not to be demonstrative about his accomplishments, or a degree of lack of confidence in himself. The former is perhaps the most reasonable explanation. If Ron lacked self-strength in depth, it seems doubtful that his level of openness about his feelings in regard to the war would be as high as it is in the interview.

Perusal of objective data for Ron presents some confusion. Ability-related data present a relatively consistent picture, suggesting generally "average" capability. Attitudinal data, while suggesting some consistency among scores, as noted earlier, seem to contradict both the quantity and quality of subjective data. Interview data, as already noted, seem to suggest a rather high development of self-actualization for Ron. Objective attitudinal data, however, do not fully corroborate this, in that scores on most attitude scales are generally below comparison means. This is particularly evident in SRI self, authority, work and reality scores. Exceptions are SRI parents and children scores. If subjective interview data and objective attitudinal data do present a contradiction in terms of Ron's self-actualization, as defined here, it seems advisable not to place more faith in one kind of data than the other. Both interpretations and data
gathering techniques may present some degree of research error, as well as confusion and uncertainty on Ron's part. Since positive directionality in terms of our model seems to exist in the interview, but the reverse may be true with some objective data, it may be best simple to say that Ron's self-actualization may not be as positive as the interview suggests, nor as negative as the objective data suggest.

If one attempts to look beyond the level of generality, in at least one aspect of self-actualization, the latter point may be clarified. Ron's awareness of others, for example, as evidenced by the quantity of interview data, appears well developed and largely positive. It will be recalled, however, that some of the interview statements regarding others, albeit a small minority, evidence the potential for a negative awareness of others, particularly of military "lifers", whom Ron found hard to tolerate. In a small way, this evidence qualifies the generality concerning Ron's awareness of others, and may represent feelings expressed more directly through objective data.

Similarly, while Ron's objective scores on SRI scales related to others are generally low, as compared to means, particularly SRI authority, others and work scores, notable exceptions to this generality occur with SRI parents
and children scales. Again the generality must be qualified, but in the opposite direction. The ultimate generality, thus, for this example and others, might evidence some doubt in regard to the nature of Ron's self-actualization process. Perhaps the best that can be done is to acknowledge the doubt. Though the actual nature of Ron's awareness of others is unclear, directionality now seems largely though not totally positive. Self-strength and self-purpose suggest far less certainty, though beginnings for general self-purpose seem firm.

When one attempts to look at the development of Ronald's personality since high school, the data here suggest that two events have exercised great influence - the war and Ron's marriage. To be sure, Ron's self-actualization process might not have progressed as positively as it seems to, had it not been for a seemingly supportive family life, a normal high school career, and exposure to college. Since his brief college career, however, the immense personal responsibilities of husband, Father and military draftee, taken on almost simultaneously, have in fact turned Ron's life drastically. In effect, he had entered adulthood far more rapidly because of these experiences, particularly the war, than he might have had they occurred separately. Evidences of Ron's adult status abound, especially in the interview, and also represent
Ron's determination to seek meaning as well as materialism in his vocational goals represents such evidence. The development of his thought about other human beings as a result of the war does also. His level of apparent seriousness in regard to supporting a wife and child is a self-admitted change as a result of marriage, and, indirectly, of the war. Indeed, the depth of thought on Ron's part related to the paradoxes of human existence, and the idiocy of much human conflict, suggests a high level of thought in regard to the meaning of life, although face value evidences of that element of the model are not categorized from the interview. All these evidences and others, such as SRI children and parents scores, are indications of motivated behavior suggesting hopefulness on Ron's part. Other evidences, lesser in quantity, but visible nonetheless, suggest some pessimism about self and others. These include the potential for intolerance of Army "lifers" and "flunky" workers, mentioned previously, and low SRI self, hope, reality, others, authority and work scores, along with lack of direct evidence of self-strength. Despite this mild but obvious pessimism, Ron's self-actualization seems to be progressing and has great potential for further progress. In large measure, the events of Ron's war experience, horrible in themselves, seem, as a whole, to
have provided a kind of adversity to which he seems to be responding in largely positive terms. This response is most evident in his awareness of self and others and in his selection of education as a general life goal. The previous project's initial provision of financial aid for college may have been a significant influence toward formulation of the latter goal.

If the war played as important a role in the development of Ron's self-actualization as is suggested here, it is apparent that that cluster of experiences also has the potential to produce immense cynicism about the human condition, which is the antithesis of hopefulness and a destroyer of most or all of the present tenets of self-actualization. To now, Ron has manifested only small evidences of that cynicism, at least as seen by the data here. If these manifestations remain tempered and minute in Ron's motivated behaviors, his self-actualization should proceed apace.
Case #17: Elijah M.

Background

Elijah is a 22 year old, unmarried male Negro. He was born and has lived all his life in a major midwestern urban center, except for two years he spent in the Army in Ethiopia and Germany. He graduated in 1967 from a Black and blue collar White high school in his home city. Elijah was born to his Mother when she was seventeen years old. His Father died two weeks later. He was essentially raised by his 78 year old Grandfather and 69 year old Grandmother, whom he now cares for. His Mother was remarried soon after Elijah's birth, and he has three half-sisters and two half-brothers from that marriage, ranging in age from 8 to 21. Elijah now cares for his 8 year old half-brother. His Mother divorced her second husband and has remarried at 39, bearing two young boys, both half-brothers to Elijah. She lives with her new husband and family, while Elijah lives with his Grandmother, Grandfather and young half-brother in a house he is paying for out of his job as vital statistics editor at the local newspaper. All of Elijah's immediate relatives were born in his home city, except for his grandparents who came from the South. Two of Elijah's half-sisters did not graduate from high school, while one is about to complete her schooling at the city's public night school. One of his half-brothers is in the
Army, and is a high school graduate. His Mother did not graduate from junior high school. His Grandfather still works as a night watchman. Elijah lists all his family, including himself, as members of the Apostolic religion, except for his Mother whose religion he says is unknown to him. Before being drafted into the Army, Elijah applied for admission and financial aid at a state university in a nearby city, and was granted both with the help of our project, but did not attend. He worked briefly sorting news releases for the local newspaper before his induction into the military, and since being discharged has returned to the newspaper advancing to his present position.

Summary of Past Subjective Data

The project's association with Elijah was short but amiable. There were sporadic contacts with him at his home and on the telephone until the time that he decided not to attend college. Student counselors reported throughout the association that Elijah was courteous, expressed himself well and was a sound thinker. He had never considered college before our project, saying that he didn't think he could make it. Some of this feeling was based on his financial situation, which was so bad at one point that he couldn't raise $12 for a test fee for a college admission test. He had originally considered the possibility of a business college degree and subsequent work
with computers. He took many business-related courses in high school.

Project counselors eventually persuaded Elijah to consider college, though he chose not to apply at the local university for two reasons. First he wanted to leave the guardianship of his grandparents to be on his own, though his relationship with them was amiable. Second, he wanted to attend college at a state university in a nearby city, because the parents of a girl he wanted to marry lived there and he could defray living expenses in college by moving in with them, as well as being near his fiancé. Accordingly the project assisted him in obtaining admission and $600 aid for the school year at that university, plus a work-study job. Elijah decided not to attend college. Though we never knew why, his marriage plans fell through and this contributed to the financial reasons why he could not attend college at the university of his choice. Soon he got his job on the newspaper, and shortly thereafter was drafted into the Army. He spent most of his time in the service as a company clerk, a job carrying much responsibility which he claims to have enjoyed thoroughly. Since his discharge, he had returned to the newspaper in a permanent and responsible position with the possibility for advancement. Feeling a deep responsibility to his grandparents and young half-brother, he arranged the transaction
to purchase the modest home where they now reside, and assumes much of the financial responsibility for the group. He still considers attending college or a computer school, and wants eventually to own rental property, though he plans to continue his newspaper job for some time.

Summary of Objective Data

Ability-related information from high school and project test scores suggest "average" capability for Elijah. There seems to be no data which suggests obvious exceptions to this assumption, though test data does vary slightly, above and below comparison group means. Elijah's high school grade pattern suggests no particularly noticeable strengths or weaknesses. Most of his grades, regardless of subject, are in the D-C range with an occasional B and no failures. His only A's were in vocal music.

Among attitudinal data, Elijah's JIM Scale score has increased noticeably over the years, reflecting the positive attitudes about education that he expresses in his interview. On his estimate of college performance in 1967 (nine-point scale) he felt he would do "good" in college work. Life Goals Questionnaire score suggests a balanced attitude about the future, but SRI scores are somewhat confusing. Though total SRI score is well above the mean, as are five of eight subscale scores, Elijah's SRI self
OBJECTIVE DATA

Name: Elijah M.
I.Q.: 102
Project Test Category: Low Conventional – Low Unconventional
Not known to project staff.
Not interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
score is noticeably below the mean and SRI others score is slightly low. The low SRI parents score may be apuruous, because Elijah has had little recent contact with his Mother, and his Father is deceased. High SRI authority and work scores suggest positive attitudes toward jobs and vocational relationships, but his moderate SRI others score suggests some possible hesitancy about relationships with certain others. Relatively high SRI hope and reality scores reflect the positive influences of Elijah's sincere religious faith, discussed in the interview. Elijah's low SRI self score is somewhat unexpected, unless it might possibly reflect a low self-estimate as compared to the standards of Christian love to which Elijah seems quite devoted. More will be said about Elijah's religious beliefs as the interview is discussed.

The Interview

Much of the talk with Elijah consisted of description of his job duties and the like. Some of this was relateable to the model constructs and some of it was not. Elijah was reasonably willing to talk and to elaborate on his views without much prodding, particularly after the descriptive statements had seemed to run their course. A number of rather pointed questions were asked, especially in relation to the correspondence between Elijah's religious beliefs and his business goals, so to some extent
the interview was more controlled than others. Within this questioning, however, and to some extent beyond it, Elijah did much talking on his own, particularly elaboration of his views on religion, work and racial considerations. The talk lasted more than two hours.

Practically none of the interview remarks were related directly to self-awareness. Elijah is a very decisive and definite kind of person when he speaks, so the reflective and uncertain character of statements related in other interviews to self-awareness was not so evident here. Many remarks, however, relate to self- clarity, at least at face value. About 31% of analyzed statements for Elijah suggest considerable certainty and clarity about how he views himself in relation to jobs, religion and others in his life. Examples:

in regard to a reporter's job on his newspaper that he was offered but turned down: . . . they had more confidence in me than I had in myself. They were confident that I was competent, that I could do the job. If I had been forced into it I would have given my best; I'd feel uneasy, just like I feel uneasy stepping into my present job . . . being a reporter is not such a great challenge that I would not be willing to meet, then again it is a challenge that I don't know if I could do my best at.

Have you ever considered public relations work? Yes . . . I can work with people quite well. I have an old fashioned way of dealing with people, because of the way I was reared and by whom I was reared. The old fashioned way of getting points across is not really harsh but is straight to the point . . .
I have more trouble communicating with Blacks than with Whites, because Blacks feel they've got to prove something to somebody. If I'm considered Black, I don't have to prove anything to anybody.

I'm me, and that's all I want to be is me! I'm just Elijah M., normal person. . . . I am somebody. I don't have to shout it from the rooftops. The fact that I'm living, walking and have a job means that I am somebody. But it's who you want to be. Do you want to be yourself or another Martin Luther King . . . ?

about marriage: . . . I want my bed soft. If you make your bed hard, you lie in it. I don't want a nagging wife or me to be an old buzzard or a husband.

Well maybe I'm a little bit independent. I like to do things for myself, but when I need something I can't get for myself, then I'll ask for help.

I was taught not to run from bill collectors. It doesn't bother me to pay for something that I owe on. If I owe you, then I pay you. I don't like notices saying that I'm late. I hate that . . .

I've always been governed, as long as I can remember, by my teachings when I was small, and by me recognizing God . . . governed by him, more or less, in important decisions . . . I've been in the position when my Faith wasn't as strong as at other times . . . but if you really want an answer and you consult the only one who can give you a true answer, you'll get it. This is how I believe.

You won't always be up; you've got to stumble and fall, before you realize that you aren't above falling down. You can fall no matter how high you get. If you're too ambitious, pride-struck or cocky, you can be cut down. You must realize that I'm not that important; somebody bigger than I helped me to get there . . . I don't own myself, but I do have goals, pride a little, but not so much to hinder me from being thankful.

The Black-White issue is minor to me. It doesn't matter to me because I don't believe I will ever be denied of anything. If I'm qualified, I'm
qualified, and I will get it, I do believe. This is my strong conviction ...

Approximately 26% of analyzed remarks for Elijah relate in different ways to his awareness of others. Generally, these statements were of two kinds: those which demonstrate an understanding of and faith in others which Elijah seems able to employ for his own various purposes, and those which demonstrate a concern for others, suggesting a willingness and motivation to demonstrate his idea of Christian brotherhood. Examples:

I have a great friend in the city editor. He is a very understanding person. . . . I can become a reporter any time I want to, and I can drop out of it too, if I wish. In my estimation, these people have been great to me.

We get along well when we do have to deal with them (the police dept.). If they want things done . . . well, it's like a child who wants something from his Mother; you ask her in a nice tone of voice. With the police and others, we (newspaper staff) all talk in a soft voice, when we want things . . .

I've run into ignorant Black people and White people, indians, Mexicans, what have you. If you're ignorant, you need to be educated. The only way is through school. Few can accomplish it through self-teaching.

People are people. You're made by one God, the same blood. If you cut a Black person, he bleeds red. So do Whites. People are the same. They've got a soul, eyes, nose, etc. A Black is no different, only their color . . .

. . . you can see Black people, listen to them, feel the impact of their fury. I really, personally don't like to deal with Black people, because when they get in a position of importance,
they feel like they have to prove something to their boss . . . (that) they can treat their own rack like they're nothing. I've seen this and I've had it happen to me . . .

If I get to own land, people I feel most need the home and can afford it will be the persons who get it. I can only help so many people . . . as many as I come in contact with that I can help, I'll help if I can, in whatever way I can. I extend that to anybody. If I can help you in any way, I will. . . . in all sincerity, I mean it. I like helping people.

My Grandmother and Grandfather were the greatest. They disagreed, but didn't argue. They talked their problems out . . . didn't get a divorce. To me marriage is really sacred, which no one believes anymore for the most part.

You're trying to show Christianity by example? Yes . . . extending a helping hand; there aren't too many extended these days. If you do find one, it's a rarity. That's what we need, more like father - Big Brother . . . helping those who can help themselves . . .

My Grandmother's getting old. Her condition worsened when I was overseas . . . sometimes she couldn't walk at all. I just made up my mind that I'd send her so much of my monthly check - the greater part - and as soon as I got home, I looked for homes . . .

Remarks relating to self-strength constitute about 6% of analyzed statements for Elijah. Examples:

. . . seeing my name in the paper on a Sunday gives me a great deal of pride - my name, my column. I wrote it and it was checked over by experts.

I determined in my own mind that I'd make as much rank as possible (in the Army) in two years - not by way of brown-nosing, but getting the job done as best I could. I came out as an E-5, which is as high as you can get in two years.
He's my boss (the city editor) but if I disagree with him, I let him know.

I'm qualified for the job that I'm on, or I wouldn't be here.

... to me, taking over my own business is not that great a distance away. I can reach it if that is really my ambition.

If there's anything I really want, I'll get it.
... if things are meant for me to have, I'll get them. Some way will be made, just like this house ...

In comparison to other cases, a large number of analyzed remarks (12%) related to self-purpose. Many are quite specific in terms of vocational and educational goals, though some are more generalized. There are some partly contradictory goals - making money and helping people - which I questioned Elijah on. He seemed to have considered the potential contradictions in these areas to some extent, and had some relatively clear responses in this regard.

Examples:

After high school, I wanted to go to college and take up Business Administration, which is still one of my major concerns ...

I'm still determined to do the best that I can possibly do, so that at all times I'm covered. I cover myself and get the job done, so that if there are questions asked, I can give immediate answers.

... to get ahead, to get important positions
... to get what I want, which is a good education and more money, I'll have to go to college sometime or other, that's all there is to it ...
I've often thought of myself as either taking over a business or playing a major role... small time doesn't appeal to me that great...

If I had a small business of my own, drawing in a neat income, over five, six or seven thousand dollars a year for myself personally, this would be a step toward my goal, a $10,000 a year job; this is what I want. This has never been in my family that I know of. I have the ambition of getting the money from several different sources.

... computer programming; that fascinated me. I like that... I'd like to buy other property and rent it out. I like being a landlord, not that I'm in a position to overpower, to be a lord over somebody, but I'd like to make a home for other people and to have my money coming in.

I believe it has been appointed to me to be a minister... don't believe I'll be a full-time minister in my own church, but you can even be a minister by communicating with people on your job and with acquaintances.

Remarks suggesting Elijah's consideration of life's meaning amount to about 4% of the total. In general, they relate to Elijah's religious faith, and thus constitute a particular approach to viewing life meaning. Examples:

I would say that, more or less, I live to help others, to do the work my hands were meant to do, more or less to do the work God wants me to do...

I'm thankful for where I have come and I'm thankful for the dream that I have of attending college... I'm thankful for living...

To what do you attribute your non-violent racial attitudes? Christian background.

About 18% of analyzed remarks for Elijah were assigned to miscellaneous categories. These included primarily
descriptive statements dealing with his religious faith and his job. There were also several comments related to our encouragement project. Particularly interesting were a series of largely unsolicited statements regarding racial questions. Elijah elected to discuss racial issues at only the very slightest suggestion by me. I merely mentioned the word "Black" in reference to a softball game I'd seen, where Blacks played, and he started on a lengthy and somewhat vehement reaction, part of which is recorded here:

These points, Black and White issues over the world have...blanketed areas and persons' minds about...the issues. Saturated would you say? Yes! I am not affected by it at all. I was reared to get along with everybody and I see no colors...if you are qualified for a job, whether you be White or Black, yellow, red...you're qualified...this was outlined to me by the City Editor. He was concerned, not distressed, about people saying why we didn't have any Black reporters; him talking to me about this; this doesn't make any difference to me, because if a person is qualified, he'll get the job. I know that for a fact.

Numerous other comments related more or less closely to racial issues followed. The quickness with which Elijah launched into racially related remarks, and the sometimes vehement certainty with which he did so lead one to believe that he is more concerned personally about the issues than he states.
All Elijah's descriptive religious comments are, of course, positive, as are miscellaneous statements about his Grandparents. Comments about our project were few but interesting:

I didn't take it (the project) that way (as a 'handout'). This was a Big Brother; the university extending their hand to me. You're welcome; if you have the ability and want to come in, you can. . . . I had some suspicion. Will we really help? Yes, or what do you expect of me; is this as good . . . as you say it is . . . how much will I get out of it?

Aside from the nature of miscellaneous racial remarks, and the insight provided by the above statements about the project, miscellaneous comments in general seemed to shed no new light on the rest of the interview.

The Essay

Elijah was one of the few subjects who chose to take the option of writing little in his essay. It will be recalled that this option was offered in the general instructions given to each participant. Elijah's essay:

I will not attempt to answer this question in great detail, because I do not communicate with my family very much. Therefore, very little will be said about my family.

Out of eight children, two have completed high school, two have quit school, one is in the process of completing high school at night, one is in junior high school, and the last two are in elementary school.

Mother never completed junior high school and
father deceased.

The goals which I seek for myself, are not the highest, but they are to me, important.

First of all, I want to be a better Christian, after this, things, I believe will fall in place. Of course, I realize without the help of God and hard work and study on my part.

I have intentions of becoming a Computer Programmer, obtain a goal and high paying position in business. Also, to be effective in buying and selling or renting of property or parcels of land to deserving persons.

Gestalt

Most evidence here suggests that Elijah has arrived at rather specific views of himself in relation to others, that he expresses those views primarily in terms of religious, vocational and educational beliefs and goals, and that he has, in some ways, begun to put these views into practice. The general tone of the data for Elijah expresses hopefulness and relatively positive progress in self actualization into the self-purpose "stage", though direct evidence for self-strength is not abundant.

Several possible contradictions in the data need to be mentioned, however, in order to qualify the above generalizations. Though the general tone of Elijah's interview remarks about himself seems positive and relatively clear, his SRI self score is nearly five points below the mean, and interview remarks related obviously to self-
awareness are lacking. The former may reveal a dissatisfac-
tion with self, perhaps because of the stringent
Christian goals Elijah seems to have set for himself, and
may explain the relatively low proportion of self-strength
remarks in the interview. It may in fact reveal a kind of
humility not as evident in many of the direct and rather
categorical statements Elijah makes about himself in re-
lation to others, about his goals and about his religion.

The lack of self-awareness data may suggest that Elijah
has moved so far into the self-clarity "stage", that self-
awareness, though not directly evidenced, is established.
It might also suggest that Elijah has moved toward a kind
of personal "clarification" and goal setting without a
depth consideration of his underlying feelings about him-
self. It may, of course, be true that one can establish
ultimate goals, like Elijah's religious ones, and gain self-
awareness data, it is most in keeping with the tone of
this study to accept, cautiously of course, the possibility
that the wealth of self-clarity data for Elijah does reflect
considerable self-awareness.

Data for Elijah suggest three general kinds of goals,
listed here in their apparent order of importance in his
life: religious, vocational and educational. Elijah has
probably begun to move further toward fulfilling his
religious goals than he has the other two. His religious goals are quite manifest in his concern for helping others, an obvious outgrowth of the concepts of Christian brotherhood which Elijah believes in. Practicing these beliefs is probably best evidenced by the fact that he has apparently set aside, temporarily, his own vocational and educational desires in order to care for his grandparents and young half-brother. This is shown by his act of sending part of his Army pay home, and by his purchase of a home and his self-imposed role as "head" of that house.

Elijah has not set aside his general vocational goal of working hard to get ahead, an obvious outgrowth of his religious views. He would not have advanced as far as he has on his present job had that been the case. The possibility that he may have refused the reporter job because his color could have been a consideration is raised, though it may be best to accept Elijah's explanation that he was not ready for the job. The latter certainly supports Elijah's belief that people should get only what they are "qualified" for. This situation generally reflects an attempt by Elijah to practice his beliefs about work. These beliefs are further reflected in high SRI work and authority scores, as well as in many interview remarks. Elijah has apparently made little attempt to carry out his more specific vocational—educational goals for computer—
programming, business or land ownership and college, but this is probably because of his assigning higher priority to his Christian goal of helping others, primarily those who live with him. Thus he is attempting to demonstrate his beliefs in practice.

Elijah's awareness of others, though quite acute and generally positive, presents some interesting and partially contradictory aspects. Within his general concern for others and desire to help them, Elijah is aware both that he has difficulty relating to his own race and of some of the reasons for that difficulty. The fact of this awareness reveals the level of his perceptual capability, and the fact that he almost refuses to acknowledge openly the fact of Black-White differences, in spite of pressure he must be feeling from the Black "movement", says much for his self-strength. In another light, however, this near refusal suggests a lack of realism about racial problems, due to his religious beliefs, which, if followed dogmatically, could result in repressed bitterness - a denial of self - should Elijah encounter much personal discrimination later in life. At present, Elijah's religious views seem strong enough to override any such eventuality, although, as in other cases, the developing nature of awareness of others seems to be crucial for the status of progress in self-actualization and concomitant
level of hopefulness.

The generalized reasons for the present level of development of Elijah's self-actualization seem quite apparent, but cannot be detailed here because they relate mainly to his past before the advent of our project. He has, in many respects, built his life around religious beliefs as taught by his Grandparents. Elijah seems quite aware of possible contradictions between his goal of making money and his religious beliefs. He seems willing to deal with these contradictions, if they arise, though he has not yet had this problem since he has not had the opportunity to make money at the expense of others. From what he says, and from the sacrifices he has made for his Grandparents, it seems that Elijah's faith will enable him to appropriately reconcile any contradictions between beliefs and goals if they arise.

A general consistency between Elijah's beliefs and his actions seems to give the greatest support to the assessment of his self-actualization given at the outset. There seem to be minor inconsistencies of which Elijah is more or less aware. If he remains intelligently aware of these potential problems, his self-actualization should proceed smoothly. His faith might be either a boon or a hindrance to the process. Should the dogmatic aspects of his belief
broaden, his view of self and others could be distorted from reality. Should reasonableness prevail, self-actualization in the truest sense, including a balanced view of self and others, should proceed and thereby help to satisfy many of Elijah's religious goals.
Case #18: Hope R.

Background

Hope is a 20 year old, married Negro female. She was born in a major midwestern urban center, and has lived there all her life with her parents and her 22 year old sister, now a teacher in a neighboring town, and her 19 year old brother, an accountant's assistant. Hope continues to reside at home with her parents, caring for her infant daughter, while her husband completes his tour of military duty in the Army, with the possibility of duty in Vietnam. Hope's Mother is 40 years old with eleven years of schooling and works as a medical assistant. Her Father is 48 years old, is not a high school graduate, and works as a mailman. Both parents were born in rural areas of the state and migrated to the city in their youth. The family lives in a neat, integrated blue-collar neighborhood of the city in a clean, modest, well-kept frame house. Hope graduated with distinction from a mixed Black-White city high school, composed primarily of children of relatively stable working class parents. She attended the local state university on an academic scholarship in Home Economics for five quarters and was dismissed once for low grades. She applied for reinstatement later and it was granted, but she dropped out of college when she got married. Hope's sister graduated in education from the
local state university before starting her teaching career. Her brother attended college for one year. Neither of Hope's siblings are married. The entire family are Methodists.

Summary of Past Subjective Data

Though Hope had considered college before the advent of our project, and had begun procedures for enrollment and scholarship application, we still had considerable contact with her before her matriculation and through much of her first year in college. Hope and her family were always very courteous and helpful to project personnel, and were willing to accept our help, even though their observable need for help was actually less than many others in the project. Since we had knowledge of university ways that Hope did not have, she was always eager to listen to our advice and ask questions. We visited at her home and her school, and she visited the campus on several occasions to attend classes, visit the Home Economics department, and participate in a May Day celebration. Home Economics was never in question as Hope's major academic interest. She set up a program in it from the beginning of her college career, though surprisingly she took few credits in that subject in high school. After a high school career in which she appears to have been the model student, (i.e., high grades, group membership, including National Honor
Society, etc.) Hope received scholarships both from the university and a local PTA group for study in her first year of college. The project had less contact with Hope during her first college term than with some others. She rode the bus from her home to campus and back everyday—a two hour trip both ways—and was so busy with her course work that we usually saw her only briefly. Her past record and the nature of these brief contacts gave us no reason to believe that Hope would have any major difficulty in her college work. Though she did relatively well in her first term (a 1.9 average, a B in English, C in Sociology and a D in a Psychology course), our belief in subsequent terms proved wrong. In her second and third terms, her grades dropped to 1.4 each quarter, though she still received C's in some difficult courses, such as English and French. At the end of her third term, her grade average was 0.22 points below the required level for her to remain in school. She was notified of academic dismissal by her college. The project intervened for her at her request to seek reinstatement two terms earlier than the normal wait of three quarters. Reinstatement was granted one quarter earlier than the normal wait, thus Hope waited two terms and started taking courses again.

Though our contact with Hope during her first three terms of college was relatively frequent, it is painfully
obvious now that she had some kinds of difficulties affecting her academic performance that were never communicated. The only possible reasons for this lack of communication were a general reticence on Hope's part to discuss personal matters, and an inclination by project staff not to "push" her in any way to detail her difficulties. Thus Hope was dismissed, and was quite crestfallen, though her motivation to continue in school remained high. The only indications about her difficulties that the project had at the time were that the daily bus ride she had was tiring and time consuming, and that she spent much time during her third term caring for her Mother who became ill for some length of time. Other reasons were disclosed to some extent in our recent interview, to be discussed later, though project staff were almost totally unaware of these factors at the time of Hope's dismissal.

Though Hope was reinstated in the university for the Winter term of 1969, funding for the active phase of the project had expired by then, and project personnel maintained little contact with her after the Summer of 1968. Hope's final grades after her reinstatement were only slightly better than earlier ones, still below a C average, although teacher's comments about her written work and classroom participation were uniformly favorable. She received C's in difficult courses such as Chemistry,
Classics, Economics and Theatre. Hope dropped out of the university after the Spring term of 1969, and she was married shortly thereafter. She became pregnant soon, and gave birth to a daughter in the Spring of 1970. Hope and I had several conversations about child-rearing. Her husband had been drafted into the Army soon after his daughter's birth, and Hope was at home all day, along with her new child, since both her parents worked. Neither she nor her husband have had either a residence of their own yet, nor anything close to a permanent job. She is awaiting his return from the military and has no firm future plans except for Motherhood. Her husband may go to college after the Army, but financial responsibilities may interfere.

Summary of Objective Data

With the exception of college grades, all ability-related data for Hope suggest high capability. Her high school record is outstanding. She received only two C's in three years of high school in a college prep program, was graduated with honors and was a member of various organizations. Though her college grades were low by comparison with high school, she did receive C's in several courses, mentioned earlier, with which college freshmen typically have difficulty. Of all project test battery scores, two non-verbal measures for Hope are below group means, as is
**OBJECTIVE DATA**

Name: Hope R.  
I.Q.: 116  
Project Test Category: High Conventional—High Unconventional  
Not known to project staff.  
Not interested in further education.

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1. Based on sample of 2677 original project S's, both male and female.  
2. Based on national norming sample of either 1631 male S's, or 1558 female S's (31).  
3. Based on present sample only.  
4. Based on norming sample for either 1362 male or 959 female college Freshmen (16).
the creativity-related Brick uses - shifts score. These scores may reflect some tendency for Hope's capability to be manifested in more conventional ways, such as verbal fluency. Other than these low scores, all other indicators of ability for hope are quite high in relation to comparison groups.

Attitudinal data for Hope are uniformly very high in comparison to relevant means. Only a modest "average" rating on the nine-point scale, and an SRI others score 0.4 below the mean are exceptions. Hope's JIM Scale scores are the highest of any subject. Somewhat surprisingly, in light of Hope's expressed lack of interest in further college, her recent JIM Scale score is substantially higher than the earlier one. It may be that Hope is motivated toward school-related activities, but not toward school itself. All SRI scores except for others are higher consistently than any other subject. One must conclude that Hope's attitudes as measured by SRI are quite positive. This conclusion is corroborated by interview data to be discussed later.

The Interview

The talk with Hope lasted only about an hour and produced relatively few remarks in comparison to other interviews. She was, however, extremely helpful, courteous and
willing to talk, so some of the remarks are reasonably pointed and illustrative of particular constructs of the self-actualization model. Only self-awareness among the six constructs is not represented directly in the interview, though the nature of self-clarity remarks suggest that much self-awareness can be assumed for Hope. They constituted about one third of all categorized statements.

Examples:

I couldn't stand the written and especially the unwritten rules in the Home Economics Department... about how you should dress and stuff. That's one reason I quit... guess I'm a rebel, but a quiet one.

I won't go back to school unless it can be satisfying for me. I'm very happy now, though I don't have much money; but I've got freedom... and I decided to do what I wanted to do, not what others said.

I really feel I got some bad teaching at the university, but I know myself well enough that I couldn't use this as an excuse for quitting.

I may consider school later. I think I could really work well with little children.

Though I was influenced by other kids' ideas of success — college and lots of money — I never was really enthusiastic about school... couldn't have put up with it the way it was for four years...

I pray regularly, but we don't go to church. I got tired of going just to show others I'd gone... Churches putting up the amounts of daily offerings really turned me off.

About another third of categorized remarks for Hope related to her awareness of others. All were categorized
positively, including those few which suggested a mild dissatisfaction with others. Examples:

My high school was good because of the mixture of people who went there ... Blacks, Whites, Hillbillies, rich and poor. My junior high was not near as varied ... too many high class Whites, and the teachers felt they had to treat Blacks differently; not bad, just differently ... but they didn't have to treat me differently because I'm not. They were good-hearted though; they just didn't know how to deal with Negroes.

as her infant daughter began to cry: What do you do when you'd like to whip your child and someone else is around?

People are far more important than books. You learn much more and you learn it easier from people than you do from books. I've got a sister who got all A's and B's in college and seldom remembered anything.

I agree with most things college kids riot over, but violence is not a good answer ... it hurts too many innocent people.

My husband and I have got our own religion. We've talked it over together and we like it.

About 4% of categorized portions of Hope's interview related to self-strength. One important such remark, dealing with Hope's decision to do what she wanted to do, (quit school and get married) has already been quoted as a contextual portion of self-awareness remarks (see second quote under self-awareness). Only a few other self-strength remarks bear mention:

Even though I needed the money that school could eventually being me, I decided that it wasn't for me now ... money's not everything ...
Even though my family always went to church, I decided not to because of what I told you before... I'm not sure how my parents took this...

I really enjoy myself at home now... not because it's easy, because my husband's gone and money's scarce, but because I made my decision and I'm sticking to it...

About 8% of categorized remarks for Hope related to self-purpose. In vocational-educational terms, her purposes seem vague, but in personal terms they seem clearer. Examples:

My husband wants me to go back to school, but I don't want to right now... maybe later... right now I want to concentrate on being a wife and Mother.

I might like to be a teacher... I like little kids... but that won't be until much later, and I'm not sure...

Since I think people are more important than college or books or that kind of stuff, I think I'll try to deal constructively with those people close to me and worry about school later...

About 4% of Hope's categorized remarks relate to consideration of life's meaning. Some of these were not clearly defined and overlapped with other categories. One example:

Everywhere you go there are good times and bad, nice people and those who aren't so nice... that's the way life is, and it's good to learn to live with it.
There were few categories of miscellaneous remarks for Hope's interview which appeared significant. Of these, only two bear mention here: remarks relating to descriptions of high school and of college incidents which seemed to have basically negative effects on Hope's views of education. Though her awareness of others has probably allowed her to accept these incidents rationally and without excessive criticism, they probably had a part in her decision to quit college, despite her outstanding high school record. Parts of these remarks have already been included as contextual portions of other statements relating to the model categories. A few which are not are quoted here:

High school had too many dumb rules and a lot of teachers who didn't care . . . I went along with it because I respect people and believe in following even dumb rules . . . but dress codes and hall passes don't give much freedom.

When I got in Home Ec. in college, a lot of the rules were unwritten . . . like you didn't wear skirts in home ec. classes that were too short . . . you were looked down on . . .

So many teachers in high school and college acted like they really didn't care . . . gave unrealistic assignments and were unwilling to talk to you about your problems . . .

The Essay

The essay is essentially a highly general reiteration of the interview, representing about the same proportions of the model categories. No new information is presented
that was not in the interview. The essay is short and
seems to have been written hurriedly:

Right now I am not interested in any kind
of job. I feel that my main responsibility is
to my child and my husband. Later, as my family
becomes settled and my daughter enters school,
I could consider working outside of my home. The
only work I would consider however, would be with
children or maybe some sort of public aid.

As far as my social relationships are con­
cerned, I do feel that they are all they should
be.

High school and college were both beneficial
to me but in different ways. In high school I
participated in many activities and therefore
learned to communicate with, get along with and
understand people a lot better. Lively class­
room participation also enabled my teachers and
me to relate well.

My college years were beneficial in that I
got to understand and know many different kinds
of people. I must say however that my ex­
eriences with instructors were rather regretful.
The ones who were interested in their students
were few and far between. The others were too
greatly outnumbered.

Gestalt

Hope was one of the few subjects in this sample for
whom the data reflected almost unequivocally positive evi­
dence for self-actualization. Almost without exception,
attitudinal and ability-related objective data reveal evi­
dence of optimism, positive view of self and others and
the willingness to practice these attitudes in at least one
major context - the public school - as revealed by her
outstanding record. This information, combined with
interview data, nearly all of which is positively related to self-actualization, indicates that Hope's self-actualization is probably well-developed into the awareness of others "stage". Indications of development beyond this stage, though minimal, suggest that Hope's process of self-actualization is progressive rather than stagnant. This is revealed even more clearly by the quality of certain interview remarks in all model categories.

The only data available for Hope which contains even the potential to be negatively related to her self-actualization is her college performance, and the attitudes she seems to have toward higher education which contributed to her dropping out of the university. Interview statements and low grades in college (by her standards) suggest clearly that Hope's university experience was at least mildly distasteful to her. This same evidence suggests, however, that she quit college only after giving it a fair trail, and that her dropping out was thus rational and considered, rather than hurried or lacking in forethought. She seems, in fact, to have grown considerably in self-awareness and self-strength through the decision to quit school. She states firmly and confidently that, at present, being a mother and wife are her chief goals, and that she is happy doing what she wants most to do. All attitudinal data support this statement, although
extremely high JIM Scale scores present some confusion. If the JIM Scale actually measures school motivation, one might logically expect Hope's scores to be much lower in light of her expressed attitudes toward college. Though the decision to drop out of college seems now to be positively related to Hope's self-actualization, the potential exists for her in the future to come to regret the decision. This could only result if Hope's goals of being a good wife and mother prove to be too limited for her, or if she comes to be more potentially inflexible in altering those goals. Nothing in the present evidence suggests that either of these eventualities will occur.

Nearly all evidences of Hope's motivated behaviors available for analysis here suggest developing self-actualization and a high level of optimism about her situation. It seems that Hope's name is quite appropriate. Specific reasons for Hope's extremely positive attitudes and actions are not available from the data here. Since Hope's high school record is so outstanding and is reflective of her attitudes, it must be inferred that these attitudes are of long standing, and hence probably directly traceable to her family situation. Though Hope does not talk of her parents in the interview or essay, high SRI parents score and an apparently stable family situation (working parents, neat home, stable residence, etc) suggest that
family discord has never been a serious problem in Hope's life. In fact, the only mildly negative influences in Hope's life suggested by the data here are the college experience and, to a lesser extent, the public schools. Neither appears to have had derogatory effects on her self-actualization process. In short, Hope seems to be quite individualistic - deeply cognizant of others, but not dominated by their influences. This kind of demeanor seems most closely related to the potential for development of a high level of self-actualization as defined here. Hope seems well on her way to developing that potential.
Case #19: Peace W.

Background

Peace is an unmarried, 21 year old Negro male. He was born in a major midwestern metropolis and lived there with his parents, three sisters and one brother until his graduation in 1967 from a small blue-collar high school in an all-Black suburb of the city. At that time, he began college at a state university in a nearby urban center, partly as a result of our encouragement project. Peace has stayed in college since 1967, though not consistently. He was dismissed on two occasions, and had to drop out at other times to earn money, at various jobs, for college. He presently attends college part-time, while maintaining a full-time janitor's job for an engineering firm. Peace's 46 year old Mother and Father (recently deceased) his oldest sister, 27 years old and a secretary, were all born in a state in the deep South and subsequently moved North in search of work. Neither Peace's Mother or Father finished high school. His Father worked as a laborer and Baptist minister, and his Mother is now a gift-wraper in a department store. Peace's siblings are all unmarried. A 22 year old sister is a college graduate and a reporter for a local newspaper. A 19 year old sister is a college student, and a 23 year old brother is a graduate student at a Black university in the South. Peace's oldest sister
also has a year of college. The entire family belongs to the same Baptist church. His Mother has managed to keep the family home intact, despite serious financial difficulties since her husband's death.

Summary of Past Subjective Data

During the active, funded phase of our earlier project, Peace was an individual with whom personnel expended considerable effort without really learning much salient information about the person. Recent contact, primarily the interview, has done much to fill these gaps, but for a considerable time during the earlier part of the project, much of what we learned about Peace came intuitively, rather than directly through sustained conversation or other sources. He was not antagonistic, but rather shy and untrusting of Whites. As he mentions in the recent interview, he was afraid to talk to people, especially Whites, since he grew up in a Black neighborhood and attended Black public schools.

Peace had decided to attend college before the advent of our project, although our assistance in financial matters probably helped him to decide to attend the state university with which we were affiliated. He had been quite active in high school, serving on the student council and as class president during his senior year. Peace visited
the University campus on a trip sponsored by the project, and after relatively few initial contacts by project staff, enrolled for classes in the Fall of 1967. During most of our preliminary conversations, Peace remained, paradoxically, willing to meet, but generally reticent about discussing in much detail his personal feelings about education, jobs or his past or future. Peace received considerable financial aid for his first year in college — enough to cover nearly three-quarters of his expenses. He also was able to have as a dormitory room-mate, a high school friend, also a project participant.

During his first college term, project personnel had considerable contact with Peace, none of which however, was particularly consequential due to Peace's continued shyness. Telephone contacts were frequent, but short. Face-to-face contacts became more frequent toward the middle of his first quarter, as Peace began to respond to our offers of academic help. Math and English were particularly difficult for him. He decided to major in Journalism, and has continued that interest until now, along with an interest in political science. Peace also mentioned, on occasion, "adjustment problems" in the dormitory, though he did not elaborate at the time. In the recent interview, he suggested that these problems had to do with racial matters. At one point, some minor fisticuffs erupted, and Peace was detained
briefly at the University Police Station for his part in the incident. Despite these troubles, peace managed a 1.5 average for his first college term, although this was far below expectations, in terms of his high school record.

The project’s contact with Peace over his next two college terms decreased somewhat, and though conversations remained friendly, his reticence was still apparent. Project staff found it difficult to contact Peace. He was seldom in his dormitory room. We found out indirectly, and later through Peace, that he was at this time becoming increasingly concerned about racial matters. He began to attend some meetings of various Black organizations, though he never became firmly committed to any of them. At one point he participated peripherally in a "sit-in" at the University administration building, but was not arrested as several of his close friends were. Peace also developed a kidney infection at this time, which he later admitted may have been aggravated by drinking. His grades remained about the same for his second term.

Peace's academic performance at the end of his first year was not bad, (1.6) considering the other pressures on him. He did not fail a course, and received C's in several difficult courses, including Sociology (Race Relations) and English. Still his grades were too low by university
standards, and he was notified of academic dismissal in June of 1968. Peace chose to petition for immediate reinstatement with the help of project staff, who provided written recommendations for him and attended his hearing with him to speak in his behalf. His reticence continued in the hearing with his college Dean, as he failed to make a strong case for reinstatement. The Dean was quite negative about Peace's chances of ever doing well in college, though he agreed to consider the case. All parties agreed that Peace was capable but not sufficiently motivated to ensure his chances of success. Ultimately Peace was denied reinstatement for a period of one academic term. In the meantime, our project terminated officially, as did sustained contact with Peace.

Peace returned to his home city for a Summer of factory work, before returning to the university in the Fall of 1968. At this time his Father became ill and subsequently died, and Peace was forced to withdraw from the university. After beginning to recover from the shock of his father's death, he remained in his home city working in his previous factory job and helping to support his Mother. In late 1969 he returned to the university city and found a part-time job in a hospital before reenrolling in the university early in 1970. Since that time he has been continuously enrolled, except for one term when he ran short of
money and had to obtain his present full-time janitorial position. Since his return to college, he has maintained a 2.5 grade average, bringing his total average to nearly a C, overall, though his university status remains probationary.

**Summary of Objective Data**

Ability-related data for Peace offer a study in mild contrasts. Project test data represent the lowest acceptable range of scores for project selection, though in comparison to the original total sample of nearly 3000 subjects, his scores are still in about the top quarter. His I.Q. is not noticeably high, particularly when Peace's excellent performance in high school is considered. He only made four C's in his high school career. All other grades were A or B. No significant grade pattern exists. Peace's overall college performance is not outstanding, yet all of his poor grades (five D's) were received when he was an 18 year old college freshman. In his four subsequent college terms, Peace's ability seems about "average", based on his performance.

Objective attitudinal data offer considerable confusion in interpretation, especially when viewed alongside ability and performance. Earlier JIM Scale and "Nine Point Scale" scores fall below comparison means. The recent
OBJECTIVE DATA

Name: Peace W.
I.Q.: 106
Project Test Category: Low Conventional –
Low Unconventional

Known to project staff.
Interested in further education.

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1 Based on sample of 2677 original project S's, both male and female.
2 Based on national norming sample of either 1631 male S's, or 1558 female S's (31).
3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
JIM Scale score represents an immense drop over the earlier one, and must suggest major changes in attitudes related to academic motivation. Yet Peace's college achievement has improved considerably. All SRI scales except children are below means, and only Life Goals Questionnaire represents a score above comparison means. It is extremely difficult to account for unusually low attitudinal scores, especially in light of Peace's activities and the generally positive tone of his interview to be discussed later. It may be that Peace has been more scrupulously honest in his responses than many others, and that score differences are therefore more pronounced, though this is impossible to document. Perhaps the best that can be said from the data at hand is that performance data (school and college record) may assume greater significance than inventory scores, though this cannot deny the potential significance of the latter.

The Interview

By contrast with his earlier reticence, Peace's conversation in the recent interview was relatively free and open. The fact that the talk lasted for nearly an hour and a half without undue prodding by the interviewer was in itself an indication of Peace's interpersonal growth. In previous years a conversation with Peace often lagged because he contributed so little to it. All of the model
categories except life meaning were represented in the interview, as well as eight miscellaneous categories, three assuming sizeable proportions.

About 7% of categorized remarks for Peace related to self-awareness. Not many examples were especially clear, thus only a few are listed here:

I don't know if it was coming from the school that I came from (all Black), or if I was just shy, but I just failed to talk to people (during his first college year)

Have you ever considered school (college) for yourself in your home town? I don't know. It just doesn't seem like it would be the same educational environment as up here.

Speaking of his detainment at the university police station, during a racial incident in his dormitory: I don't know if they have that on my record or not. Wonder why I worry about things like that.

About 30% of categorized remarks for Peace related to self-clarity. Many shared contextual overlap with other categories of the model, particularly self-awareness. Examples:

I didn't take advantage of it (the project's help) like I should have. When I first came to school I was just playing around. I didn't really want to get down to work, but a lot of things happened to me over the three years that have changed my goals in life a little bit.

It's basically my fault (not talking to people). I knew I should have been doing it. I just wouldn't make an appointment with an instructor and then keep it.
I guess I was just lazy... don't know.
... guess you have to just make your own mistakes, then find out and look back and reflect on it.

As far as the (campus) strike was concerned, I felt that they had issues. I wasn't going to get involved, because I'm selfish. (laugh) I didn't want to get hit across the head. Another reason; after I had been through my experience out of school, I was ready to get back in school, and no bullshit.

You really have to decide which way to go (in campus racial issues). That's why I didn't get involved, (in recent disorders) 'cause I saw what happened in 68 after the administration building, and I just didn't want to get it on my record. (Then) I started fading out of this Black movement thing. I said I'm just gonna be Peace, Black Peace... I couldn't be a leader of a group up here because my goals are different.

I think everybody should have at least one year of college. I learned so much that first year... about people... but I was still on that I don't care attitude. I was actually saying to myself, I know I can do it, but I kept putting it off and wasn't doing it (laugh).

To me, everyday, more and more, it's really pretty hard to be apathetic (about social issues, etc.).

I just don't like people tellin' me what to do (as in the Army, which he's never been in).

About 37% of categorized remarks for Peace related to the self-actualization construct awareness of others. Both understanding of the peculiarities of others, as well as concern and acceptance are indicated in comparable measure. On occasion, Peace demonstrates tolerance - a certain indicator of concern for others as defined here. Examples:
My Father was sick for over a year before he died. That helped all the family to come together. They all talked to me. They helped me get back in school. So now I'm really trying to make it.

I think after Kent State a lot started realising the seriousness of it, (campus demonstrations) and how much the so-called establishment was really set on keeping their ways.

... this group (campus Black organizations) is not a constant group. ... I get my education and I have goals in mind for people in my home community, and they might not be the same as these people here - this in and out group. But I can learn something from them. ... Black students across the nation - they're not organized; maybe on general terms. They all have different things.

I know a lot of students at home who really need to be in school ... have the ability. A Black guy in the administration building wants me to see about getting them in school ... do a little recruiting. They just came back from the service. They lost; don't know what to do. If they could get in school it might help them see a little clearer.

Coming from an all Black high school, I hadn't really been around White people before, except for on the job. I worked in a factory at home my senior year. I learned a lot about people. But coming up here and living with them in a dorm; you just learn about different types of people. I can go along with living in a dorm that first year.

After Kent State, one guy at work said, 'yeh; they ought to kill 'em all! When people make statements like that, I get scared myself! This guy thinks like this, practically everyone he runs around with thinks like this. I'm just generalizing, but ... 

The local newspaper is slanted. I know it. Working down there (his present job) every day, guys read this (about campus disturbances). They get scared. They take a picture like at Cornell ... guys coming with guns. That's
scary to those people. Its scary to anybody.

I know a lot of people who are apathetic. They wouldn't give a shit. They're just living in their own little world. They get scarest the fastest. That's because they don't get involved. . . . I'd like to see in industry people get off the machine for a while and talk about some issues. I was the only Black in there (a former job). I would talk to people. I knew how they felt about things, especially the University. I knew it was very easy for them to prejude. I actually felt sorry at times for people that really don't know what's going on. . . . its just like a child that doesn't know how to read. You try to teach them.

This guy at work . . . let's say I've been smoking dope for a while and I can recognize when someone's high. This guy's coming to work - he's an engineer - I just stopped and asked him; 'how's your head today?' He said he'd recognize sometimes when I'd come in . . . after we got to talking . . . but, you know, I'd get kind of paranoid.

About 3% of categorized remarks related generally to self-strength. Examples:

I don't like to start anything and not finish it.

Are you confident about your goals? Pretty much so. . . . I know I can get my grades up enough to graduate with a 2.0.

In regard to having to shave his mustache in order to get a job: I really had to think, because I had been through that in high school, and I lived a life-style up here that was totally different; then to hear this . . . but I went ahead and did it. I really needed the job. I didn't get all rowdy . . . I said No.

About 3% of Peace's categorized remarks related to self-purpose. Examples:
Now I know where I'm going. I plan on getting a degree in Journalism and possibly one in Political Science.

As far as grad school, I don't have any plans right now.

Both fields are opening for Blacks. There's a possibility of getting into law school.

I don't know how I could go about doing it, but I had in mind some sort of community paper, to be started by me or somebody else in my home community.

Various miscellaneous remarks from the talk with Peace were arranged in some eight categories, only a few of which are worthy of mention. Most were purely descriptive of incidents involving college, jobs, his family, etc. Brief remarks regarding our project were positive, but solicited. A few statements reflecting Peace's financial situation indicate that it is difficult, but probably not a total deterrent to the completion of any of Peace's plans. All descriptive remarks related to Peace's family life indicate positive relationships there.

About 7% of the categorized total related to Peace's college experiences. Few described positive experiences, though Peace refused to be cynical about college and in fact saw college as an important, if not always pleasant experience for nearly everyone. Many such remarks described the series of dismissals and academic probations
which have characterized Peace's academic career.

About 3% of categorized remarks involved descriptions of job-related experiences. Most were purely descriptive. One described jobs as a necessary responsibility helpful in keeping Peace from "goofing off". Another related the sequence of events involved when Peace was asked to shave his mustache upon being hired for his present janitorial job. In general, miscellaneous remarks add little direct evidence to the understanding of Peace's self-actualization.

The Essay

Though extremely general, this writing offers some information not available elsewhere. Peace's vocational goals are seen to include a major newspaper or broadcasting, and a general goal - "to influence others" - is noted. Formal education is given flowery plaudits. A rather general characteristic of self-deprecation is to be noted in relation to pleasing his family and not appreciating educational opportunities. This characteristic may shed light on previous evidence, to be summarized shortly in the Gestalt. The essay is reprinted here in its entirety.

As far as vocational goals are concerned, I feel that the field of the mass media is my main interest. I would like to gain some experience in this area by working for an established newspaper or broadcast network with the intent
on one day establishing one of my own. Through this medium I would be able to keep abreast as to what’s going on in the world, and use this knowledge to inform and if necessary influence others.

In general my relationships with the members of my family are beautiful. If any improvement were to take place in these relationships it would probably occur from their knowledge of my success in whatever field I eventually pursue.

Education has been a very inspiring area to me. Formal education I have often taken for granted, however. I have had opportunities that others often were denied and have failed to appreciate them. Knowledge of this and the results of my non-chalance attitude is to me education in itself. This inspiration gives me optimism in the task ahead of me, and it serves as a reminder for me not to make the same mistake again.

As far as college is concerned, my four years so far have been the most challenging to the educational structure in the history of one country, therefore they have been especially challenging to me.

Gestalt

Interview and other subjective data, along with evidences of Peace’s motivated behavior (college attendance, job-seeking, etc.) give a picture of considerable growth and determination over the past four years. Despite financial hardship, the death of his Father, a poor early performance in college, dismissals and the diversion of a brief bout with Black politics on campus, peace has seemed to move steadily toward a set of highly generalized goals. These goals are quite idealistic and conventional. They involve getting an education to continue the apparent
family tradition of college so that Peace may eventually return to his home community to help sustain and enhance the lives of Blacks living there.

A general analysis of much of the data here suggest that Peace's process of self-actualization has developed well into the "stage" of awareness of others, and beyond to only a minor extent. The interview demonstrates clearly Peace's growth over four years in interpersonal communication, particularly with Whites, when compared with his reticence during the first year of our acquaintance. Further evidence of Peace's growth of self in relation to others is provided as he relates, modestly, occasions where he had the opportunity to be intolerant of others' peculiar sets of values, but chose to react more rationally. His reactions to others' views of campus disorders and his act of shaving his mustache to get a job demonstrate this. The latter, as Peace describes it, was not an act of submission but one involving the rational selection of priorities, including an attempt at understanding the bases for such views. As such, it was an act of self-growth rather than of self-denial.

The above analysis suggests that Peace is an extremely hopeful and optimistic person. Indeed, Peace's SRI hope score offers moderate support of this view, even though it
is below the comparison mean. The overall impression, however, of Peace's low SRI scores, along with the drastic drop in JIM Scale score over time seems to put the previous conclusions in a confusing light, even though the sheer weight of interview and past performance data seems great. The self-deprecatory tone of some of Peace's remarks, particularly in the essay, may provide a clue in solving this dilemma. Peace's religious background, exemplified in his own first name, and in his Father's ministry, has probably been permeated by an emphasis on the fallability of man as compared to a perfect God. This may have provided Peace with personal standards of self-scrutiny much more rigorous than a person with a different background. If this is true, it may account for self-deprecation in the interview, and responses on SRI given meticulously according to perfectionistic standards. If so, SRI gives a true reflection of Peace's feelings on the various scales which, though quite below standards of others in comparison groups, are appropriate for Peace and not necessarily indicative of hindrances to his self-actualization process.

The above explanation does little to reveal the reasons for the extreme drop in Peace's JIM Scale score over time. In fact, none of the other evidence here except that of a rather rocky first year in college suggests any reason for
such an apparent change in attitudes related to achievement motivation in college. The fact that Peace eventually had to struggle to reverse the trend of his first year may account for some of the change in attitude. Or it may simply be that Peace is able to drive himself to succeed in college, at least in terms of grades, despite beliefs which would seem to slow his progress. In any event, peace is now making reasonably good grades and there is no major reason to suggest that he will cease.

When one searches the present evidence for influences antecedent to Peace's patterns of motivated behavior over the years since high school, family is undeniably dominant. Influences fostered and accentuated in Peace's family include education and religion. Though his parents had little education, all their children have gone to college and two have graduated thus far. This despite financial worries.

Peace is not hesitant about expressing his love for his family or his desire and respect for education. Though he talks little of religious beliefs, evidences of faith and the Christian ethic are apparent in his behavior, and seem to be contributing positively to his self-actualization. His demonstrated tolerance of others' views, even those of racial intolerance, has apparently continued, if
haltingly, even over the months of major racial disturbances on Peace's campus and elsewhere. That Peace was able, as a Black, to emerge from racial turmoil with much of his generally optimistic view of others, even Whites, apparently intact, is indicative of self-strength. That strength was probably fostered by a closeknit family structure according to the principles of Christian faith. After about two years of confusion brought on by his early college experience, the campus Black movement, his stint at a factory job and his Father's death, Peace seems now to be moving toward goals probably set unconsciously early in childhood: education, self-respect and service to others. He seems hopeful, thus, and as he has moved, his self-actualization seems to have proceeded apace along the lines the model suggests. Most indications are that it will continue to do so.
Case #20: Daniel E.

Background

Daniel is a 21 year old, unmarried Negro male. He was born and continues to reside in a major midwestern urban center, as was his Mother and 23 year old brother, a factory worker. His Father, a factory foreman, was born in a small town in the southern part of the state. None of Dan's family has any education beyond high school, and he lists no religious preference for himself or his family. Dan's Mother died when he was in junior high school. Dan was raised after that by his Father and stepmother, his Father having remarried shortly after his wife's death. His stepmother now works as a saleslady. His brother lives by himself. Dan had to attend summer school in order to graduate from the city's only all Black high school in 1967. Shortly after taking a job with a delivery service, Dan was married and subsequently fathered two boys. His marital relationship never assumed much stability, and Dan was divorced less than two years after his marriage. During his marriage and since his divorce, Dan has worked at several jobs, mostly in the area of services, including janitorial work, post office work and "odd jobs". Dan has just been selected as a participant in a social action project designed to foster higher education among minority group members. At this writing, Dan is beginning a program
of academic studies at the local state university under the auspices of that project.

Summary of Past Subjective Data

Dan was one of the persons with whom project personnel had little contact. This was probably due in part to his lack of inclination toward education beyond high school, vis-a-vis our project's advertised emphasis on further schooling. Consistent contact with Dan lasted only through his high school graduation in the Summer of 1967. Though our meetings with Dan were always quite congenial, and at times reached a personal level, it soon became apparent that Dan's peculiar set of problems and lifestyle at that point in his development were not conducive to his seeking more schooling.

Dan lived with his Father and stepmother till his high school graduation. Since they both were employed, often working different shifts, Dan had much freedom as a youth. At high school age, he became "street-wise" in his section of the city, frequenting bars and having various experiences with members of the opposite sex. In our conversations, he showed some willingness to discuss these aspects of his life. His interests at this time had to do mainly with "basketball, cars, fun and girls". He was also a member of a singing group, and though he didn't do
poorly in high school, his senior year was a struggle in several ways.

In addition to the problem of having to attend summer school for high school graduation, a larger problem loomed for Dan. His girl was pregnant. She and Dan made plans to marry that Summer, and Dan set about finding a job to support his new family, since little help would be forthcoming from kinfolk. Dan was quite frantic over the situation for awhile, and was in absolutely no mood to consider an immediate plunge into college or some other educational program. Though he was not unwilling to discuss his educational future — he considered auto mechanics or electronics school briefly — he made no concrete plans, feeling justifiably that his present financial position was untenable and that work had to take precedence. Before his high school graduation, he began working at "odd jobs", as he called them — carhop, short-order cook, window washer, etc. Early that Summer the project helped him find a job working for a delivery service.

Dan's marriage occurred as scheduled, and his first child was born shortly thereafter. At the beginning of their marriage, Dan and his wife and child lived with Dan's family. It was at this time when the project's consistent contact with him ended. Our relationship with Dan, though
short, was relatively close. Frank conversations were rather common. At one point Dan told his student counselor: "... you are the kind of people anybody can talk to, because you understand". Dan's new obligations, however, coupled with the project's own lack of consistent follow-up, allowed the relationship to deteriorate to the status of occasional telephone calls.

The precise pattern of Dan's life after this time is not known. He worked for a while with his Uncle's window-cleaning company, and for at least two years on a permanent basis with the U.S. Post Office. His marriage soon dissolved for reasons unknown to us, although not before another child was born. Since the divorce, Dan has lived briefly at several addresses, usually friends' apartments. Occasionally he stays at home, but only for a few days at a time.

His Mother once described him as "in hiding", although apparently sufficient arrangements for child support have been made, part of which Dan says he is providing. Dan recently quit his job with the Post Office to the dismay of his family. He felt the job was not meaningful enough. He also had to endure several arguments with superiors, possibly resulting from racial prejudice. (This is discussed further in the summary of Dan's interview.) At
present Dan is again working "odd jobs", and has just enrolled for a full academic load at the local university. Most of his college expenses, plus a small salary, are being paid by a special program for minority group education sponsored by a local community action organization. The project will give him two years of expenses and an associate degree in business if his grades remain at C or better. Dan seems intelligently optimistic and determined about his new endeavor, though he says some of the courses are tough and he has constant money worries.

Summary of Objective Data

Dan's high school record and I.Q. suggest at least average capability. His scores on project measures, with the exception of those on the non-verbal Ohio State Picture Preference Scale indicate that his ability might be above that. High school grades show some strength in English (B's and C's) and science, (B's) and weaknesses in Social Studies (D's) and Mathematics (D's). Dan also did well in his high school business education courses (B's). Ability indicators thus suggest no major deterrents to Dan's developmental progress. His college performance should be interesting to note.

Attitudinal data for Dan is relatively consistent. Both JIM Scale scores are slightly above comparison means,
OBJECTIVE DATA

Name: Daniel E.
I.Q.: 94
Project Test Category: Low Conventional - High Unconventional
Not known to project staff.
Interested in further education.

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3 Based on present sample only.
4 Based on norming sample for either 1362 male or 959 female college Freshmen (16).
with little change over four years. On the "nine-point scale", Dan felt he would do "good" in further education, and his Life Goals Questionnaire score reflects similar optimism. Half of the SRI subscale scores are at the maximum (24), and all but one of the other four are well above comparison means. Dan's SRI total score is the highest of all subjects. Only his SRI parents score is below comparison means, and noticeably so. This obviously reflects the family turmoil in Dan's life. With that exception, however, Dan's attitudes in all other areas measured by SRI seem to reflect highly positive feelings about self, others and life in general. Dan's "average" JIM Scale scores probably reflect a mild disinclination toward school, due probably to lack of recent exposure to education, rather than to gross dislike. Overall, the data here suggest a generally confident and optimistic attitude in Dan, despite a rather rocky past.

The Interview

The talk with Dan produced a large proportion of cognitive remarks which were difficult to relate directly to the self-actualization model categories. About 50% of categorized remarks were placed in various miscellaneous categories. Most of these remarks constituted pure descriptions of events over the last four years of Dan's life. Of the remaining 50% of categorized portions of the
interview, few remarks could be called clear examples of statements related to the model categories. Many statements had to be given dual and even triple categorizations. The lack of clarity of many of Dan's remarks is probably due in part to his generally poor articulation. It may also be that Dan is simply not used to discussing his feelings in any depth. A few of Dan's remarks are very obviously affective, though these are in a minority. Categorizations in five of the six self-actualization model constructs and in eight miscellaneous categories are represented.

About 8% of categorized remarks in Dan's interview were related to self-awareness. Examples:

The math part (in college) is hard, but I think I can handle it.

You don't like that kind of work (janitorial - window washing)? Yeh, that could be it, because I don't like height, and I had to do that in that kind of work.

Maybe if your uncle's business could expand, you might be able to help manage it (window washing). Come to think of it, that would be pretty nice.

Have you ever thought of staying with a small business long enough to buy into it? That has run through my mind a couple times, but I'm not sure yet. I guess I probably won't have my mind made up until about the last term; ... a lot of things run through your mind when you get to thinking like that.

I'm grown up now, I guess. I know more. Its coming back to me (things learned in high school). I just get to thinking sometimes about where I'd be in high school and how I messed up. I think
if I went back (now) I could make better sense out of it.

... I can't explain it ... (high) school in general I liked, but my senior year I did have a lot of problems. My ex-wife; she got pregnant. I'm hookin' school to try to get a job. I'm getting in trouble at the same time I'm doing that ... .

About 16% of categorized portions of Dan's interview were related to the self actualization model construct of self-clarity. As with other interviews, some dual categorization constituting overlap with other model constructs, particularly self-awareness, is apparent. Examples:

Seems like everywhere I went to wasn't hiring, unless you go to one of them little off the wall places, you know; they don't pay you mothin'. I couldn't handle that.

If I go back there, (to the Post Office) I have to drop out of school, and I don't want to drop out of school. Only reason I'd go back is if I really got uptight for some money.

A lot of people been in the service say the Post Office is just like being in the Army ... always giving you orders ... I just, you know, couldn't take it. ... I don't want no parts of the service.

I had to write an essay about that (civil disorders on campus). I cut up the university real bad, 'cause, I don't know, they didn't have to call in no National Guard and all that police, 'cause they bring trouble ... like that Kent State thing. That was just uncalled for.

Well, I liked it (high school) but, how can I say it? My senior year I did a lot of cutting classes ... my Mother still don't know how I graduated ... never bring home no books. I liked it; it was all right, you know, but, the
administration, it was something else then.

I see now that it pays off, stayin' in school. You mean in terms of jobs, etc.? Yeh, yeh.

I went through hell from high school till now. Like I been in all kind of trouble, got married and divorced and I'm only 21 now. Most of the things I learned was by experience though.

... I could go along with 'em now (teachers). They tell me to do something, I'd go ahead and do it without no questions. I'm gonna do it, then ask questions later. You learned how to play the game? Yeh.

... I think if something's wrong, something you said and I don't go along with; I'm gonna ask questions. Then if he gives me a good enough answer, I go along with it.

About eighth grade, I got rowdy there for a little while; I'll go along with that. But my Father sayin' I'm a hoodlum; I'm not no hoodlum! I just got a little rowdy and radical and all that. ... just didn't have enough confidence in myself because of the family problems.

I'm gonna do ... whatever my mind tells me to do. If I think its bad and I'm gonna get in some trouble out of it, I'm not gonna do it. Like right now. I don't belong in any organization, no Panthers or nationalists ... I'm just me, you know.

Approximately 24% of categorized portions of Dan's interview related to awareness of others. The bulk of these suggest an understanding or awareness of human peculiarities, sometimes negative. Fewer indicate directly a concern for others in addition to understanding. Examples:

I wasn't doin' too well at the time, (late high school) 'cause I had a kid to take care of. So I had to get a job - That comes naturally anyway ...
I'd probably have someone going in with me, (to operate a carryout) if they wanted to . . . you know, I just don't want no . . . I ain't gonna say that . . . I want somebody that's gonna work with me, instead of goin' and doin' his own thing . . . somebody that's really gonna work.

Me and the superintendent got into it (at the Post Office job), we weren't fightin', just words, you know. So he wrote to the postmaster, and I had to go down there and meet him . . . So I got in a slight argument with him, 'cause he's prejudiced!

They're prejudiced down there (a local dept. store). I know they are. My Mother; she's been down there for ten years . . . there's people been there about four years makin' more money than she is. I don't understand it. I know it's got something to do with prejudice.

. . . the attendance teacher (in high school) . . . he pulled for me a little bit. Him and my Mother got kind of tight, 'cause everytime I wouldn't show up for school, he'd call her. I got busted one time when me and a friend hooked school . . . but he was a nice guy. I'm kinda glad he gave me all the hell he did, 'cause I found out I needed it.

Me and him (high school principal) just didn't get along! Every time I got suspended, he had something to do with it . . . Ever since I got out of school, me and him's been all right.

I know how to talk to them (teachers) now. Back then, I'd just tell'em; and walk on out, but now I know how to talk to 'em. Before, anything sounded wrong to me; I said, Aw man, you crazy!

. . . he'd (father) be arguing all the time, and my Mother'd arguing all the time, amongst them­selves . . . Plus, he kept pushing this idea; you ain't gonna be shit when you get out of school, if you get out of school . . . What you doin' with C?? Should have been an A! You know, you just can't please him. . . . He likes me now. (laugh). He's glad I'm in college.
About 5% of categorized remarks from Dan's interview related to self-strength. Several indicated considerable confidence of an apparently rational sort. Examples:

I'm going to try it (running a carryout). If it doesn't work out, I guess I'll have to try something else.

. . . I told him (postmaster) I'd rather just turn in my resignation than to put up with this stuff ('prejudice') all the time. I was hot-headed anyway . . .

I mean, I've got confidence in myself . . . I think I can stick it out (college - in a financial sense) for at least another three weeks, cause I can do odd jobs, you know.

After a run-in with his high school principal:
I got suspended again, 'cause I wouldn't take no paddlin!

(in high school) I had one of them kind of attitudes - I don't know if I can do this or I don't know if I can do that. I know now if you got confidence in yourself, you can do anything.

I like school, 'casue its a challange, and I like challanges.

About 7% of categorized remarks related to self-purpose. About one fourth of these were identified as uncertain in their relationship to Dan's self-actualization, in that they suggest some confusion in purpose. Dan seems to have thought a lot about his goals in life, but this thought is couched most often in highly specific, vocational terms (to own a carry-out, be a teacher, etc.). Thought about the relationship of vocation to more generalized self-purpose is seldom verbalized. Examples:
I got my mind pretty well set. I'd like to open up my own business, like a little carry-out or something . . . that's what I've been wanting to do ever since I got into this (college). I always did want to know how to keep books . . .

I don't know if I'd like to get into that kind of work again (window-washing) . . . I don't like height, and the people you work for, they're so particular . . .

. . . another thing that ran through my mind, about . . . goin' into education, 'cause I wouldn't mind bein' a school teacher. I'd say high school or junior high. I don't think I could be a professor . . . you have to go to school too long.

He (a friend) got a good job. He's driving a 1970 Riviera now . . . He don't go to work like this in no work pants.

I think I'll just stay in school. I'm not much for the Post Office.

Over 40% of Dan's remarks were placed in six major miscellaneous categories. Most involved descriptions of incidents related to job, college, high school and family. Comments on the previous project are also included, and a noticeable proportion (7%) of the talk describes Dan's financial problems.

Dan's descriptive remarks related to his family experiences (including his ex-wife and children) nearly all suggested that family situations were unpleasant, and perhaps related in largely negative ways to his self-actualization. Similarly, descriptions of job-related experiences seem basically negative or at least unrewarding. A few
examples:

I stayed with the Post Office for 2½ years and quit 'cause I got hot-headed with the superintendent of mail.

... got me a job working for an independent sanitation company. That didn't work out too well; 'cause me and another employer got into a fight, so I got fired.

I was married ... but it didn't work out too well ... just recently got a divorce. That helped ... 'cause now I can go to school.

I went everywhere. They wasn't hiring ... I went to another town for a while ... you talk about jobs being hard to get!

My real Mother died ... I just got kinda lost there for a little while ... after that my Father called me a hoodlum ... only way I could prove to him I wasn't was (to) show him my academic ability in school.

About two-thirds of Dan's descriptive comments about public school are rather negative, whereas those related to college are largely positive. Examples:

I'd rather go to school (college) than be in the service.

They're scared that something (a campus riot) might happen again. If it does, that hurts the program I'm in. ... I just hope nothin' happens.

I'm in the bathroom tying my shoe; (in high school) he (principal) walks in, says I'm puttin' out a cigarette, and I got suspended for two weeks ... didn't have a chance to say anything.

... they had this rule you're not supposed to pick anybody up after school (in your car), and if you do you get expelled. I said, 'wow, it doesn't make sense!...' ... somebody's goin' my way, I'm gonna take 'em. I got caught for that.
... It's just like a prison. They have teachers on every corner ... seein' what's goin' on.

All Dan's comments about our earlier project were favorable, though all were solicited by the interviewer. None indicate any direct relationship between the project and Dan's present college plans. All remarks relating to Dan's financial situation indicate that money is an almost constant source of worry, and that success in Dan's life will be measured largely in terms of dollars and cents. Examples:

... all along I had wanted to go to college, but I just couldn't afford it with the kids ... .

When I get my carryout, I'm giving no credit. You give a guy a pint of wine, you don't see him no more. That's out of your pocket.

I get paid (for going to school) every two weeks, and that's not going to last two weeks.

One reason I resigned (at the Post Office) was so I could get that retirement money back, catch up on some of my bills. Only reason I'd go back is if I really got uptight for some money.

In general, miscellaneous remarks give considerable information about Dan's life situation. Though there are many connections between that situation and Dan's self-actualization, those connections are not always directly apparent in these portions of the interview.
The Essay

Dan was one of few subjects here who took the pro-offered option of writing as little as he chose in his essay. Whether the little amount that Dan wrote reflects lack of initiative, as well as the relative completeness of information which he gives as a reason for writing little, is open to question. One interpretation that can be made is that Dan's lack of skill in spoken speech relates to his own perceptions of a writing task. In that sense, he may have felt incapable of responding adequately in essay form. In any event, Dan's "essay" is basically useless.

Most of the stuff you want for this I already answered when you talked to me. You was already told about me going back to college and as you know I been having some family problems. As far as jobs go, I had a lot of money problems so with my education I want to run a little carryout or some other business.

Gestalt

Despite what would seem to be a rather extenuating set of circumstances in the last eight or nine years of Dan's life, beginning with the death of his Mother, much of the data here indicate that his process of self-actualization is progressing along at least some of the lines suggested in our model. Dan's demonstrated capability does not deny this generalization, nor does his general pattern of behavior (job-seeking, college enrollment,
divorce) in recent years.

Perhaps the strongest case for progressive self-actualization in Dan are his extremely high scores on the SRI. The only exception to this is a low SRI parents score, obviously indicative of a large set of problems also clearly revealed in the interview. The interview also indicates that Dan's self-actualization is developed into the awareness of others "stage", and beyond to a limited extent. Verbalized indications of a consideration of life meaning are totally absent. Large numbers of remarks in self-awareness and self-clarity suggest that Dan's conception of self is in an active stage of development. The extent to which that concept is clear, however, is debateable, since tallies in the self-clarity category generally expose that construct only indirectly through Dan's opinions on other matters. Similarly, Dan's awareness of others remarks in the interview indicate that he is cognizant of the peculiarities of others, (awareness) but are unclear as to how Dan personally reacts to these peculiarities (concern).

Dan's actions and objective and interview data all indicate directly more self-strength than in many other subjects. The process of job-hunting and college entrance in the midst of divorce must have required considerable
fortitude. Dan's movement from job to job in the general direction of college, despite financial difficulties, also must have required tenaciousness. The fact that Dan's strength is directed in identifiable directions, specifically toward acquiring money through jobs and college, is evidence of an awareness of the need for goals. That these goals are generally those of survival rather than ones more directly and obviously related to self-actualization does not negate the potential effect of their existence on Dan's development.

Factors contributing to Dan's present state of development, especially since junior high school, seem quite clear. As Dan says, the shock of his Mother's death initiated many of his problems. Difficulties in school resulted partly because, as Dan says - "I got rowdy" - but also because of the nature of the school situation itself, at least according to some of Dan's descriptions. The involvement with his future wife may have been as much a result of stereotypical male street mores as it was a result of a feeling of need brought on by his Mother's death, but this is only speculative.

The combination of financial need (perceived), a disrupted family (leaving only an overbearing Father) and a more or less segregated (de facto) school and neighborhood
situation has produced as set of attitudes in Dan which at present characterize and to some extent control his self-actualization. In relation to himself, these attitudes are characterized by a reticence or disinclination to discuss himself often or directly, except in matters where the projection of self-confidence is important. In relation to others (general) these attitudes are characterized by a rather pragmatic, "street-wise" verbalized philosophy of "dog-eat-dog", indicated best by Dan's unwillingness to give credit in his carryout. In relation to specific others to which Dan feels some attachment, his attitudes are conveyed as a rather matter-of-fact willingness to tolerate the weaknesses of others and to recognize their strong points.

Some of the data here, particularly the interview, suggest that Dan has the inclination to assess his present position in life, in relation to both his past and his future. The presence of goals, relatively well-defined, reflect the latter, and statements comparing his past with the present reflect the former. His actions since high school also substantiate this. In short, Dan's capability and willingness for self-growth seem obvious. The directions this growth will take and the vehicles it will use can only be speculated about. Though he seems genuinely interested in college, he admits that he has not been
exposed to it long enough to know fully if and how it fits into his future. Dan's background suggests that he will continue to be a pragmatist, at least till his financial needs are satisfied. His self-actualization could continue to progress greatly either within or outside this framework. Dan's past constructive reactions to adversity, as reflected in various evidences of his motivated behavior, suggest that his future will continue to be constructive in terms of self-growth, perhaps despite continued adversity. It may be that he can thrive on adversity. As Dan says, "... I like challenges ..." One can only hope that Dan's future self-growth is such that adversity can continue to be seen as challenging rather than debilitating.
CHAPTER VI

THE SUBJECTS AS A GROUP

Introduction

For purposes of consistency, the general presentation of information in this section will follow that of the case studies. The various kinds of data will be discussed first in generality, and then in a group Gestalt, as they reflect the development of self actualization of the twenty subjects. In the case of the objective data, discussion in terms of sampling criteria is attempted, since this data is numerical and can be readily subdivided for close scrutiny. This process will not be possible with the more subjective information, such as the interview and background data, due to its complexity. Thus, as the latter kind of data is discussed, reference to sampling criteria will be made infrequently, only as obvious relationships between the data and sampling criteria are seen. The theme of development of self-actualization will hopefully be evident in the general data analysis for the group. This theme will be made more explicit, in the group Gestalt, as it defines group hopefulness in terms of evidences of motivated behaviors.
Group Background Data

Mean age for the twenty subjects was 21.1, for their Fathers, 48.3, and for their Mothers 45.5 (including seven deceased parents). Each subject had an average 3.1 siblings, (including fourteen step-siblings) whose average age was 17.8. Only two subjects had no siblings, both males. Four subjects have married since high school, one has married and divorced, while fifteen remain unmarried. Of those married, two are male and two are female.

Subjects according to Sampling Criteria

Table #1 presents the sample as it is defined in terms of the five general sampling criteria. Inspection of this data shows the sample to be somewhat biased in terms of sex, (more male than female) race (more Negro than White) and the high-low and low-low project test categories. The sample is equally balanced on the criteria of present interest in education and degree of acquaintance with the writer and project staff. Males predominate over females in their interest in education, while Whites predominate over Negroes on that criterion. Those higher on conventional project tests (H and H) predominate over those S's not high on those measures (L and L) in terms of interest in education. The table indicates that proportionately more females than males in this sample were known to the project, and proportionately more Negroes
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than Whites were known.

Nature of Subjects' High Schools

Subjects attended seven different high schools in two major midwestern cities. All these schools had large numbers of students who qualified for financial aid under the provisions of the Elementary and Secondary Education Act of 1965. The schools thus represent families generally low on the economic ladder. Seven of the subjects attended three Negro schools, segregated de facto, all in central city locations. Eight S's attended large city high schools mixed racially on an approximately equal basis. Four attended a small, largely white school in a working class suburb, and one attended a large, racially mixed city technical high school.

Residential Data

Sixteen of the subjects were born in the city where their parents now live, and four were born in other locations. Nearly half of S's parents were born outside the city of their present residence, while nearly one-third of S's siblings were born outside their residence city. Most former residences of S's families were small towns south of the location of the families' present midwestern residence cities. A rural-urban pattern of migration is thus apparent. Only three of S's families have changed
residences within their home cities since S's were high school freshmen.

Nature of Subjects' Families

Subjects' families are predominately blue collar, defined here as relating to jobs generally not requiring a college degree or equivalent. Of 29 working parents, only two hold white-collar jobs. Of 28 working siblings, five have white-collar jobs. Of the subjects themselves, ten presently hold blue collar jobs and seven are college students, of of whom work at least part-time. One male subject is jobless, and two females are wives caring for infant offspring.

Educationally, subjects' families have a general history of completing high school, with some exceptions, though college attendance is sparse. Twenty-one of 40 parents are high school graduates, fifteen are not, while only three have some college, one being a graduate. Of 62 siblings, 21 are not in public schools, 26 are high school graduates, seven have attended or are attending college, four did not finish high school and four are college graduates. Of the subjects, only five of 20 have not attended college at all, and five of the remaining fifteen remain in college.
Evidences of disruptions of family life, within the lifetime of the subjects, are relatively frequent in the data. Eleven of the 20 families involved have suffered at least one kind of severe disruption, either the death of one parent or a divorce. Four families have suffered divorce, with remarriage in one, wherein a stepfather came to have responsibility for our subject. Seven families have suffered the death of one parent. Three of the seven parents remaining alive in these families have remarried involving a stepparent in the subjects' lives. Two families have suffered double disruptions. In one, the father dies and the mother is in a mental institution, the subject having been raised by his aunt. In the other, the subject's mother died, while he himself was married and divorced, leaving his ex-wife with two children.

Religious Background

Religion among subjects and their families may be a relatively strong influence. Of the 20 families, twelve remain committed to only one religion, including all family members. The remaining eight manifest in-family differences in preference, two of which are Protestant-Catholic. Of the subjects themselves, four list no preference, two are Catholic and the rest Protestant. None of those listing a preference is non-Christian. Of the Protestants, eleven belong to more "established" churches,
(Baptist, Methodist, Lutheran, etc.), while three have ties with less established religions (Apostolic, Pentecostal, etc.). Of subjects' parents and siblings, Christian Protestant is by far the largest general preference, with Baptist the largest specific church. Less than 10% are Catholics, about 10% have no preference and less than 10% are unknown. Only two individuals are non-Christians, one a Spiritualist and the other Islamic.

Obviously the background data summarized here are capable of exerting profound effects on self-actualization. Generally, the nature of these effects can only be speculated about for the group, since the bulk of their influence on the subjects was made manifest before our association with them. Some such speculation will be engaged in, however, as the group is discussed in Gestalt.

Past Subjective Summary for the Group

Certainly the data organized under this general category paint a largely unique pattern for each individual, so the difficulty in generalizing about this information for the group is apparent. Several general kinds of data emerged from this portion of the case information which can be summarized according to the following themes: subject's relationship with the project; his post high school plans, vocational and educational patterns relating
to self growth, residential changes, financial status, family relationships, high school experience and perceived difficulties in life. These general areas will be spoken to in the following summary, although the descriptive means by which themes are related to the sample as a group will vary as each is discussed. The themes are too broad and the information related to them is too varied and personalized to permit otherwise.

Subjects' Relationship with the Previous Project

Only the generalized nature of the group's relationship with staff of the former project will be mentioned. The nature of the project's influence on subjects' self-growth will be discussed elsewhere. In the selection of the present sample, the group was consciously split in terms of those well-known to the project staff and those not so well known. This information is given with each case. While this split provides a gross indicator of the projects' relationship with the group, particularly in terms of amount of contact with individuals, some finer distinctions may be appropriate. The general way in which project staff perceived the nature of interpersonal encounters with individuals, in terms of willingness to discuss personal problems and willingness to seek help, (rather than to be prodded) might, for example, be enlightening for one who must interpret this research. Such
perceptions could introduce bias in writing such as this, and ought to be mentioned,

Much of the perceptions of project personnel about the individuals involved here comes from whatever interpersonal contacts evolved with them in the course of the projects' active phase. Of the total group, only three could be described as "very open", namely Leonard, Gerald and Ann. They seemed most willing of the group to discuss personal concerns, and to seek help, although Leonard's openness was more manifest recently, being especially apparent in the telephone interview from Montreal. While Leonard was not known well to staff, Gerald and Ann were.

Of the other subjects, Fred, Sharon and Hope might be described as open, though their level of openness was not quite as high as the previous three. The bulk of the subjects, (Lee, Anita, Edward, Martin, Margaret, Steven, Charles and Elijah) expectedly, might be described as "average open", in that while some willingness to deal with personal concerns was evident, just as much unwillingness or lack of general trust of us was evidenced. Three individuals (Peace, Joyce and Ronald) were basically ill-at-ease in talking about personal matters, though on occasion they seemed quite willing to do so. These persons
are described as "shy open". Two subjects, Dan and Irwin generally seemed quite guarded, usually seeming to weigh more affective statements considerably before making them. Gay was probably genuinely shy and seemed habitually disoriented to affective talk of any kind, probably with anybody. Her general lack of personally related remarks is thus attributed to life-style rather than to learned distrust of others. Generally then, the group presented the kind of range of personal openness one might expect: several very open, several rather closed, but most falling somewhere in between.

Subjects' Family Relationships

The general nature of the subjects' relationships with their families was estimated according to their apparent structure, (intact or not, evidence of divorce or other disruptions, etc.) and comments relating to family situations made by the individuals. Irwin, Leonard and Peace all made it a point to emphasize their closeness with their families; this despite the fact that Peace's Father died recently and Leonard is in Montreal. Hope, Martin, Fred and Elijah all seem to have good relationships with their families. Martin's Father is deceased, and Fred's "family" consists of his elderly aunt and a mother in a mental institution. Elijah's "family" too consists of non-parents, namely grandparents and a young
half-brother, though the relationships seem excellent.

Family relationships for Lee, Anita, Joyce, and Ronald are described as average, in that home visits and comments by the subjects never seemed to indicate either noticeably good or poor family situations. Despite the disruptions of death and divorce, family relationships for Sharon, Edward and Gerald seemed at least average, though evidences of disagreements certainly exist. Charles and Gay seem to have rather average family situations, although both seem inordinately close to their families, and hence appear sheltered. Ann, Steven, Margaret and Can seem by their actions and comments to indicate rather poor family relationships. Not surprisingly, all but Steven’s family have been disrupted by death or divorce.

It is not suggested here that the unusual amount of family disruption in this group has not produced trauma resulting in some degree of family discord. It is surprising, perhaps, that the superficial evidence reviewed here does not reveal extremes of discord, except in a few cases, and one of these (Steven) is from a "normal" family structurally. In fact, some families suffering disruptions seem to be experiencing at least average interpersonal relationships, and a few (Peace, Irwin, Fred and Elijah) seem to have good to excellent
relationships. It may be that family disruption, particularly the death of a parent, is not necessarily prerequisite to severe family discord.

Subject's High School Experience

A general indication of the nature of the subjects' high school experience seemed an important adjunct to the data reviewed here. This was determined in part by the presence of evidence communicated to us by subject or others, primarily during the prior active phase of the project, in regard to the existence of events of either largely negative or positive import during the individuals' high school years. High school academic record is used to illuminate this data, though subjects' grades will be discussed in detail in another section. Suffice it to say at this point, that eight subjects had above average (2.5+) grades in high school, five had grades in the average range (2.0 - 2.5) and seven were below average (<2.0).

Of those with above average grades, none reported an over-abundance of perceived negative experiences, (poor teaching, unfair rules, rigid curricula, etc.) though four (Irwin, Gay, Sharon and Lee) did relate some negative views within a context of a vaguely positive outlook on their high school experiences.
Of those with average grades, three (Dan, Margaret and Charles) related considerable negativism about some of their high school experiences. Coincidentally, Margaret and Charles, both graduates of the same high school, directed a lot of their animosity to the same individuals in the school, particularly one counselor. Dan's troubles occurred mainly in the senior year when his pending marriage led him to cut school frequently and to suffer consequences ordained by school policy. The others with average grades (Ronald and Ann) discussed few negative school experiences and seemed relatively pleased with high school.

Of those with below average grades, three had considerable negativism about their high school years (Gerald, Anita and Edward). Gerald had by far the worst experiences, as his case study will attest, and Edward mentioned bad experiences in his elementary school years. Anita was quite bitter about her high school experience, and berated the same counselor as Margaret and Charles. Of the remainder of subjects with below average grades, only one (Elijah) had nothing negative to say about high school, and the others (Fred, Joyce and Steven) made only occasional negative implications.

As a whole, the group seemed to exhibit more than a
moderate degree of negativism about high school. Nearly one-third can be said to have generally negative perceptions of their high school experiences. Though the remainder of the group demonstrated some equanimity in their perceptions of high school, the nature of their positivism toward school was seldom clear. Though many said or implied that high school was "O.K.", they seldom said why. Conversely, they usually substantiated their negative views by relating concrete incidents. Though in all fairness, the group should not be characterized by the presence of negative perceptions about high school, it certainly might be characterized by the absence of more precise positive perceptions.

Subjects' Post High School Educational Patterns

Past subjective data also provides a highly generalized look at the post high school educational patterns, particularly in college, of the subjects. Of the group, only two (Gay and Elijah) have not involved themselves even briefly in a formal educational program of some kind. Certainly Elijah's military training and Gay's on-the-job training in her dry cleaning store are educational, but are not here defined as formal programs. Of the remaining group, five (Martin, Peace, Fred, Lee and Dan) are enrolled at this date in educational programs, all college. All but Dan, who is now enrolled for the
first time under a social action program, have been enrolled either consistently or sporadically since high school graduation. Only Martin has remained in college consistently. Lee has never quit college for academic reasons, but has done so several times to earn money. Both Fred and Peace have had their careers interrupted for a variety of reasons, including financial, academic, death of a parent and military conscription, yet they remain apparently committed to a college career.

Five subjects (Ann, Ronald, Charles, Irwin and Sharon) have been exposed to college for at least a year, but are no longer enrolled. All evidence interest in continuing. Ann and Irwin had academic trouble and were dismissed. Irwin has repeatedly returned to college despite poor grades. Both express apparently genuine interest in continuing. Charles failed also in college, but continued his education at two technical schools and still wants to return to college. Sharon quit college to work, and wants to return as does Ronald, who quit to complete his military obligation.

Of the remaining eight subjects, six (Hope, Anita, Steven, Edward, Leonard and Joyce) had at least a year's exposure to college, have not returned and evidence little desire to continue. Joyce and Steven were dismissed for
low grades, and the others quit voluntarily, though all but Leonard experienced academic difficulty. Gerald and Margaret had very brief and unsuccessful college experiences; Margaret quitting and Gerald being dismissed after one term.

The preceding information suggests that this group, not surprisingly, is perhaps noticeably different in terms of post high school educational patterns from a more "average" White middle class group comparable in age and ability. Though fully one-fourth of the group remains in college, only Martin, Lee and Leonard of the total group have not had major academic difficulty, and the latter is not enrolled and expresses little desire to return. If the five subjects interested in further education but not enrolled should be able to follow through with their educational plans, then the nature of the group in educational terms would be changed dramatically, especially for a low-income, racially distinct group of this kind. Such an eventuality cannot, of course, be predicted here.

Subjects' Vocational Patterns

The data here also present some general evidence of the subjects' vocational patterns since high school. Since many individuals have been exposed to college,
distinct vocational directions for most are not available, although general evidence dealing with job choice and conscientiousness in more temporary vocations is. Of those subjects who have remained more or less closely associated with college since high school, vocational patterns are not formed yet, with the possible exception of Lee who seems quite stable in his lab technician job and mentions some possibility of remaining in that kind of work. Prior to that job, Lee's pattern of work was reflective of his goal of working and attending college, thus necessitating a series of part and full-time jobs taken for the sole purpose of making money. The patterns of Peace, Dan and Martin are roughly similar, except that Martin's jobs were strictly part-time. Dan's jobs prior to college entrance were all blue-collar and involved mainly services. Peace too has held several full and part-time jobs, as has Fred, whose major full time "job" was nearly two years in the Marine Corps. All seem to evidence considerable conscientiousness in their work.

Hope and Anita are currently housewives raising children. Hope has practically no work history except for a few part-time jobs before her marriage. Anita held two full-time jobs before her marriage, and did part-time work while in college, though the jobs were purely for necessity and seemed to hold no hint of a career.
Of the five individuals interested in college but not enrolled, only Ann (hair styling) and Charles (computer programming) give evidence of detailed career planning, and this was partly a result of technical education in both instances. Ronald served in the Army and held non-career oriented civilian jobs and Irwin interspersed jobs of necessity with attempts at college success. Sharon held several jobs, mostly in the area of community service, which may have some relationship to a future career.

Of those subjects not interested now in further education, five of ten (Edward, Gay, Margaret, Elijah and Joyce) have reached at least a modicum of vocational direction and security, though only Edward’s ministry and Elijah’s newspaper work seem to have much career potential. While Edward and Margaret sampled various jobs before arriving at their present ones, Elijah, Joyce and particularly Gay, who has held only one job, have tended to stay with certain jobs for longer periods of time.

Three individuals (Gerald, Leonard, Steven) evidence very little in terms of even moderately consistent vocational patterns. All have tried college, with only Leonard being successful. Gerald seems largely unconcerned with vocational plans, seeming content to work at
anything until he gets tired of it. Steven's career goals are only slightly clearer than Gerald's, and though he has worked rather consistently at at least two jobs, he demonstrates little enthusiasm for future vocations. Leonard's vocational potential seems to be at a psychological standstill due to his self-imposed banishment to Canada.

The group as a whole seems characterized best by a lack of consistent career patterns, when career is defined as a general set of vocational interest capable of sustaining themselves over time. This is understandable because of the youth of the subjects. Only Lee, Sharon, Edward, and Elijah and Charles show even the slightest career direction at this point. Margaret, Ann, Gay and Joyce show a degree of job security, but it is doubtful that this relates to career development in their cases. The remaining eleven subjects demonstrate a general lack of precise vocational direction, due variously to marriage and childbirth, patterns of college attendance, temporary jobs and military service and general lack of apparent concern over career.

Subjects' Financial Status

The most consistent characteristic of the group as derived from past subjective information is its general
lack of financial security, both of their family and for themselves, since high school graduation. Joyce, Charles, Steven, Margaret, Martin, Leonard, Anita, Hope and Lee came from homes where a low level of financial security was evident, but only Leonard had a parent who had the security and salary of a professional. Family finances seldom extended beyond provision of the bare essentials, and all subjects had to earn much of their own money for college and/or obtain it by financial aid. Only Leonard and Martin had to work little before or during college to help finance their attendance.

All subjects indicated more or less directly at several points in our association that they had financial difficulties. Anita, Joyce, Charles, Margaret, Gay, Elijah, Edward and Ronald have managed over four years to obtain a low level of financial security for themselves, generally through a regular job either for themselves or (in three instances) a spouse. This security has come, however, through sacrifice, which has in the cases of Ronald, Elijah, Charles and Margaret slowed or denied consistent pursuit of further education.

Peace, Dan, Sharon, Gerald, Irwin, Edward, Fred, Ann, Elijah, Gay and Ronald came from homes where practically no financial security was evident. It is interesting
that three of the five subjects now in college are in this group, as well as four of five interested in college but not enrolled. Though the group as a whole should not be thought of as at the level of poverty, its financial pattern continues to be clearly one of blue collar laboring jobs, debt, little money in the bank and continual scrimping to make ends meet. The family disruptions described earlier obviously contributed to financial uncertainty in those eleven cases.

Subjects' Residential Patterns

Evidence of the nature and extent of subjects' residence change may provide data relating to the status of subjects' self-actualization. Five individuals (Hope, Steven, Charles, Gay and Joyce) still reside in the homes of their parents, and a sixth, Martin, continues to live with his family when he is not away at college. Hope remains temporarily at home though she is married. Ronald, Anita and Edward have married and established their own homes in their parents' home city, and maintain frequent contact with their parents. Sharon is single and away from home in the same city, maintaining frequent contact. Fred's situation is similar to Sharon's, though his home is that of his elderly aunt, who raised him. Lee, Dan, Margaret and Gerald live away from their family members, in the same city, and have little consistent
contact with them. Elijah has become the head of a household, supporting his grandparents, whose home he formerly lived in, and his young half brother. He seldom visits his Mother. Peace, Irwin and Ann all have moved away from their parents' home city, and have only infrequent contact with home. Leonard has made the most drastic and probably permanent residence change of all, leaving the United States, though he communicates with his family.

In terms of residence change, the group is nearly split. Eleven either remain at the family home or have close contact with members of it. Eight have formed new homes where they have minimal contact with family members. Elijah is unique. Though he lives with his closest family members, he has attained the status of head of a new household.

Areas of Problematic Concern in Subjects' Lives

In addition to financial difficulties, a few other problem areas common to some members of the group bear mention. The first of these, racial concerns, is easier to generalize about than some of the others. Few Blacks in our group seem to have escaped being influenced in one way or another by the racial turmoil which characterized the period in United States history when they passed through their late adolescence and into early adulthood.
Based on comments and occasional racial incidents, (demonstrations, job discrimination, etc.) only Joyce, Hope and Edward of project Blacks seem minimally influenced by racial matters, and this may be a matter of lack of evidence. Peace, Irwin, Dan and Leonard all mention being influenced by Black organizations, and the former two were arrested in racial incidents early in their college careers. Dan, Peace, Lee, Gerald, Irwin, Leonard, Steven and Fred all mention with varying emotional levels one or more instances of alleged racial discrimination, in jobs, prison, the military and in daily life. Elijah claims lack of concern over racial matters, though he sometimes does so so repeatedly and strongly that the reverse might be inferred. Of this group of Blacks, Leonard, Steven and Gerald seem most negatively influenced by perceived racism, and all have taken the step of physically dropping out of White society as they see it. Leonard's move to Canada was not, however, due totally to racial reasons. Though deeply disgusted at times with racial intolerance, Dan, Peace, Lee, Irwin and Fred all seem rational enough at this point to curb their emotions and strive for vocational - educational goals within the present imperfect system.

Aside from family and financial difficulties, only one other problem area seems characterized by any frequency
among group members over time. That concern, varying in intensity among individuals, might be labeled: worry over perceived lack of direction (educational-vocational-social) in life. Eight individuals seem to communicate this concern in varying degrees, ranging from Steven and Ann, both of whom have seen psychiatrists and attempted suicide partly because of this worry, to Ronald, Joyce, Charles, Margaret, Anita and Sharon whose reactions to this concern, while visible, are chiefly verbal and not nearly so consistent or potentially disastrous as the former. Other subjects are obviously lacking in direction (Gerald, Gay, Irwin) but do not communicate worry and concern about it.

Other problem areas are common to only small groups or to individuals, but in some instances overlap with other difficulties to produce interrelated concerns. Sharon has suffered an abortion and Dan a divorce and separation from his offspring. Both have other problems. Gerald has a history of anti-social behavior and may find it difficult to stay out of jail. Ronald and Fred have suffered the adversity of war, and generally condemn it, as does Leonard who sought to avoid it. The latter two have suffered racial indignities as well, according to their view.
Of the total group, Gerald, Ann, Leonard and Steven seem to be subject to such a combination of personal problems, that the potential for disastrous ramifications is apparent. All have acted overtly as a result of these problems, though the results of these actions have not been totally negative. Strangely, in fact, the potential for continued progress in self actualization for at least three of these individuals seems now to be as great or greater than others with fewer difficulties. (This will be elaborated upon later) Unfortunately, the potential for personal disaster is also greatest.

Except for the above individuals, the complex of problems (personal, social, educational, vocational, financial, racial, etc.) represented in the other members of the group seem not to be potentially debilitating for individual self-actualization at this point in time, despite their obvious seriousness. Still, the problems represented by this group as a whole, one-fifth of which has already had serious behavioral manifestations, seem greater than a more "average" White middle class group might exhibit, at least as clearly. If so, this may reflect the general nature of the unique population from which this sample was drawn. Whether these kinds of problems necessarily restrict or expand potential for self-actualization will be discussed more fully in the
Gestalt, as the relationships between these data and our model are investigated.

Summary of Objective Data for the Group

Chart #A presents mean scores on all measures, for the total sample, for subgroups defined according to sampling criteria and for the comparison groups used in the case studies. In general, analysis of these data in the present discussion will include the following kinds of comparisons of mean scores, where possible, for each general type of data (i.e., ability, attitudinal, etc.):
(a) total sample means vs. comparison means; (b) subgroup means vs. total sample means and comparison means; (c) subgroup means vs. eachother (i.e., male vs female, Black vs White, etc.). Also, past-present comparison of JIM Scale scores will be made. Since the present sample is so small, mean comparisons are not made by statistical means. As a general rule, mean scores which differ by two or more digits will be said to represent a "noticeable" differentiation.

Ability-Related Measures

Since large-group (N=2677) comparison means for I.Q., high school grades, high school rank and college grades were not available, comparisons for these measures are made only within the present sample of 20 S's. Comparisons
### Chart A

**Group Mean Scores on Objective Measures as Compared to Each Other and to Means of Specified Other Groups**

#### Mean Scores: Past

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<th>I.Q.</th>
<th>H.S. GPA</th>
<th>H.S. Rank (inv. mat.269)</th>
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<th>yr</th>
<th>Toda (con.)</th>
<th>USG (us)</th>
<th>USG (con.)</th>
<th>CGC (us)</th>
<th>CGC (con.)</th>
<th>FFS (us)</th>
<th>FFS (con.)</th>
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<th>JHT 1</th>
<th>JHT 2</th>
<th>Life Goals</th>
<th>SHI</th>
<th>SHI children</th>
<th>A. SHI</th>
<th>A. SHI work</th>
<th>A. SHI family</th>
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### Previous Project

**Population Means**

(N=2677)

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of mean scores on the project test battery are made both within the present group and between it and the larger population.

Within subgroups of the present sample, comparisons are possible for ability related measures of I.Q., high school grades, high school rank, college grades and project tests - both conventional; (Quick Word Test and "word fluency") and unconventional (uses-remoteness, uses-shifts, Closure Flexibility Test, OSPPS-motivation and OSPPS-creativity). Using the sampling criteria of race, sex, interest in education, nature of acquaintance with project staff and project test score category, in conjunction with the previously mentioned measures, at least eighty-eight separate comparisons of means are possible, if males are contrasted with females, Blacks with Whites, those interested in education with those not, those known by staff with those not known and if S's in the four test score categories are ranked according to their status on ability-related measures. When these comparisons are made, using the arbitrary basis of a "noticeable" difference, some forty-three such comparisons are "noticeable". Inspection of Chart #A indicates that these comparisons generally favor Whites, females, those interested in further education, and
those not known well by project staff. In addition, when S's in the four test score categories were ranked according to their status (compared to each other) on high school and college grades, high school rank and I.Q., it was found that the HH S's average the highest rank on all measures; HI S's averaged a close second, IH S's were third and IL S's were generally last. The criterion of "Noticeability" was not employed in this comparison of rankings.

The mean rank for each subgroup of subjects on all ability related measures was compared to the total sample means (N=20) for each measure. If a subgroup mean was two or more digits above or below the total sample mean, this was again called a "noticeable" difference. Again, differences favored Whites, females, and those interested in education, as "noticeable" differences for these subgroups normally were above the sample mean. Those for

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2"Noticeable" differences on various measures are grouped as follows: four (h.s. rank, college grades and two unconventional measures) favor females, while three (I.Q. and two unconventional measures) favor males; five (I.Q., HS GPA, HS rank, one conventional and one unconventional test) favor Whites, and two (one conventional and one unconventional test) favor Blacks; eight (I.Q., HS GPA, HS rank, college GPA, one conventional and three unconventional tests) favor those interested in education, and two (two unconventional tests) favor those not interested in education; four (I.Q., HS GPA, HS rank and one unconventional test) favor those not known well by staff, while three (college GPA and two unconventional tests) favor S's known well.
Black, males and those not interested in education were normally below the total group means. While ability means for those not known to staff were usually above the sample means, those for S's known to staff were generally quite near total group means. HH S's and HI S's were generally above total group means on most ability measures. LH S's were generally below group means, though IL S's were below means according to all "noticeable" differences.  

Mean scores on ability-related project tests for each sub-group and for the total sample of 20 S's were compared

3"Noticeable" difference above or below sample means are as follows for various subgroups: males: above mean on college GPA; below on HS rank and an unconventional test; females: above mean on HS rank and two unconventional tests; below on I.Q. and college GPA; Blacks: below mean on HS rank and an unconventional test; Whites: above mean on HS rank and a conventional and an unconventional test; below mean on the conventional test; S's interested in education: above mean on HS rank, one conventional and two unconventional tests; below mean on one unconventional test; S's not interested in education: below mean on HS GPA, HS rank, college GPA, a conventional and an unconventional test; above mean on one unconventional test; S's known to staff: above mean on college GPA and two unconventional tests; below mean in I.Q., HS GPA and HS rank; S's not known to staff: above mean on I.Q., HS GPA and HS rank; below mean on college GPA and an unconventional test; HH: above mean on I.Q., HS GPA, HS rank, one conventional and three unconventional tests; below mean on one unconventional test; HL: above mean on I.Q., HS GPA, HS rank, college GPA and one conventional test; below mean on two unconventional tests; LH: above mean on a conventional and an unconventional test; below mean on HS GPA and rank, I.Q., college GPA, one conventional and one unconventional test; IL: below mean on I.Q., HS GPA, HS rank, college GPA, one conventional and two unconventional tests.
with mean scores of the larger project population (N=2677). Expectedly, since the present sample represented an elite subgroup of the larger population, in terms of project test scores, numerous "noticeable" mean differences occurred (72 of a possible 91 comparisons), the general trending of which was such that all subgroups and the total N of 20 averaged above population means but one (LH S's, whose average was near the group mean). According to the number of "noticeable" differences on the various measures, results favored Blacks, females, those not interested in education and known to project staff, though these differences are not great. HH S's had more test means noticeably above population means that either HL or LL S's. Means for the sample of 20 as a group also averaged above population means according to numbers of noticeable differences.

Comparisons, thus, on ability-related measures within the present small sample generally favor those who are White, female, interested in education, not known well to project staff and "high" on conventional project tests. When the sample is compared with the larger population, only project test scores are compared, and though results all average above large group means, they favor slightly Blacks, females, those not interested in education, those known to project staff and those high on conventional
tests. A difference in the trending of noticeable differences is thus apparent as ability measures are compared within and outside the present sample.

Measures Related to Attitude

Comparisons similar to those made for ability measures were carried out for the attitudinally-related measures of SRI (total score) and two administrations of the JIM Scale, according to the criterion "noticeable" differences. Uniformly high scores on "Life Goals Questionnaire" (LGQ) proved it to be of little comparative value, so it was generally ignored. This is also true of the "9-point scale", whose range of possible "scores" makes it of dubious value.

Noticeable differences among attitudinal means within the present subgroups were identified. In general they favored Whites, females, those not interested in education and not known well by project staff. When scores on attitudinal data were compared and ranked for S's in the four project test categories, it was found that HH S's

4"Noticeable" differences are as follows: three (JIM 1 and 2 and SRI) favor females, and none favor males; two (JIM 1 and 2) favor Whites, and one (SRI) favors Blacks; two (JIM 2 and SRI) favor S's not interested in education, and one (JIM 1) favors those interested in education; two (JIM 2 and SRI) favor those not known well to project staff, while one (JIM 1) favors those known to staff.
were generally highest, HL S's second, LH S's third and LL S's last.

When the mean score for each subgroup was compared to the sample mean (N=20) according to the "noticeable" differences criterion, results favored Whites, females, those not known to project staff and those who were "high" on conventional project measures. HH S's were generally above means, while LL S's were generally below.5

As with ability-related measures, attitudinal scores were compared with various large group means. JIM Scale scores, both past and present were compared both with project large group norms (N=2677) and with national norms (N=3189). SRI is compared with scores of the college freshman norming sample used in the case studies (N=2321). As with ability data, subgroup means noticeably different from the aforementioned comparison scores were nearly all above these means. The only exception to this was SRI for HL S's and for LL S's, both of which are noticeably.

5Noticeable differences above or below total sample means: males: below on all measures; females: above on all measures; Blacks: below on JIM 1 & 2, above on SRI; Whites: above on JIM 1 & 2; no differences occurred on the interest in education subsamples; S's known to staff: above on JIM 1, below on JIM 2; S's not known to staff: above on Jim 2 and SRI; HH: above on all measures (including IQ); LH: above on JIM 1, below on JIM 2 and SRI; LI: below on JIM 2, above on SRI; LL: below on all measures.
below comparison means. Thus, through the criterion of "noticeability", nearly all subgroup scores (and those for the group of 20 S's on both JIM Scale scores) are uniformly above large group comparison means. When the extent of the difference above the criterion of noticeability for each subgroup is inspected, those S's who are females, Whites, interested in education, not well known by project staff and high on conventional tests (HH and HI) have considerably higher scores on JIM Scale (both scores) than their subgroup counterparts. These differences are not apparent on SRI.

Comparisons between past and present JIM Scale scores for the sample of 20 indicate that all present scores but two (females and HH S's) for the subgroups represent at least a three point decrease over the four year period. These recent scores are still, however, generally above means for the comparison groups.

Combined Scores

In order to look at generalities across both ability and attitudinal data, scores were combined in terms of "noticeable" differences, and investigated on the bases used earlier: scores between subgroups; subgroups compared to sample means and subgroups compared with large group means.
When this was done between various subgroups, (i.e., male vs. female, Black vs. White, etc.) results favored Whites, females, those interested in education and those not well known to project staff. When ranking scores of both ability and attitudinal measures for S's in the four test score categories, it was found that HH S's average rank was 1.7 on all measures; HL S's averaged 2.1; LH S's average 2.7 and LL S's averaged 3.1.

Combined scores for subgroups, according to whether they were noticeably above or below sample means, indicated that females, Whites, those interested in education and those not known to project staff were generally above sample means, while their subgroup counterparts were usually below these means. Those high on conventional tests (HH and HL) are generally above group means on combined measures, while those low on these tests (LH and LL) were usually below means.

Combined subgroup scores as compared to various large group means indicate a rather uniform tendency to be noticeably above these means. Exceptions to this are HL and LL S's who are generally below these means. It is interesting that this uniformity should occur in this particular comparison, since the ability-related measures of I.Q., high school and college GPA and high school rank
were not available from the larger population of 2677 S's for comparative purposes. It must be that these measures, all performance-related, carry considerable weight in the assessment of the group's ability and probably their attitudes as well.

In summary, comparisons of objective data among various subgroups within the sample of 20 S's, and between these subgroups and the total means for that sample reveal rather distinct patterns of differentiation in mean ratings. Generally the following score highest on these measures: (1) females; (2) Whites; (3) S's interested in education; (4) S's not known well by project staff; (5) high scores on conventional rather than unconventional project tests. These patterns are not evident when subgroup and sample means are compared with available large group norms. The only trend obvious in the latter analysis is a rather uniform tendency for sample means on nearly all measures to be higher than large group comparison means, and part of this is due, expectedly, to the fact that according to project tests the present sample is, by definition, composed of above average scorers. The absence of large group comparison means for the potentially differentiating ability-related measures of high school and college grades and I.Q. undoubtedly is a factor in the uniformly high sample means
as compared to large group scores. This suggests inferentially that such performance-related measures are crucial factors in differentiating sample groups from one another, though this cannot be directly substantiated here.

**Group Summary of Present Subjective Data**

**The Interview**

The recorded conversation represented the only data for which a direct and consistent attempt was made to relate it to the various constructs of the self-actualization model, prior to the construction of a Gestalt. Because of this effort and because of the complexity of the data itself, generalities for the group are quite difficult to draw. The attempt, however, will be made, with an emphasis on the following points: (1) quantities of data organized according to the model constructs; (2) the general nature of the data's relationship to a reflection of self-actualization; (i.e., positive, negative, etc.) (3) means by which information about self-actualization is inferred (directly or indirectly); (4) generalized themes of all model-related and miscellaneous data (i.e., school, college, family, etc., etc.), and any inferred relationships to self-actualization.

**Quantities of Interview Data Related to the Theory**
Approximate quantities of interview data related to the self-actualization model are expressed in terms of the percent each model construct represents of all interview components (units, remarks) categorized according to the model. An average of about 73% of all interview remarks were capable of being categorized according to the model, when all 20 cases are considered. The remaining units for each case were either uncategorized or placed in miscellaneous categories. The lowest percentage of categorized remarks for a case was about 60%, (Dan and Lee) and the highest was about 82% (Gay, Hope and Gerald).

Interview remarks relating to self-awareness represented an approximate average of only 8% of categorized remarks across the 20 cases. Moreover, percentages for four cases (Leonard, Hope, Elijah and Martin) were insignificant (less than 1% of the total). In all of these instances, a higher level of self awareness than was obvious had to be inferred, due to the nature of other remarks by these subjects, and the individual growth progression suggested by the model. The relative dearth of data related obviously to self-awareness might be due to deficiencies either in the model itself or in the operational way of defining the construct in the
It could also be that numerous self-clarity remarks might in fact suggest considerable self awareness, whether directly evidenced or not, at least if the model's growth progression is generally correct. More will be said about this later.

Remarks relating to self-clarity averaged about 24% of categorized units for each interview. Only Gay (9%) and Lee (12%) had quantities of self-clarity remarks noticeably below 20% of the categorized total. Remarks relating to awareness of others constitute the highest average percentage of remarks per case (about 28%) of all model constructs. In only four cases (Edward: 17%; Ann: 13%; Steven: 19%; and Lee: 17%) were individual percentages below 25%. This seems to suggest that the group as a whole is quite aware of others. As much as two-thirds of these remarks, however, related to simple awareness of the idiosyncrasies of others as the subjects saw them. Statements reflecting concern for others (the other half of our definition) constituted the remainder of the awareness of others units. Thus, the units in this category include remarks reflecting merely the ability

6The essential difference between self-awareness and self clarity as defined in the interviews is an expressed or implied uncertainty of opinion in the former and a decisiveness or certainty in the latter.
to perceive the individuality of others, as well as those indicating either an active or passive willingness to accept that individuality in a positive sense.

In general the interviews were largely devoid of remarks relating to self-strength. This construct represented an average of only $\%$ per case of categorized portions of each interview, and many of these statements were not clear examples of the construct as defined. Remarks of this kind were almost totally lacking (less than $1\%$) in five cases, (Gerald, Anita, Charles, Martin and Ronald) and in only one case (Ann: $20\%$) was $10\%$ of the total exceeded. Ann’s remarks, incidentally, were almost all negatively related to self actualization.

Remarks clearly demonstrating a consideration of the meaning of an individual’s life are largely absent from the interviews, though a few, already mentioned, seem significant. This result is not unexpected in a sample as young as this one. Martin was the only subject for whom the total reached $10\%$ of remarks categorized, the average for the group being about $1\%$. Twelve subjects made no remarks at all in this category, though the existence of at least this kind of thought, as determined from the overall pattern of other remarks, can be inferred for at least five of these subjects (Leonard,
Ann, Ronald, Irwin and Lee). In general, though, this kind of thinking, assuming it exists, is seldom arti-
culated directly, if at all, for this group.

General Valuation of Interview Remarks in Relation to Self-Actualization

When consideration is given to the inferred relation-
ship between interview remarks and self-actualization, it is found that only about 10% of categorized remarks for the sample relate either negatively or neutrally to that concept. At face value this would seem to suggest that the group as a whole demonstrates considerable potential for self-growth (as well as prior growth) through their conversation. Though implications of this will be dis-
cussed later, it seems that this result should not be unexpected if self-actualization is indeed a primary moti-
vator as theorists have suggested. Though most remarks are seen here as relating in a potentially positive manner to self actualization, it is important to note the pre-
sence if not the preponderance of negative (or neutral) remarks in individual instances. In most cases, this presence corresponds with the general potential in some individuals for either slow self growth or unhealthy growth. While this potential probably exists in all of us, certain cases here seem to have more of it than others, and it is often these individuals whose interviews contain
remarks seen as relating negatively to self-actualization.

Leonard, for example, seems to be at a psychological crossroads, due to the nature of his decision to move to Canada. His interview contains negative remarks in self-clarity and self-awareness, some of the latter reflecting abovious bitterness. Gerald, on the other hand, who is probably as anti-social in practical terms as Leonard, seems generally more accepting of his plight, at least now. Negative remarks for him occur only in self-purpose, and these, knowing Gerald, are not unexpected. Gay, who in general seems rather directionless in terms of self-growth, has negative and neutral remarks for self-awareness, awareness of others and self-purpose. Her interview can be contrasted with that of Hope whose overt behavior in life is not radically different from that of Gay. Hope, however, seems to see purpose to her future as a housewife and Mother, while Gay seems to approach these roles with little conviction. Hope's interview contains no remarks considered negative to self-actualization. Sharon, who has worked at various jobs and has only generalized directions to her future, seems nonetheless hopeful about continuing self-growth. Her interview contains neutral remarks related to self-purpose, and no negative units. Ann, whose activities for the past four years are not generally dissimilar to Sharon's, possesses a distinctly
negative self-concept because of family problems. Her interview reflects this clearly, containing negative remarks for self-clarity and self-purpose, and a preponderance of such units for self-strength.

Other examples, perhaps less clear, could be given which seem to reflect the idea that the presence in these interviews of remarks relating negatively to self-actualization, depending in part on their frequency and nature, can reflect at least the general level of an individual's potential for inconsistent or even negative self-growth. This can be made clearer, however, as other data are inspected in relation to that of the interview. Perhaps the best that can be said at this point of the interview data is that most statements, with a few notable exceptions, are analyzed here as indicative generally of positive rather than negative potential relationships to individual's self actualization processes. The group Gestalt, to come later should help to clarify this remark.

**Nature of the Relationship of Interview Remarks to Self-Actualization**

Accurate tabulation of numbers of interview statements as they relate in more or less direct ways to model constructs was not kept. In general, two gross levels of inference were required as data were analyzed. Some
interview remarks related at face value to model constructs, that is, a subject might simply say that he was aware of or clear about a particular aspect of self, that he was aware of or concerned about others, or had a particular goal in life. These kinds of remarks were definitely more prevalent in the awareness of others and self-purpose categories. It is simply more common to discuss one's view of others and goals in life (at least educational-vocational ones) directly.

Interview remarks here suggest that it is less common to discuss one's awareness and clarity of self, and also one's self-strength and consideration of life's meaning, in a direct fashion. This is illustrated by the fact that these constructs are inferred most often in these interviews indirectly as a subject airs his views on a variety of topics. Rather than to say he is opinionated, for example, a subject might demonstrate opinionation by a series of more or less dogmatic statements about school, the war, religion, etc. While he would not call it opinionation, it is, in fact, clear to him that he is closed in views about particular topics, and in this sense, self-clarity is demonstrated. The same would be true if a subject verbally indicated he could see various sides of an issue regarding the value of a particular job for him, or the way a school had to enforce rules. In this instance,
however, the individual might be indicating indirectly that he was either aware of or clear about a tendency on his part to be open-minded on particular occasions. While a subject might not directly say he is considering the meaning of his life, statements relating to religion or to the relative merits of various life-styles seem to provide indirectly inferred data regarding this model construct.

Normally, it was found, that when a subject made a remark related more directly to a model construct, he was speaking of himself primarily (but not exclusively) as himself. When he made a remark less directly related to part of the model, he usually was speaking of himself as he saw himself in a particular role - that of student or prospective student, employer or prospective employee, soldier, son, daughter, Black or White, etc., etc. The social necessity of roles is thus demonstrated, and one initial assumption of this research - that self is revealed through views and preferences relating to education, vocation and social contacts - is therefore supported. This is true, of course, because self and roles are practically inseparable, though some social theorists would argue to the contrary.

Since the scope of this study did not allow for
precise tabulation of the amount of remarks analyzed at
direct or indirect levels of inference, only a rough ap­
proximation was made. This indicated that about one­
third of categorized remarks were capable of direct
analysis. Expectedly, these came primarily from subjects
who were more open and willing to talk about themselves,
namely Gerald, Leonard, Ann, Fred, Ronald, Irwin, Hope,
and Sharon. About two-thirds of the interview remarks
were categorized more indirectly, and these often came
from the other subjects who were not quite as noticeably
open as those above. The range of discussion topics
through which inferences about model constructs are made
is quite broad, and includes vocations, education, (college,
public school, etc.) religion, views on social problems,
(often race) the Vietnam War, hobbies, life-styles, the
military, social relationships, etc., etc. These will be
mentioned now as general topical themes of both that data
related to the self-actualization model and of that placed
in miscellaneous categories.

Topical Analysis of the Interviews

Topical themes of the interviews are discussed here
chiefly for the sake of group information, and although
some connections between these themes and self-actualization
will be apparent, these will not be detailed until later
in the group Gestalt. Both model-related and miscellaneous
remarks are discussed here. As suggested throughout the cases, the chief operational difference in the inter­views between miscellaneous data and that categorized according to model constructs involves the pure descrip­tiveness, without stated or implied valuing, of the former. In other words, a statement or series of remarks might simply relate an incident or segment thereof in­volving college, family or any other topic. If that remark or series of remarks contained no mention of the individual's feelings on the subject, it was categorized as miscellaneous data. If, however, an opinion about the matter was indicated, the units were usually capable of being related to one of the model constructs. One partial exception to this is the model category of consideration of life meaning. With this situation, an individual might verbally reflect on life's meaning or related topics without revealing even tentative opinions on these matters. These, as well as more value-laden remarks in this area, might still be categorized under life meaning rather than miscellaneous. Various interview topics, thus, could be discussed with and without having any analyzed relationship to the model. The topical discussion to follow, therefore, does not indicate whether the topics were discussed chiefly under miscellaneous categories, model categories or both. In some instances, however, these relationships will be obvious.
School and College

Not surprisingly, most subjects tended to discuss public school and college experiences frequently. The former constituted sizeable portions of the interview for twelve subjects, and the latter did in sixteen cases. Generally, impressions of college were more favorable than those of public schools. Of those subjects dwelling at some length on the public schools, seven (Edward, Leonard, Gerald, Anita, Dan, Charles and Margaret) were rather decidedly negative in their remarks, while the remaining five (Martin, Hope, Lee, Irwin and Gay) made negative but also some positive remarks. Few remarks tended either to condemn or praise schools as a whole, but considerable bitterness was noted on the part of some individuals regarding particular incidents and individuals in their school lives.

The extent of negativism toward higher education was less than that toward public schools. Of sixteen subjects discussing college at some length, only Leonard, Hope, Steven and Margaret could be said to have largely negative views. The remainder of this group (Edward, Anita, Dan, Sharon, Lee, Peace, Ronald, Irwin, Charles, Martin and Joyce) voiced negative as well as positive views of college. Again, views were generally expressed in terms of incidents and individuals, rather than of the
system of higher education as a whole. One rather notable exception to this involved those who made positive remarks about higher education. College in the sense of course work was almost never seen as a learning end in itself, but as a rather practical means to a more comfortable, meaningful and "respectable" life-style than that commonly accorded to non-college people in this country. To these individuals, not surprisingly, higher education seems to mean a credential first, and learning in the broad sense as a decidedly secondary objective. What this may say for the cause of meaningful work as a life goal cannot be detailed here.

Religion

The discussion of religion in the interviews was probably most notable by its relative infrequency. Though nearly all subjects list a religious preference, only Edward, the faith-healing fundamentalist minister, and Elijah, a man with strong religious ties through his grandparents, discuss religion in any depth in the interview. Hope and Fred mention having personal religions largely unrelated to churches, but they do not elaborate. Gay mentions a closeness to her church with some frequency, though she mentions little about the meaning of this closeness has for her. Ed and Elijah are thus the only individuals who seem, by their discussion, to be
deeply affected by their religion. It may be that the lack of talk about religion results partially from the fact that such discussion was not solicited in the interviews. It may also be that religion simply does not assume a very important part in the lives of these subjects.

Vietnam and the Military

An infrequent but occasionally notable discussion topic in the interviews was the Vietnam War and the military service. Six subjects, all male, mention these topics in their conversation, while four dwell on them at some length. Three of these, Elijah, Fred and Ronald are all recently discharged servicemen, while the fourth, Martin, is about to join the Air Force as an officer, after enrolling in an ROTC program in college.

Ron and Fred, the two Vietnam combat veterans, oppose almost totally that war and the military system. Their conversation is a series of denunciations of war and the system which supports it. The telling of incidents in the war abounds, both having witnessed atrocities committed by American troops, and having heard of similar acts committed by the enemy. Both imply that the war experience constituted a meaningful, if terrible, learning experience for them. Neither, however, would care to repeat it.
Elijah, who served in Ethiopia as a non-combatant, is considerably less opinionated about his military experience than Ron or Fred. He speaks of it rather as a job that he had to do, and though he mentions that he tried to make the most out of it, he seems neither highly positive nor negative about the experience. Martin, who must serve four years as an Air Force officer, is facing his tour with philosophical resignation and admits having come to see the Air Force with considerably less glamour after several summer camp experiences. Leonard mentions the war, and its role in taking him to Canada, with great bitterness. Dan mentions the military in passing as the kind of career that he would not care to involve himself in.

Psychiatric Problems

Though this hardly constitutes a topical theme for a larger part of the sample, it seems significant to mention that three of the subjects here, Gerald, Ann and Steven, voluntarily mentioned in their interviews that they had found it necessary to seek the aid of psychiatrists. The latter two mentioned suicide attempts as a result of severe personal problems. Gerald's contact with the psychiatrist came in his high school years, and despite his prison record, his present problems seem less obviously severe than those of Ann and Steven.
Had this sample been a true random selection, representative of the larger population, important inferences might be made about that group in terms of mental health. Though the problems of Ann and Steve were not known to this investigator before sample selection, no such inferences about the population ought to be drawn here. It is nonetheless highly important that fully 10% of this sample might be called potentially suicidal, and that if one were to include Gerald's and Leonard's manifest difficulties, 20% of the sample might be said to be rather profoundly capable of severe emotional disturbance. The reasons for this potential will be mentioned later, but with all four of these individuals, social pressures, including those involving education, can be said to have played a major role in the formation of their difficulties, even if this conclusion is based only on the interview data under discussion here, which it is not.

Family Relationships

Though the topic of family relationships was raised in the interview by nearly all (17 or 20) subjects, few individuals elaborated at any length on the nature of these relationships. Though these indications were sufficient to make some estimate of the general tenor of each person's family life, only Steven, Ann, Margaret, Edward and Leonard gave much solid detail on family
relationships, and only the latter evidenced consistently positive feelings. Of those remaining eleven subjects who touched only briefly on family relationships, six (Martin, Elijah, Charles, peace, Irwin, Hope and Lee) were largely positive about their feelings, four (Gay, Joyce, Sharon and Dan) were generally negative, while Gerald seemed to see both good and bad in about equal proportion. Of those eight subjects mentioning basically negative remarks about family in the interview, five mentioned having suffered a severe family disruption, three divorces (Ann, Margaret and Edward), and two deaths of parents (Sharon and Dan).

It must be stressed that the discussion here is based only on the interview, and just because interview remarks may indicate a good or poor family relationship is no indication that other data will necessarily support the trend of these data. Of those mentioning family relationships in the interview, slightly more than half evidenced largely negative feelings. Of those few detailing the nature of family situations, Steven, Margaret, Edward and Ann mention or infer that lack of understanding and empathy was a big factor in poor family relationships, while Leonard implies strongly that his parents, particularly his Mother, demonstrate caring. The same general trends can be inferred from interview remarks of
those who do not discuss family relationships in depth, though not as much direct interview data is available for support of such generalizations.

Vocational Themes

Talk about the nature of subjects' employment, past, present and future was a clear theme of the interviews. Most frequently this talk consisted of the telling of job-related incidents, acquaintances made with fellow employees and opinions about either or both. Speculation about future employment generally was related to self-purpose. Of the twenty subjects, fourteen conversed about jobs in some depth.

Those who did not deal at length with employment as a topic of conversation, had either not held a full-time job (Hope, Martin, Irwin, Fred) for any length of time, or were not obviously concerned about their vocational future at this juncture (Gerald, Leonard). Though the latter two, and their apparent lack of concern about traditional vocational patterns, hardly constitute a trend for the sample, the mere presence of these attitudes could be reflective of a more general feeling in this youthful population against currently accepted life-styles.

Of those individuals discussing jobs they had
experience with, only Elijah and Gay made basically posi­
tive remarks about these situations. All the rest had
held at least one job they said or implied to be mean­ing­
less, and only Lee and Edward seemed relatively satisfied
with what they are doing now. Steven, Margaret, Joyce,
Ann, Sharon and Ronald all mention some positive job
experiences, but none are generally pleased with their
present or most recent activities, and all but Margaret
say this explicitly. Charles, Anita, Peace and Dan say
few positive things about past or present job experiences,
and all but Anita, who must now attend to Motherhood,
mention planning for more meaningful work in the future.
Margaret, Sharon, Steven, Joyce, Ann, Ronald, Lee, Edward,
Elijah and Gay also discuss future vocational plans; but
only Lee, Edward, Elijah and Sharon do so with much
specificity.

Perhaps the best generalization that can be made
from job-related conversation in the interviews is that
most subjects exhibit a lack of cohesive thought about
jobs, past, present and future. While good feelings about
particular job experiences exist, extremely bad feelings
also do, sometimes within the same job, sometimes not.
While a general feeling of vocational goal seeking is
definitely communicated, meaning and specificity in this
area is less clear. While some individuals are planning
diligently for their vocational future, several are not, and two directly evidence personal questioning of society's concept of a vocational future. A level of dissatisfaction with many past and present jobs is clearly communicated in more than half the interviews. This fact might prove hopeful in the sense that the meaningfulness of work in this society could ultimately be questioned seriously by these individuals. Confusion and negativism about work might thus be seen as exhibiting potential for broadly constructive personal redefinition of the uses of work. The possibility for continued confusion and even bitterness, unfortunately, is also communicated verbally in some interviews.

The Previous Project

Though the previous project upon which this research was based became the subject of conversation in several interviews, (Anita, Sharon, Dan, Lee, Ann, Charles and Joyce) little elaboration occurred. In general, remarks about the project were not directly solicited. In the few instances when this happened, responses were generally short, perfunctory and not detailed. It is important, however, to mention that nearly all remarks about the project were favorable. Three subjects (Lee, Anita and Sharon) stated directly that the project was a crucial factor in their decision to attend college. These
statements were not solicited in any conscious way. Lee remains in college, and will probably graduate and study beyond the undergraduate level. Sharon is out of college and has tentative plans to return. Anita has no concrete plans to continue in college, though she does not rule out the possibility. Thus, if these statements are taken at face value, the project can be said to have significantly influenced the lives of these three. Not surprisingly, all were well known to project staff.

Racial Concerns

Racial matters were mentioned in the interview by eleven subjects, nine of them Blacks, (Peace, Fred, Leonard, Dan, Lee, Irwin, Elijah, Steven, Gerald) and two of them Whites (Gay, Anita). Of these, Elijah and Leonard elaborated the most, the former insisting that race did not concern him, and the latter demonstrating vehemently and often bitterly that it did. The other Blacks made remarks suggesting that they were quite aware of racism in this country, but that they all seemed relatively rational about their predicament and generally unlikely to take a radical stance. The potential for bitterness, however, possibly resulting in later radicalism, was apparent if not obvious in a few of the remarks, particularly of Dan, Lee, Irwin, Steven and Gerald. As a White, identifying with university people, Sharon also
indicates some identification with the cause of Blacks. Anita, however, as the wife of a working class White man, does not understand why their taxes help to support Blacks and Whites who have difficulty doing so themselves. As a group, the racial interview remarks here are notable for their general moderation, though the specter of potential anger is hardly invisible.

Need for Individuality

The totality of interview remarks in the various model categories related to self suggest, grossly, a need to identify the nature of subjects' individuality. This can be inferred at a highly general level from overall patterns of interview conversation for practically all subjects, with the possible exception of Gay, the blandness of whose conversation suggests an aimlessness not often indicative of a search for identity. In addition to this highly general inference based on interview remarks, six subjects stated in rather direct fashion their need to live their individuality. Hope, Leonard, Dan, Peace and Martin all mentioned clearly that they had decided generally to be themselves, to do, with reason, what their minds told them was best. In addition, Margaret remarked that her 21st birthday marked a milestone in her life, since then she and only she was responsible for herself. None of these remarks was
I consciously solicited by the interviewer. Six explicit statements such as this, along with implications suggesting similar feelings on the part of most other subjects, indicates that unstructured interviews can provide important information about self-actualization as an individual motivator.

General Social Concerns

In addition to racial issues and the war, other social problems received some attention in the interviews, usually as a result of a subject's personal involvement with an issue. Gerald, for example dwelt on his prison experiences and his acquaintance with drugs. Ron and Fred also allude to the drug problem in Vietnam, and Peace discusses some of his exposure to the drug culture. Martin, Peace, Sharon and Dan all mention feelings about recent campus disturbances. None said they sought involvement, but Martin was the only one opposed to student activism, and Sharon expressed dismay at incidents of police brutality she'd witnessed. Sharon also evidenced considerable concern over the plight of the poor in this country, through discussion of her involvement in a volunteer social action organization. Leonard, of course, is deeply concerned about a multitude of social ills involving race, war, politics, conscription, education, etc., etc. Charles is concerned about
misunderstood youth and discusses his plans to build a kind of haven for some of them. Margaret discusses the ill effects of certain business practices on customers. When race as a topic of discussion is included, nearly all subjects here verbally demonstrate some level of awareness of social concerns, and some evidence considerable sensitivity.

Interest in People

In addition to the fact that large numbers of interview remarks were placed in the awareness of others category of the model, simply because other people were consistently discussed, three-fourths of the subjects rather specifically stated that they were concerned about and/or enjoyed people. Often, "people" included children specifically (with Fred, Steven, Joyce, Irwin, Gay, Elijah). Several subjects discussed their concern for others at some length, (Margaret, Charles, Joyce, Sharon, Ann) and the nature of the concern for all subjects is generally positive. Mention and discussion of people interest related to jobs and job planning was evident for Margaret, Steven, Joyce, Elijah, Edward, and to more general concern for Fred, Charles, Martin, Anita, Irwin, Hope, Sharon, Lee, Gay and Ann, though these emphases were not mutually exclusive. Of the five subjects who did not specifically mention an interest in people, it
may be important to note that three were subjects who could be described as most likely to be untrusting of others (Gerald, Leonard, Dan). The remaining two (Peace, Ron) do not fit this generalization.

Many other topics were, of course, discussed in the interviews, but few others reached any level of generality across subjects. Five subjects discussed creative endeavors: Joyce (poetry); Edward (writing, painting); Irwin (painting); Steven and Gerald (music). The latter three seem to have reached a rather high level of expertise in their crafts, at least according to their discussion and this writer's observations. Five subjects (Joyce, Martin, Margaret, Peace and Lee) mentioned specifically an awareness of their own growing maturity over the last four years, particularly in areas of interpersonal tolerance and understanding. Others, of course, imply similar growth by the nature and pattern of interview remarks, but do not state it specifically.

The mere existence of a topic in an interview could not necessarily denote the presence of evidence for one of the self-actualization constructs, although this did occur. The discussion of religion, for example, may or may not give evidence for consideration of life's meaning. If the discussion included remarks speculating about
religious belief in general, such statements might be given life meaning categorization. If similar remarks, however, were made in such a way that religious belief assumed highly personal connotations, they might be categorized as self- clarity or self-awareness. Purely descriptive statements about experiences in college would be categorized as miscellaneous, but if the subject verbally valued these experiences, they would then be related to self. If this valuing involved views of others, awareness of others became the most frequent categorization.

The existence of particular topics of discussion in the interviews is, at best, only a very gross indicator of the nature of that subject's self-actualization as defined here, though there are some notable exceptions in the previous topical discussion. In general, the presence of these topics in the interviews is more useful for inferential purposes in speculating about various antecedents to a particular subject's apparent level of self actualization at present. Thus, discussion of parental relationships, or school or college experiences, or job-related feelings might suggest a multitude of factors which could be seen as more or less causal to each subject's level of progress thus far in his life. These will be mentioned later in the Gestalt. Naturally, many other
factors of this kind exist, both undetermined and undeterminable, which might, if known, make even our most seemingly logical conclusions here about subjects' progress seem untenable. Any speculation, therefore, about the interplay of antecedent factors and their relationship to a subjects' present level of development is fraught with difficulty.

The Essay

Subjects' essays served as an adjunct to the interviews. In most cases they simply generalized about some of the topics raised in the interviews, and although the writing task offered those reluctant to talk in the interviews a further opportunity to express themselves in a minimally structured way, few exercised that option to any length. Analyses of the essays proceeded similarly to that of the interviews, but in a greatly simplified manner due to the brevity of most of the writing. The sample as a whole did not seem to react in depth or skillfully to the writing medium. Edward, Steven and Margaret to a limited extent, and especially Leonard are the only individuals who seem to have some creative flair for writing. Most others reflected very average writing skills, and a few (Joyce, Gerald, Gay, Elijah, Ann, etc.) were especially poor in terms of composition. Anita and Dan wrote essentially no essay at all, demonstrating an apparent lack
of initiative. These two, along with Ronald, Elijah and possibly Peace, Charles, Martin, Hope and Sharon put forth apparently minimal effort in their writing as judged by length and detail beyond generality, though these criteria were difficult to apply uniformly.

In terms of the self actualization model's constructs, essays contained approximately the same quantity percentages of remarks related to the six categories as did the interviews. Only miscellaneous categories appeared less frequently than in the interview, as most essay remarks could be categorized according to the model. As in the interview, the bulk of remarks related to the first three model constructs—self awareness, self clarity and awareness of others—constituted more than two-thirds of the essay portions categorized. Self-strength remarks are nearly non-existent, while comments relating to self-purpose are relatively common (about 10% of the total). Statements related to life meaning are not common, but those few which exist are rather profound, especially those of Leonard and Edward.

Topical Themes of the Essays

According to generalized topics covered in the essays, few differences were found from those spoken to in the interviews. Among those topics discussed in the interviews,
the following were also mentioned in many of the essays: employment, family relationships, religion, education, (college and public school) specific statements indicating a desire to work with or help others, and social concern. War, severe personal problems, our former project and race of interview topics are practically non-existent in the essays. The approximate way in which subjects deal with topics in the essay is about the same as it is for the same topics in the interview, although the distribution of topics discussed according to subjects is not, of course, the same.

Employment

Comments on employment are quite frequent in essays, at least thirteen subjects mentioning the topic. Four individuals (Gerald, Edward, Steven and Irwin) mention rather specifically that any work they do must have meaning for them, and four more (Joyce, Charles, Sharon and Ann) imply this rather clearly by their generally negative remarks. Leonard again seems to be against employment as it is commonly thought of in this society. Thus the trend of job-related remarks in essays is similar to that in the interviews. A generalized searching for a more meaningful work experience is noticeable, though a few seem at least temporarily satisfied with work to now. The overall picture is therefore one suggesting some
confusion in the group as to what work is and what it ought to be, and what this means in personal terms for each subject.

**Family Concerns**

Family relationships are also mentioned frequently in the essays by as many as thirteen of the twenty subjects. Six of these (Joyce, Edward, Steven, Margaret, Gay and Ann) voice primarily negative remarks about family contacts, although Ann and Margaret also mention some positive views as well. The rest (Gerald, Peace, Ronald, Leonard, Sharon, Charles and Elijah) write basically positive statements about family. Only Sharon evidences some contradiction in feelings, interview to essay, and this is not an apparently major inconsistency. Approximately the same amount of expressed positive-negative remarks about family are apparent in the essays as in the interview.

**Education**

The value of education, specifically college, was mentioned by half of the sample. All but Hope, Steven and Leonard were totally positive in their written remarks about the benefits and necessity for college work, and only Leonard was totally negative. Lee, Peace, Ronald, Fred, Charles, Margaret and Edward all were quite emphatic
in discussing the need for a college education in their future development. As in the interview, the view suggesting the purely practical benefits of higher education is quite apparent, whether stated or implied. Comments related to public school experiences were less frequent than those about college. Only Sharon and Edward were completely positive in their remarks, while Ann and Leonard were generally negative. Joyce and Steven present balanced views of public school, and the latter, who makes the only lengthy remarks on the subject, presents constructive suggestions for school improvement.

Interest in People

Seven subjects (Sharon, Irwin, Gay, Fred, Charles, Steven and Martin) stated rather clearly a liking for people and/or a concern for helping them in some way. This kind of explicit remark was also prominent in the interviews, in addition to more implicit concern for others as indicated by the presence of discussion of people without directly expressed feeling. All views about others were not positive, as Lee, Charles and particularly Leonard expressed some cynicism in regard to the trustworthiness of others. Charles was also constructive in forming a specific plan (building a dance "barn") for helping others. Leonard's doubts, while aimed at White Americans, seem to smack of a more general
distrust of others, perhaps rooted in self-doubt, though this is pure speculation. Lee claims to seek respect and trust from others, but expresses doubt that this is readily forthcoming. Overall, view of others as expressed and implied in essays suggests some guarded optimism, covered over in part with an idealistic, though admirable, expressed concern for bettering the condition of one's fellows.

No other one topic discussed in the essays assumes much consistency across subjects. Though some self-reference is implicit in most essays, only Fred, Leonard and Charles discuss themselves directly to any extent. Similarly, though the nature of life view can be inferred from many essays, only Irwin, Edward and Leonard talk about that topic as such. Only Edward and Elijah mention religion in the essays, and considerable profound social criticism is offered by Leonard and Edward. Specific goals are discussed only by a few, (Fred, Peace, Margaret, Martin) though more generalized vocational-educational-social goals are implicit in most essays. Edward discusses child rearing with considerable insight.

The essays as a group do not offer as consistent and detailed a body of evidence reflecting individual self-actualization as did the interviews. A few essays and
parts of essays are well-written, expressive, detailed and directly reflect relationships to self actualization as defined here. At least as many as half the essays, however, are written mostly in terms so general that relationships between the data and the model employed here must be considered highly tenuous. Those essays by Leonard, Edward and Margaret, and parts of the writing of Irwin, Joyce, Fred, Steven, Ann and Gerald show perhaps the clearest and most detailed and direct connections with the present model, while the remainder provide only generally useful information for this purpose. Despite the high level of expressiveness reached in the essays by a few of the subjects, perhaps the best generalization to state about the writing is that the group as a whole would rather communicate by speaking.
The section here may be thought of as general conclusions about the sample as a group, as expressed through our self-actualization model in terms of evidences of motivated behavior, and reflecting the general level of hopefulness of the group. The evidences upon which these conclusions are based have been described previously in regard to their various types and their apparent relative importance in assessing self-actualization. Though demonstrated acts of subjects (i.e., college attendance and satisfactory grades, continued pursuit of meaningful work, help given to others, etc., etc.) are presumed here to assume more general importance in assessment than verbal or written indications of intent, (essay and interview remarks, inventory ratings, etc.) the latter must be viewed in relation to the former in order for a fuller picture of self-actualization to be drawn. Similarly, past indicators of self-actualization must be viewed in light of present ones for a fuller indication of group character and progress to be determined. The following was written with these general guidelines in mind.
The group as a whole seems now to be proceeding at a moderately positive pace in its quest for self actualization. Group one, consisting of Fred, Irwin, Edward, Joyce, Elijah, Martin, Hope, Peace, Margaret, Lee, Sharon and Ronald, seems to be progressing steadily and hopefully with only minimal evident potential for disruption to this process. Group two, including Gay, Charles, Anita and Dan, is also progressing in its self-actualization, but at a somewhat slower pace than the first group, and with somewhat more potential for disruption than that group. Group three, including Gerald, Leonard, Ann and Steven, has apparently proceeded at a very erratic pace toward self-actualization, but, paradoxically, seems to possess both the greatest hopefulness for full development, as well as the greatest potential for personal disaster. These four have experienced more individual trials than the other subjects, hence the potential for greater problems, but in the process, all except possibly Steven have developed a sensitivity to self and others which, if developed, could expand their potential for self actualization beyond many other members of the group.

**Self Awareness**

Self-awareness, the most basic of the model's constructs, was not particularly easy to identify in a direct fashion from the group data. This may have been due in
part to the closeness of this construct's definition operationally to that of self-clarity. The chief practical difference in the two amounted to an expressed awareness of self without certainty for self-awareness, and an expressed awareness of self with relative certainty for self-clarity. This distinction was extremely difficult to determine except in some interview statements. Additional difficulty was also encountered as one looked at parts of data versus the whole of the data. A remark by itself may have demonstrated self-clarity beautifully, but in the context of other partially contradictory remarks may have been better categorized as self-awareness. Because of these difficulties, self-awareness data was relatively sparse and much that was available was identified at a high level of inference. It had to be assumed, in fact, that a higher level of self-awareness existed than was apparent for the group, because evidence for self clarity and awareness of others was more prevalent and obvious. This assumption, of course, was based on the interrelationships of the self-actualization model's constructs as originally defined, and might not be valid.

Self-awareness in this group is largely positive and evidenced by a variety of data. The seeking behavior related to jobs, education and personal meaning, demonstrated over time by at least three quarters of the subjects,
suggests that individuals are cognizant of the necessity for life patterns to be defined individually within general bounds of social acceptability. Most subjects are apparently seeking to define themselves. This demonstrates awareness of individual uniqueness. Few have arrived at definitions, but those who seem to be seeking less than others (Gay, Steven, and, to some extent, Anita, Margaret and Joyce) are having obvious and expected difficulties in self-actualization.

Self-awareness remarks, largely positive, in interviews and essays constitute about 10% of the categorized totals for these analyses. Mean SRI self score for the group is about equal to the comparison mean, though this subscale has ramifications for both self awareness and self clarity. Uniformly high "Life Goals Questionnaire" scores also have some relationships to self-awareness but to other constructs as well. The group as a whole, in fact, scores generally higher than comparison groups on ability and attitudinal measures where comparison data is available, suggesting a general level of accomplishment and attitude development indicative of developing self-awareness. Combining all data, with an emphasis on the general tone of the interview, only Anita, Margaret, Steven, Gay, Joyce and possibly Charles can be said to have a rather low level of self-awareness in comparison
with the rest of the group.

**Self Clarity**

Data relating to self-clarity is abundant for the group, particularly in the interviews and essays. Though all these data are not fully consistent among themselves for a given individual, (i.e., each subject is not, of course, fully "decided" about the nature of his individuality) the presence of this kind of information in quantity clearly indicated considerable thought in the group, not only about the presence of individual uniqueness, but also about its nature. If the model's framework is generally correct, more self-awareness than is obvious can be inferred, and the group's self-actualization processes can be said to have advanced well into the "stage" of self-clarity. Late adolescence, therefore, is obviously a time of self-discovery and self-definition.

Other information besides interview and essay data support this conclusion. The fact that few vocational-educational career patterns are clearly evident in the group is not surprising given the youth of the subjects, and is indicative of a continuing search for self-clarity as it can be defined in terms of jobs and schooling. Another inference that might be drawn, however, from the lack of defined career patterns is that this group is
showing a tendency to define self in terms of personality aside from as well as through jobs and schooling.

Though many subjects quite naturally aspire to the trappings of middle class life as discussed earlier, those aspirations seem to be defined largely though not exclusively in a crass sense. Though this is not a particularly surprising finding, it may reflect a growing disaffection by groups like this with traditional means of self-definition - "a good job and a good education". The fact that most subjects appear to be seeking these things is understandable. They have to eat. The depth of meaning they ascribe to attaining self-clarity purely in these terms is quite debateable. Two subjects, Leonard and Gerald, have clearly and obviously rejected many present standards of middle class white American society, yet are potentially capable of considerable self-clarity, perhaps because of this rejection. Lee, Irwin, Steven, Charles, Ann and possibly others, though generally remaining controlled by present standards, evidence some doubt about their own connections with job and school, such that their level of satisfaction with self-definition in these terms is questionable. The group may thus generally reflect the growing need for self-definition in largely personal terms which many say is a hallmark of this particular generation of youth. The attraction of
more traditional means of self-definition, through social and institutional means, remains of course quite strong.

Evidence of self-clarity for the group is most prevalent in interview and essay remarks, and in general behavior patterns over the past four years. The tenor of this and other general evidence bearing on self-clarity (attitudinal data, high school and college grade point averages, etc.) shows little obvious negativism in regard to self-definition. Though college grades are generally below average, this seems to have served as an aid to self-clarity in most cases, rather than a hindrance. Subjects have learned to make adaptations whereby grades have improved, or they have decided to drop out.

As a group, most subjects are actively involved in self-clarification. Some who are less actively involved include Gay, Steven, Anita and Margaret, though the difference here from the others is one of degree and not of kind. The group as a whole thus demonstrates having made considerable positive and hopeful inroads into the self-actualization process as indicated by the quantity and quality of self-clarity data.

Awareness of Others

The model construct awareness of others had the
largest amounts of data collected here related to it. This plus the fact that much of that data was seen as relating positively to self actualization reflects hopefulness and further substantiates the conclusion that the group's self-actualization is moving steadily and is advanced into the awareness of others "stage" of the model.

Considerable interview and essay data is devoted to both descriptions of relationships the subjects had with various others as well as opinions they had of the people and the relationships. Such discussion evidenced both sides of the present definition of awareness of others - concern and cognizance - though the latter was seen most frequently. Behavior reflecting awareness of others was seen directly in the interviews. No subject was uncooperative or discourteous, and only Gay and Dan could be described as mildly hesitant in terms of their willingness to converse. Much other data too numberous to enumerate demonstrate subjects' cognizance of others. Some indications of concern for others bear re-mention: Elijah's support of his grandparents at the sacrifice of his own education; Sharon's stint as a volunteer community worker at subsistence pay; Ronald's low paying evening work at the boy's club of a local settlement house; Charles' plan to build a gathering place for youth; Gay's volunteer church work; Edward's ministry; etc.
Though negativism toward others is infrequent in the data, it is present nonetheless, and represents the potential for disruption of subjects' self-actualization and the negation of hopefulness. This negativism is voiced primarily in the interviews, and often takes the form of direct criticism of individual representatives of schools and colleges, businesses and other employers, the military, prisons and the police establishment, etc., through which subjects have had unpleasant experiences. Racism is the subject of much negativism toward others, and criticism of it is expressed or implied by ten of twelve Black subjects.

Objective attitudinal data, particularly SRI, give generally positive evidence in the sample of awareness of others. Five SRI subscales (others, children, authority, work and parents) relate more or less directly to awareness of others. The group scores above comparison means on all of these except the parents scale. They are particularly high on the SRI children subscale. The group's parents subscale mean, however, is considerably lower than the comparison mean and thereby gives evidence of a potentially major deterrent to self actualization. Since parents play such a key role in the growth of their offspring, evidence such as this suggesting general dissatisfaction with parental relationships presents the possibility that this
dissatisfaction might be impinging negatively on individual development. The extent to which this negativism becomes manifest may be contingent upon the extent to which dissatisfaction results in unwillingness by the subject to attempt to understand the reasons for the nature of his relations with parents. In short, he may fail to understand his relationships with his parents and still self-actualize. He may, in fact, grow as much out of such failure as if his attempt at understanding were successful. If, however, he is not able even to attempt to understand the problems, his awareness of others becomes lacking according to our definition, and does not enhance his prospects for self-actualization.

Subjects' parents, of course, share responsibility for the nature of relationships with their children, and if attempts at understanding are not shared, subjects may be justified in rejecting their parents, though this could still slow self-actualization. It is no accident, therefore, that subjects whose families experienced divorces score very low on the SRI parents scale. Of these five, (Dan, Edward, Margaret, Ann and Gerald) all but Edward can be said to be experiencing some present difficulty in self-actualization. The same, however, is true of Steven, Charles and Gay, whose families are not disrupted, at least in legal terms.
Awareness of others is obviously crucial to self-actualization. Subjects here have a positively developing awareness of others according to our definition. More specifically, however, the nature of individual awareness of significant others (teachers, employers and especially parents) assumes particularly vital importance in self-growth. It is not surprising, therefore, that awareness of others data relating in a potentially negative manner to self-actualization has most frequently to do with significant others. Individuals simply must confront these specific others more often. The potential for negativism becomes naturally greater, and the test of subjects' conception of others is thus sterner. The minimal negativism toward others, therefore, that does show up in the data here is not considered unusual, except possibly that related to family relationships. The potential effect of negativism toward others in self-actualization and hopefulness for the group seems correspondingly minimal. Predictions, however, of future manifestations or that potential are extremely difficult to make.

Self Strength

Group data reflecting self-strength is available primarily by rather indirect inference. Direct statements of self-confidence are few in interviews and essays. They are apparently regarded as braggadocio, which is normally
frowned upon in our society. Self-strength must therefore be inferred chiefly from behavior patterns.

A willingness to discuss themselves openly in interviews may be a general indicator of self-strength for as many as three quarters of the subjects, although the level of openness differs and is difficult to assess with any degree of certainty. Persistence in particular behavior patterns over time may also be an indicator of self-strength. Peace, Lee, Irwin, Charles and Fred, for example, have continued in further education despite considerable financial and academic adversity, and Dan, Sharon, and Ronald either have or will return to college in spite of a variety of obstacles, chiefly practical ones. A mean high school grade point average for the group that is slightly higher than the normal 2.0 is probably generally indicative of self-strength, while a low mean college average suggests the opposite conclusion. Attitudinal scores usually higher than comparison groups also seems generally related to self-strength. Individual instances of self-strength bear mention: Leonard's decision to "dodge"; Elijah's support of his grandparents; Ann's and Margaret's necessary avoidance of poor home situations, etc. Evidences of lack of self-strength are also present, such as Steven's, Gay's and Joyce's reluctance to leave admittedly bad home situations.
Indications of self-strength are certainly not absent from the data, but are far less prevalent and obvious than indicators of self-awareness, self-clarity and awareness of others. That self-strength data which is available seems to have potential for generally positive relationships to self-actualization and hopefulness. The group, therefore, cannot be said to be negative in self-confidence. It seems, rather, that self-strength has simply not developed very fully at this point in the subjects' lives. This is not unexpected in a group of this age range, and seems to indicate simply that these individuals' self-actualization process has not advanced very far into this "stage". Potential for future development of self-strength thus seems favorable with all but a few individuals.

Self Purpose

Information here regarding subjects' self-purpose manifests itself most frequently in terms of individual vocational, educational and other kinds of life goals. As compared to self-clarity and awareness of others, data on self-purpose are relatively sparse in the case studies, and therefore it can be said that subjects' self-actualization is not very fully developed into this "stage". Recognition of some of these data, particularly in essays and interviews, is quite clear since it was common here
for individuals to talk directly about their future, at least in conventional terms of work, schooling, marriage, etc. The focus of interview and essay was purposely stated in terms of these kinds of factors. Some conclusions, therefore, regarding self-purpose are based on direct inference. Others are based on a more indirect and general level of interpretation of data such as overall behavior patterns and "tone" of interview and essay data.

The need for individually defined self-purpose is more or less obviously visible across nearly all subjects, (except possibly for Gay, Gerald and Anita) but that need is very seldom defined clearly in terms of its future behavioral manifestations. To be sure, subjects discuss educational and vocational options for their future, but clear career directions, as mentioned earlier, are seldom noticeable, (except possibly for Lee, Edward and Sharon) and those directions which can be seen are generally defined in material terms.

Self-purpose, of course, can be defined in terms other than those of educational-vocational directionality. Individual desire for particular kinds of relationships with others certainly constitute self-purpose, whether in a personal or vocational sense. Many subjects did mention
in interviews or essays a liking for people or a concern for helping them, and except for the SRI parents subscale, all other objective scores relating to others are at or above comparison means. Though these data are most strongly representative of the awareness of others portion of the model, some inferences for self-purpose, defined here as goals for relationships, can reasonably be made.

At this writing, marriage as an indicator or interpersonal self-purpose is not overwhelmingly common in the data. Ronald, Anita, Hope and Edward are married, and only Gay and Sharon give any strong indication of imminent marriage. Of the remaining thirteen subjects, none dwell on discussing interpersonal relationships in interviews or essays, though this might be due largely to reasons of privacy. Marriage among members of this group may perhaps have less general acceptance as a vehicle to expanded interpersonal relationships as a aspect of self-purpose. If so, the group demonstrates to some extent the questioning of traditional values exhibited by many contemporary youth. Interpersonal relationships as a purpose for self are vitally important, yet ways to achieve them are by no means limited to marriage.

The lack of specific career direction, in terms of education and vocation, also seems to give general support
to the latter point above. These youth have not as yet identified specific directions in life, which is not surprising, given their age. These observations, a mild emphasis on marriage as a means to interpersonal self-purposes and a rather generalized search for a more meaningful life, as indicated in data discussed previously, suggests the possibility that this group may be beginning to question the traditional vehicles for self-purpose of college, career and family. The evidences for this view are admittedly inconclusive, as many subjects continue to pursue education, marriage, better financial status, etc. The fact of inconclusiveness, however, suggest possibly that both traditional and non-traditional vehicles for the exercise of self-purpose might ultimately be chosen.

**Consideration of Life Meaning**

Information indicative of individual subjects' consideration of the meaning their lives is generally quite sparse in the case studies, and, except for isolated interview and essay remarks, has to be inferred rather indirectly. This is not surprising, given that this aspect of self-actualization, as postualted in the model, is spoken of as that component of self-actualization requiring generally the "highest" level of development of the other components for its appearance to be frequent in individual
data. Life meaning data appear here primarily through occasional interview and essay statements, by indirect reference to subjects' behavior patterns (including religious activity) and through general reference to some objective measures.

At least twelve subjects make some remark or set of remarks in their essay and/or interview relatable to a consideration of their life's meaning. Generally the extent of these remarks is limited and their appearance apparently secondary to that of other model categories. With at least eight of these individuals, (Leonard, Irwin, Gerald, Edward, Lee, Sharon, Hope and Martin) however, the remarks indicate a depth of thought which, with some, (particularly Leonard, Gerald, Irwin, Edward and Sharon) definitely reflects profundity. This says much for the potential of the group for further and more consistent consideration of life's meaning and for the depth of self-actualization which can accompany such thought. Only Gay, Elijah and Edward discuss traditional religion at any length, and though religious concern ought to be suggestive of a consideration of life's meaning, this is not always obvious in these individuals' remarks.

Religion as a behavior pattern, at least in terms of church membership, seems fairly well established, as most
group members indicate a definite religious preference. Assuming that religion can foster concern about the meaning of life, church membership might provide indirect evidence for this aspect of self-actualization in the group. The obvious lack of verbalized concern with religion for all but three subjects brings this possibility into question. It may be that religion is one of those private things not generally discussed. It might also be that church membership constitutes residual and partly perfunctory obeisance to a vehicle for the consideration of life's meaning which is not as much in favor among youth as it once was. The group's inconclusive vocational and educational behavior patterns, referred to earlier, might also indicate a search, not only for self and particular goals, but for a deeper meaning to life than the stereotypical versions of job, school, family and religion would often allow.

Only the SRI reality and hope subscales, of objective instruments, have any direct relationship to a consideration of life's meaning. Subjects' mean scores on these measures are slightly higher than comparison means. The SRI reality score reflects one factor often involved in a consideration of life's meaning - the level of individual acceptance of life's realities. This factor could conceivably be one salient factor involved as a person looks at life. The SRI hope subscale also measures
a factor assuming importance in consideration of life's meaning - individual level of optimism about life. Hope, in fact, as defined here, both reflects and is reflected by an individual's self-actualization process, of which a consideration of life's meaning is an integral part. Both factors measured by these subscales potentially form a sizeable portion of an individuals' consideration of life's meaning, and thus the group's mean scores on these measures suggest some potential for the expansion of such consideration. Individual consideration of life's meaning, however, includes factors probably unidentifiable by any measures, hence these scores provide only a general indicator of the model construct for the group.

Consideration of life's meaning as a factor in self-actualization is definitely identifiable in the data here, though certainly not in large measure. Its presence, however, demonstrates the viability of its use in assessing the level of self-actualization of a group. Data related to the construct for this group seem to assume generally positive relationships to self-actualization, (except possibly for Steven) and the group's hopefulness is thereby demonstrated.

**Self Actualization and the Sampling Criteria**

Gross inferred level of self actualization for group
members was viewed generally in light of the sampling criteria of sex, race, project test score category and interest in advanced education. At the beginning of this section, three subgroups of subjects were identified according to their generalized potential, as inferred from data analysis, for disruption to their self-actualization process. Most subjects (12) were seen as having minimal potential for such disruption and were called group one; group two was seen as having greater potential than group one for disruption, but less than that of group three which contained those four subjects with the most severe range of personal difficulties. These subgroups were looked at according to sampling criteria.

Group one had more Blacks (9) than Whites, (3) more males (8) than females (4), more high scores on conventional tests (7) than on unconventional tests (5) and more subjects interested in education (7) than those not interested (5). Group one contained all subjects scoring highest on project tests (high-high category), but also contained four of those seven who scored lowest (low-low category).

Group two was balanced across all sampling criteria, except for race, containing equal numbers of subjects who were male, female, scored high on conventional and
unconventional tests and who were or were not interested in education. Group two contained three Whites and one Black.

Group three was distinctive, in that it clearly favored Blacks (3) over Whites (1), males (3) over females (1) and those not currently interested in education (3) over those who are (1). Three of the four group members are in the lowest test score category (low-low), and the fourth (Leonard) is in the high conventional-low unconventional group.

Sample size does not permit major conclusions based on this analysis, yet some trends are worth noting. Among this group, for example, being Black is not necessarily a negative influence on self-actualization. While most of those subjects with great potential for disruption to that process are Negro, most of these with minimal potential are also Black. Though the total sample contains more Blacks (13) than Whites (7) the mathematical proportion favoring Blacks in groups one and three is still greater than that for the total sample. The same general kinds of statements can be made for males as for Negroes. Larger proportions of males are evident in both groups one and three, suggesting that sex is not necessarily a strong criterion for differentiating this group according to
self-actualization.

Only test score category and interest in education show any possibility for differentiating subgroups according to their potential for disruption of self-actualization. Those scoring high on conventional tests (HH and HL) and those interested in education outnumber their opposites in group one, while the reverse is true for group three. These differences are not great, particularly for group one, but the pattern is clear. Based on this pattern, one might speculate that for this sample interest in education and an ability to score high on conventional tests both have positive relationships to self-actualization.

Sampling criteria in general do not appear to bear strong relationships to self-actualization as inferred grossly for the three subgroups employed here. It may be that gross inferences are inadequate. More possibly, however, this state of affairs may be a result of the small sample used here. Since some potential patterns do emerge, it is reasonable to assume that these might persist and others arise were the population analyzed from which this sample was drawn.
Influences on Group Self Actualization

There are, of course, many hazards in attempting to delineate the major influences on a process so complex as self-actualization. It must be understood that the influences as discussed here cannot reveal the nature or the degree of their causality to manifestations of that process in the present data, except in a highly general sense. Influences on group self actualizations are, none-theless, quite apparent. It is only their connections with the process which are open to question. Presumably some of these connections will relate to self-actualization in a direct cause-effect way, while others will not. Little attempt is made here to trace these connections.

Factors influencing the nature of the group's self-actualization include many which one would normally expect to be significant in individual development. In gross terms, the single most important influence on the level of self actualization and hopefulness for this sample is that exerted by other human beings. The influence of others, of course, is exerted to varying degrees and in different contexts depending on who those others happen to be. The importance, thus, of awareness of others as a pivotal factor in self-actualization is clear. Of all others who exert influence on the subjects here, those most intimately connected with them, generally family members, exert the most
profound effects. This conclusion is based on considerable inference according to evidence only generally manifest in the present collection of data. Patterns of family influence on individual development had simply been formed long before the present study began to gather data.

Family and Associated Influences

Some manifestations of family influence on self-actualization have been mentioned previously. In terms of mean SRI parents score, which is quite low, and according to some interview and essay remarks, family relations in this group have been generally mediocre, and hence a restraining effect on self-actualization resulting in some pessimism might be postulated. This is probably true in at least seven instances (Dan, Gerald, Margaret, Steven, Charles, Ann and Gay). It is noteworthy that six of the seven have been placed previously in groupings regarded here as having more than minimal potential for disruption to their self-actualization processes. It is also important that four of the seven have suffered obvious family disruptions of divorce or death of a parent. In these instances, abnormal family relationships probably have had a retarding effect on self-actualization, but in other instances individuals having suffered from apparently poor family lives are self-actualizing with only minor potential for disruption. Fred and Elijah, for example, who have
spent much of their lives with mother and father substitutes, appear to be progressing well. Margaret and Edward have made relatively satisfactory lives for themselves despite divorces in their families. Peace, Sharon, Irwin and Martin seem not to have allowed the death of a parent to seriously impair their development, though their family relationships were apparently good before the deaths. In another vein, three subjects (Gay, Steven and Joyce whose families remain intact exhibit poor family relationships at present.

In comparison to hypothetical middle class families, this sample has had to be concerned with considerable practical adversity undoubtedly bearing on their level of hopefulness and self-actualization as manifest in motivated "behaviors". Subjects generally come from large families and are not first born. Their families are predominately blue-collar and not oriented toward higher education or careers associated therewith. Money is obviously quite short in most homes, though it is doubtful that any family could be considered destitute. Families are generally stable in terms of recent residence, but about half of the subjects' parents were born somewhere other than their present residence.

Since subjects' families are generally of low income,
it would seem that the financial struggle their offspring would have in moving toward middle class status might have some negative effects on self-actualization. Though this is somewhat true, data are not as clear as might be expected. Though many subjects allude to financial problems, in interviews, and elsewhere, few dwell on the topic. The patterns of the college-vocational careers of Peace, Lee, Dan, Sharon, Irwin, Edward, Steven, Charles, Fred, Ann, Joyce and Ronald all bear the mark of financial problems as emphasized by their erratic nature. That nine of these twelve either are in college at this writing, or appear to be genuinely committed to returning, seems to suggest that the pursuit of higher education (and associated material benefits) is related somehow to self-actualization and reflects hopefulness in the lives of these individuals, despite obvious financial difficulty. Of the three remaining in this group, all out of college, only Steven seems to perceive himself as suffering from the effects of financial difficulties and college failure, and he was one of few in the group who could not legally qualify for financial aid in college through our project. Edward and Joyce seem to be progressing in their self actualization, though the latter has not found the vocational satisfaction of Edward. Two subjects (Gay and Elijah) were effectively prevented from ever attending college because of financial considerations, but Elijah
especially seems hopeful despite this problem.

Financial problems thus are general among samples' families, but they do not seem to have deterred individuals as much as might be expected from progress in self actualization, at least in the pursuit of higher education. All subjects had some interest in higher education four years ago, and though financial problems definitely entered into individual plans to pursue this interest, these difficulties were hardly the sole factors in lack of college entrance or college failure.

Subjects and their families attended predominately working class schools made up of similar students from low-income families where the view of higher education and associated careers is often different from that of the middle class. This is not meant to suggest that students from low-income families necessarily ought to adopt middle-class values. With this sample, however, many individuals seem to demonstrate such a tendency, at least in regard to higher education. The salient point of this for the self-actualization of these individuals is that many of them may be aspiring to goals not valued as consistently or highly in their families and peer subcultures in high school as they might be in more middle-class situations. The shift, therefore, from one set of values to another may have more
potentially profound effects on self-actualization than if the subjects were simply middle class youth seeking a college education.

It might be inferred that the small amounts of data obviously related to self-strength suggest that the group generally is not high in self-confidence. If so, this might result partly from the difficulties encountered as individuals seek to change values held by their families and subcultures, however unconsciously the change may proceed. The decrease in mean JIM Scale scores over four years may reflect a growing awareness of the harsh realities of acquiring further education. To the extent that such an awareness can contribute to individual self-growth, the decrease in academic motivation is not necessarily a negative influence on self-actualization. It may, in fact be quite positive up to a point, individually defined, where the realities of seeking middle class goals prove nearly insurmountable, yet irreplaceable in the individuals' present goal hierarchy. In the latter instance, a significant negative influence on self actualization probably would result.

In a positive vein, the persistence of interest and/or attendance in institutions of higher education over the past four years on the part of at least half the subjects
is indicative that a decrease in academic motivation as measured by JIM Scale is not necessarily accompanied by immediate changes in overt behavior. Of six subjects presently enrolled in college, only two (Dan and Irwin) have present JIM Scale scores higher than those of four years ago. The effects, thus, of subjects' consideration of value changes through further education manifest themselves in some of the data and are relateable by inference to self-actualization. Both positive and negative effects are noticeable.

Other data related to subjects' family background have either positive or unclearly defined relationships to self-actualization and hopefulness. The fact, for example, that most subjects' families were rather stable in terms of recent physical residence suggests positive effects on self-growth. Of those subjects, however, who retain their parents' residences at present, (Hope, Martin, Steven, Charles, Gay and Joyce) the latter four can be described as having some problems in self-actualization. Severance of residential ties with family and a resulting feeling of independence may therefore be a concomitant of if not a prerequisite for an optimally progressive self-actualization process.

Though evidence definitely exists suggesting that
poor family relationships and associated factors have adverse effects on self-actualization, this evidence is by no means conclusive for the group. The presence of situations where such effects are not apparent, leads to the conclusion that family influences effect self-development differentially depending on the individual personalities involved and other influences. The adversity involved in coping with a poor family life often seriously retards self-actualization, but it may also provide a challenge whereby an individual can grow considerably by attempting, with some success of course, to meet it. Others, who are never required, in family situations or elsewhere, to develop adequate patterns of coping behavior, face the possibility of disruptions to their self-actualization process often at the slightest subsequent challenge to their typical mode of behavior. Thus, though family and associated influences on self-actualization are inevitably profound, the patterns and effects of that influence may vary as much as the individual differences of the persons involved.

Influences of School People

Among others who exert influence on group self-actualization are various persons who are representatives of social institutions, particularly school and college instructors and other personnel. Though the institutions
themselves affect self-actualization, through their rules, customs, etc., it is important to note that individual comments about schooling generally take the form of remarks about particular individuals and events rather than talk about the "system". As indicated earlier, evidence indicating the effect of school people on subjects' self-development contains both positive and negative sides, with public school influences seen more often as negative than those of higher education. Conversely, subjects' grades as a gross indicator of self-actualization are higher in high school than in college. Perhaps the relative freedom subjects found through college instructors as compared to those in compulsory public schools offset low grades as an effect on self-actualization, and allowed the total college experience to be at least neutral if not slightly positive. Though high average grades in high school probably helped many group members to maintain some degree of progress in self-actualization, it is doubtful that the net effect of public school could be described as positive, especially in light of the detailed negative remarks made about public school personnel by at least twelve subjects. Though similar remarks were made about college, they were less frequent.

The total effect of educational personnel and the institutions of school and college on subjects' self
actualization must also be said to be differential and dependent in part upon other circumstances not fully discernible here. Verbalized comments about public school personnel are largely negative, despite generally normal grades, and the reverse is true for college people. Of seven subjects viewing public schools in a largely negative way, (Edward, Leonard, Gerald, Anita, Dan, Charles and Margaret) five have been previously described as having more than minimal potential for disruption to their self-actualization. Of four individuals generally negative about college, (Leonard, Hope, Steven and Margaret) two have had very erratic self-actualization patterns.

Though this information indicates some connection between negative perceptions of school personnel and erratic self-actualization, many subjects with minimal potential for disruption to their self-actualization also voice some negativism about school and college and its representatives. This is true for Edward, Margaret, Martin, Hope, Lee, Irwin, Gay, Sharon, Lee, Peace, Ronald and Joyce, who also voice positive comments as well as negative, thus substantiating the differential effects of education on their self-actualization.

School people, as well as others, will always affect their students in various ways, positive and negative,
despite their best efforts. The presence of considerable negativism in this data toward public school people in particular certainly indicates, however, that these subjects were not enthralled with their public school experience, though college seemed better. Schools ought not to contribute to such a degree of negativism that certain individuals' self-actualization processes are disrupted. To some extent that seems to have happened here.

Influences of Job Related Personnel

Jobs, employers and fellow employees seem to exert influence on subjects' self-actualization, though the influences are probably as much a result of the nature of the work as of the people involved. The patterns of effects of jobs and job-related people on individuals' self-actualization are rather similar to those of family and school people.

Of fourteen subjects who discussed various past and present job situations in interviews and essays, only two (Elijah and Gay) say nothing negative about work experiences. Some positive remarks are also made, generally duplicating, for jobs, the patterns of potential effects of family and education as manifest verbally in the data. Of the twelve subjects who say both positive and negative things about jobs, five (Steven, Ann, Charles, Anita and Dan) have more
than minimal potential for disruption to their self actualization process. Some connections are thus seen between potentially erratic self-actualization and views about work, but this connection is not clear because these five subjects make both positive and negative remarks about work. A lack of certainty about individual job roles is thus illustrated which suggests that the patterns of the effects of work on self-actualization are also diverse and as yet unclear.

Individuals may not been involved long enough in work for self-actualization to be effected in clearer and more intense ways, though the potential for such effects is, of course, great. SRI work and authority mean scores also reflect some inconsistency. While SRI work mean for the group is above its comparison mean, the SRI authority mean is below, though neither difference is great. Work effects on self-actualization are thus unclear, except with Gay, Elijah, Edward and Lee, who are rather settled into vocational patterns. Leonard and Gerald have been so negatively effected by traditional work patterns (plus other factors) that they have chosen essentially to ignore them, though both work when they need money. Hope and Anita are essentially unaffected now by work and jobs due to their family responsibilities.
The apparent lack of consistency in the patterns of effects of jobs and job related people on subjects' self-actualization might be explained in two ways. First, it is early in the vocational lives of these individuals and vocational patterns are still forming. Second, the presence of considerable negativism about work, in more than half the subjects, combined with an unwillingness by many subjects to be content in jobs they have held, suggests a searching behavior for jobs and work patterns more suited to self and less beholden to traditional work values. Should the latter be true, the group shows potential for meaningful self-growth through work values which are more personalized and less socially stereotyped. The potential, however, for traditional values and stereotypes to prevail in a group like this is great. Simply because their income is low, it may be difficult for them to question their role in a job at the same time they have to earn money. Thus the apparently crass motivations for college and jobs are illuminated. How self-actualization will ultimately be affected, however, cannot be predicted here.

Peers and Others

The effects on group self-actualization of significant others outside the realms of family, school and work are basically not generalizable. This results from the fact that little information is available, and when it is, it
cannot be compared across individuals. Prison personnel, lawyers and police, for example, must have had profound effects on Gerald's self-actualization, just as the Vietnamese and military officials affected the self-growth of Fred and Ronald in many ways, positive and negative. With Lee, a girl friend is significant, while Dan's ex-wife must have played a major role in his life, though this is undetailed in our data. Steven mentions an important group of friends, while Gay, Sharon, Ann and Margaret have boy friends whom they may marry. The influence which these individuals and others unmentioned must have had on the self-actualization of the subjects is probably immense. This cannot be fully documented here, except perhaps in the cases of Gerald, Ronald and Fred, who seem to have grown to a surprising extent through the negative experiences of prison and war.

The Previous Project

Though the previous action research project upon which this study is based was a common experience of all subjects, only some direct evidence here suggests that the project and its personnel had major effects on the self-actualization of the group as a whole. Chiefly through its offer of financial aid and the ego building experience of "high" scores on our tests, the project was probably a key factor in the college entrance of Gerald, Fred, Ann,
Joyce, Ronald, Lee, Anita and Sharon. The latter three stated this directly.

The project thus played a major role in the provision of an experience with immense potential for affecting individual self-actualization. Two of this group are still in college and at least three are likely to return soon. Only Gerald of the group seems unaffected by the college experience, primarily because he never really involved himself in it for a sustained period of time. The college experience probably had some negative effects on the self-actualization of Joyce and Ann, both of whom suffered through a personally devastating round of very low course grades. Both, however, want to return to college at this writing. Negative effects of the college experience on the rest of this group are minimal.

If the project did play a key role in the college attendance of this group, its potential influence on self-actualization is apparent. The only difficulty with this conclusion is that it is not supported directly by the subjects (except for Sharon, Lee and Anita) in interviews and essays. Precisely why subjects in general appear wont to discuss project influences in much detail must remain a mystery, though this fact alone should not detract from other data which support more clearly the role of the
project and its personnel in the self-growth of some of the subjects. It is no accident, for example, that all but Ronald of the group whose college entrance was closely affected by the project have been described previously as "well known" to project staff.

Historical Influences

Aside from the rather specific and obvious influences of people and institutions on group self-actualization, few other sets of factors are generalizable from the data available here. One group of influences worth mentioning might be termed "the tenor of the times", or the peculiar set of generalized social and political conditions extant in nation and local area which is peculiar to a particular historical period for the country. Though such a group of influences is inevitably very broad and never applicable as a group to any individual, the effects of particular events, reflecting the tenor of the times, on given individuals in this group are quite apparent.

In particular, American social upheaval of the late 1960's (especially in regard to racial conflict and the Vietnam War) seems to have touched many group members, though the long range effects of these influences on individual self-actualization are difficult to determine. It has been mentioned previously, that nearly all the Blacks
in this group give evidence of considerable awareness of the racial turmoil which characterized many local and national events for most of their adolescence. Manifestations of this awareness range from interview remarks, both positive and negative, to the arrest of two individuals for participation in campus disturbances, to Leonard's flight to Canada. Among Whites, Gay and Sharon both have done work relating to racial matters and the poor. Anita communicated negativism about the unfairness of certain social action projects designed to aid Blacks. Drug use, as a manifestation of the times, is discussed openly by four subjects.

The war has had obvious and direct effects on Ronald and Fred, and less direct but profound effects on Leonard. Elijah served outside the Vietnamese theater, so he is not nearly so negative about the military as Ron and Fred. Martin will soon enter the service, and Hope's husband is still in the Army but not in Vietnam. Gerald probably went to college to avoid the draft and it is possible that this was an unverbalized motivating factor in the decision of other males to enroll in college. The war and military matters probably had important effects on the lives of nearly half the subjects here, based on the data, and possibly for others where data is unavailable. At their best, effects of these and other manifestations of the
tenor of the times provide challenging situations, though disagreeable, from which meaningfully positive new vistas for self-actualization can open up. At their worst, they carry the seeds for personal disaster. Data here suggest that the former reaction is more common, though potential for the latter remains dangerously apparent.

General Influences

Other general and specific influences on group self-actualization might have been mentioned. Religion, for example, has profoundly influenced the development of Edward and Elijah. Though most other subjects claim a religion, data here suggest that religion has little obvious influence on self-actualization for the group. Only Gay, Elijah and Edward give much information about the topic, though Peace, whose Father was a minister, must have been affected by religion, though his case study manifests little direct evidence of this.

Individual awarenesses of various capabilities, including academic ability and creative potential,\(^7\) is bound to have effect on self-esteem and thereby on self-growth as well. Blue collar culture, mentioned earlier as a set

\(^7\) evidenced most obviously by: Leonard (writing), Joyce (poetry), Edward (painting, writing), Irwin (painting), Steven (music), Gerald (music, human relations), Gay (piano)
of values for this group and their immediate families, brings with it profound influences on individual development. Finally, the nature of individual self-concept and personality as they have developed to date continually feeds back into the development process, simultaneously changing, maintaining, enhancing and retarding the self-actualization process and levels of individual hopefulness.

Summary of Influences

The study of various influences on self-actualization suggest these major generalizations: (1) the influences of people and events may produce varying effects on self actualization depending chiefly on the individuality of the subject involved, and, secondarily, upon the peculiarities of the other persons and events in question. Thus, life situations which appear generally similar on the surface, such as those of Leonard and Gerald or Gay and Hope, produce noticeably different manifestations of self-actualization. (2) Singular, short term events in the lives of individuals can only have lasting effects on self-actualization to the extent that the individual demonstrates, over time and with help, a commitment to whatever facets of that influential event he selects as potentially self-enhancing. Thus, long term exposure to particular personalities has greater potential for significantly influencing self actualization than short term
exposure to particular experiences, such as the project, one term in college, etc. (3) Self actualization proceeds best as motivation increases. The presence, thus, of perceived motivators in the lives of individuals is a major concomitant of self actualization. Often these motivators take the form of challenges to be met, or perhaps outright adversity, such as war, poor family relationships, bad financial conditions, etc., etc. With many of the subjects here, self-actualization has proceeded space despite difficulty. The usefulness of challenges and adversity in self-actualization has optimal limits depending on the individuals involved. Too much adversity, in too many different areas of life can produce challenges to large to be met. The resulting motivation frustrations could prove disastrous to self-actualization.
CHAPTER VIII

CRITIQUE OF THE THEORY AND METHODOLOGY

The theoretical model of self-actualization employed here seems generally capable of use as a means of viewing the search for selfhood of the individuals involved in this work. Though the viability of the model's individual elements as defined, and of the generalized pattern of growth postulated in the theory remain open to some question, the very presence of data which is approximately equateable to the theory elements in terms of a visible pattern of growth is evidence of the model's potential usefulness with some refinement. Much of the data is quite interpretable in terms of the model's constructs, though the level of inference required is not always as free from other plausible interpretations as one would like.

In gross terms, the nature and quantities of data interpreted according to the model are approximately what one would expect from a group of this age range. Some of the data contradict each other, for individuals and the group. While an inventory score may seem indicative of self strength, for example, interview and essay remarks or overt
behavioral patterns do not necessarily support that conclusion. Some of this is due to methodological shortcomings to be discussed later. The net effect, in many instances, is one of confusion, though trends exist as discussed previously. A group of this age range would generally be expected to exhibit some confusion in regard to self-actualization, so in this sense the theory as it is defined and used probably provides an accurate interpretation of most data. This is also illustrated by the fact that most data relate to self-awareness, self- clarity and awareness of others, the more basic growth "stages", rather than self-strength, self-purpose and consideration of life meaning, the more "advanced" growth "stages" of self-actualization as defined in the model. Generally individuals aged 20-22 would not be expected to have developed very far into the latter three "stages" of self-growth.

Individual elements of the model might be subject to some refinement and rearrangement based on the present analysis of data. The operational distinction, for example, between self-awareness and self- clarity effectively dis- allowed much information in essays and interviews to be categorized as relating to self- clarity express a degree of certainty, but in order for that certainty to be communicated, self awareness was probably involved. The
degree of overlap, thus, between self-awareness and self-clarity ought to be reduced by more stringent definition of combined into a single large element. Another possibility would be to present a much more rigorous definition of self-clarity, to be placed after awareness of others in the growth pattern. The initial model category would thus constitute self-awareness, wherein all data which did not clearly demonstrate one of the other "self" constructs could be put. It would seem logical that self-clarity could grow out of awareness of others, more, perhaps, than contributing to it, which is what the present arrangement provides.

The dual definition of awareness of others - combining perceptiveness of people and concern for them - proved at times too gross to reflect in a single element all the immense ramifications for self-actualization of the nature of a individual's view of others. The most obvious difficulty arose in differentiating between mere awareness of others and genuine concern for them, as data organized under the construct were viewed for interpretation. Simple cognizance of the individuality of other people, while probably a necessary prerequisite to concern for others, is not, at second glance, an aspect of view of others which necessarily ought to be equated with concern. Concern for others, in fact, would seem to be a rather high level
"stage" in the development of self-actualization, growing out of self-strength as well. As such, it probably ought to be included separately in any model revision.

Self-strength, self-purpose and consideration of life meaning appear at this juncture to be necessary concomitants of self-actualization and probably should remain in any model revision. All but self-purpose are relatively difficult to recognize in the data, but this is probably a result both of the general lack of data in these categories and of methodological inadequacies, rather than of the viability of the constructs themselves. The basic model elements, thus, with only minor modifications seem quite capable of use as a way of defining self-actualization and of beginning to look at that process as it is manifest in reality. In addition, the gross relationships postulated here among these elements, motivated behavior and hopefulness are generally supported. Motivated behavior both effects and is effected by the individual nature of a person's self-actualization, or elements thereof. This is true at any given point in time, or, as a generalized behavior pattern over long periods of time. The same can be said for individual hopefulness, though the precise nature of the interrelationships among motivated behavior, self-actualization and hopefulness are often difficult to delineate except in the most general sense.
Based on the preceding critique, the original model for self-actualization might be refined and represented as follows:

![Diagram of the revised self-actualization model of motivation]

**FIGURE 3.**

**REVISED SELF-ACTUALIZATION MODEL OF MOTIVATION**

The methodological purposes discussed in the beginning of this study appear to have been served, but in very gross terms. Best served, perhaps, of these purposes is that which sought to present both an individual and a group look at self actualization as a concomitant of motivation and hopefulness. Though generalizations and analyses for
individuals and the group were often difficult to accomplish, the in-depth look at both, proposed at the outset, was carried out. Similarly, sample selection of individuals who were either known well or not known to myself and project staff accomplished the objective of a personal and impersonal look at individuals, though criteria for "knowing" were not specific. Description and analysis did proceed as proposed, chiefly by attempting consistently to separate findings (description) and conclusions (Gestalt) in writing.

Data relating both to self-actualization and that less related to it were viewed here, thus allowing to some extent both the broader and narrower purviews proposed in the beginning. The lack, however, of both systematic means of analysis for miscellaneous data and of real parameters for its identification sometimes confused the analysis of data more closely related to the model. The longitudinal-developmental aspect of self-actualization for individuals and the group was probably not as accurately and fully communicated as it could have been. This was primarily due to gaps in the data over four years, and the difficulty was recognized at the outset. Though both subjective and objective kinds of data were gathered and analyzed, according to the methodological purposes, the former probably received more weight in analysis and the formulation
of generalizations. Though this may ultimately have been a result of the researcher's bias toward more subjective data, the sheer bulk of interview and essay data and the effort necessary to analyze it, as compared to a test score, seemed to make it appear more important in the total study than perhaps it should have. The underemphasis on objective measures in the analyses may also have been due to the fact that many objective measures, particularly those related to ability, were not designed to elicit information relateable specifically to self-actualization, while interview and essay formats and methods of analysis met this criterion more fully.

Most problems of specific methodology were recognized and acknowledged at the outset as limitations of the study. The lack of availability of objective measures relating specifically to all the model's constructs necessitated the need for valid and reliable measures of self-actualization as defined here. This need was not met, except for certain SRI subscales. A general measure of the constructs, the "Life Goals Questionnaire", was constructed but not subjected to validity and reliability studies. Because of this, it was of little value. Thus, the level of inference required to relate most objective data to the model was quite high, and left considerable room for alternate interpretations.
A similar difficulty applied to the general method of content analysis employed here for applying interview and essay data to the model, though this problem was more expected than that above. The general operational definitions applied to the data inevitably produce the possibility of multiple interpretations, this chance was taken so that the usefulness of particular data and unforeseen interpretations might not be subject to undue limitations. As it was, perhaps, more stringent operational definitions ought to have been written, since the discreteness of model constructs as they appeared in the data was sometimes quite open to question. The difficulty, therefore, is in the structure of operational definitions. If written too generally, the data can basically be interpreted however a researcher desires because of the multiplicity of possible interpretations. Definitions written too strictly, however, can close off the possibility of varying interpretations and the new learnings which can result from such thought.

Finally, the chief methodological problems with the research were the lack of control subjects and the fact that the total project here emanated from the purview of only one person. Ideally, of course, a work of this magnitude ought to be undertaken by a team of researchers, each specialized for particular tasks and reflecting
several sets of biases. To summarize, the major shortcomings of this project lay more with specific methodology, rather than with generalized techniques or with theory, though the latter as designed were by no means perfect. Help, thus, in the form of other researchers would have allowed this work to have been carried out in fuller accordance with its initial aims.
CHAPTER IX

GENERAL SUMMARY AND CONCLUDING REMARKS

This work has attempted to observe the development of twenty individuals over four year period of their late adolescence, using a self-actualization model of motivation based on the theories of Rogers (78, 79), Maslow (59, 60), Frankl (25) and others. In addition, the study has tried to employ different kinds of methodological perspectives in order to add breadth to the purview from which data is used to discuss the sample. The basic approach, however, has been chiefly clinical, rather than statistical. In the course of the research, a number of generalizations were formulated. Certain of these generalizations have to do rather specifically with the theory and methods used here, and with the nature of the subjects as a group. Other generalizations constitute speculation concerned with the nature of motivation through self actualization and influences thereon.

The theoretical model employed here, including each of its individual elements and the general relationships postulated among them, given some refinement, seems to be
substantiated as a generally viable means of describing the status of development toward self actualization of the present group of subjects. Various kinds of information about the sample can be related to the model without undue difficulty. In addition, the general "sequencing" of model elements, which postulates higher development of the self actualization process as an individual becomes clearer and more aware of his concept of self and others and of their relationship to life goals and meaning, seems generally supported by the analysis of data.

Since the present work was defined as only a general view of the theory as manifest in particular data, future research might well include in-depth studies of each of the model's elements with different populations, young and old, middle class and poor, etc. A series of such research efforts might be organized in such a way so that they could eventually be related to one another. This could provide a far more comprehensive view of the present theory and the relationship among its elements than this study does. In the process, all kinds of exciting questions might be raised in regard to the theory.

Implicit in much of the theory and data here, for example, is the idea that self-actualization as a process is more apt to become highly developed by virtue of age and
experience, and that younger subjects thus generally cannot be expected to have "advanced" very far in self-actualization. Though this generalization undoubtedly has much truth in it, perceptive and open-minded future research might call it into question. Skilled observation of youth, and sometimes of very young children, may indicate a sensitivity by the young to particular aspects of self and others which is not always so apparent in older people. This sensitivity, which is evident to some extent in the present subjects, often appears to be manifest at the non-verbal level, and seems related to emotional rather than cognitive awareness. Profound difficulties in measurement of such sensitivity for research purposes makes the problem and its potential significance for a theory of self-actualization no less exciting.

Rational questioning of basic theoretical assumptions, such as that alluded to above, ought to result from research such as this and from more detailed extensions thereof. Hypotheses and questions for future studies might be formulated. It might be, for example, that self-awareness and awareness of others are highly developed in the young, at an intuitive and non-verbalized level, and that more cognitive, articulated awareness comes with age. It might further be argued that cognitive self growth increases with age, while emotional self growth does not, or that the two
develop commensurately. This kind of speculation, in turn, raises questions in regard to individual "styles" of self-actualization, affective vis-a-vis cognitive, and more "effective" styles, in terms of individuality within a social context. More broad theoretical questions as well as more specific hypotheses dealing with individual elements of the present theory ought to be formulated and researched. The possibilities are limitless and the significance for a truly useful theory of human motivation is apparent.

Extended and refined studies relating to the present theory quite naturally indicate a necessity for broadly varying methodological perspectives through which to gather and analyze data. The methods used here, given some refinements suggested earlier, do demonstrate a way of doing research which is not commonly employed in education. They cannot, of course, provide as wide a range of methodological perspectives as necessary to test a theory so broad as the present one. Probably no one study can do this. The present study thus provides one way of looking, a little different and broader perhaps than some, but limited by its general purposes and available resources. It goes without saying, therefore, that other research dealing with theoretical questions of self-actualization ought to employ a variety of methods. The use of self report ought to be
questioned. Projective techniques ought to be used. Stricter operational definitions and a more structured method of content analysis should be employed. Experimental design and more rigid control over variables is necessary. Ultimately, methodologies should be designed which combine the best of many various research techniques, both within single works and across related research. The empirical case study and experimental longitudinal projects described by Thoreson (88) and referred to earlier and examples of such efforts.

Some of the theoretical assumptions espoused here raise profound questions for methodology. By its very nature, the concept of self as an aspect of perceptual psychology implies that self-concept and individual perceptual peculiarities are largely unknowable except by indirect means. If this is true, then the process of gathering and interpreting data representative of view of self and its development would seem fraught with uncertainty. Though the level of uncertainty might be reduced by the employment of more precise and comprehensive assessment techniques, it cannot be eliminated under such a view. Since the communication of information is crucial to research, the process of selecting methods must investigate not only the potential usefulness of the techniques for reflecting aspects of self-concept, etc., but also the
relative efficacy by which that information can eventually be articulated. Since information about self is ultimately personal, it may not be inappropriate to investigate such uncommon approaches as hypnotism and parapsychology as adjuncts to more traditional techniques, though questions of ethics might be raised. A more total analysis of interview continual over time, via video tape might also be useful. Whatever approaches are taken, it is the view here that they ought not all be chosen from one set of methodological biases, particularly for use across related studies. Though this may produce more contradiction than consistency in the synthesis of results, the former may be more reflective of the truth than the latter.

In general, sampling criteria of race, sex, interest in education, project test score category and subject's relationship to project staff show only limited potential for differentiating the group according to inferred status of individual self-actualization. When objective ability and attitudinal data alone are considered, however, subjects who are female, White, interested in further education, not well known to project staff and high scorers on conventional project measures often score higher than their counterparts, depending on the particular comparison of mean scores being made. Though these relationships are apparent such attitudes and abilities do not, however,
constitute a complete picture of self-actualization. The inclusion of more subjective data, which presumably increases the depth of that picture, also negates consistent relationships between sampling criteria and objective indicators of attitude and ability related to self-actualization. The inadequacy of any one kind of data for viewing the nature of self actualization is thereby demonstrated.

Characterization of the present sample can be conveniently accomplished by reference to its lower middle class socioeconomic milieu. The group is racially mixed and its members come from families who are financially insecure and seldom educated beyond high school. Partly as a result of this kind of situation, subjects attended schools where more middle class values were not generally held, and probably would not have attended college had it not been for the previous encouragement project. Financial insecurity undoubtedly contributed to disruptive family influences, resulting in generally poor relations among subjects and family members. Subjects were raised in households where practical needs were of constant concern. Their own goals, therefore, for education and vocations seldom appear to extend beyond fulfillment of such needs. The necessity for meeting the needs results in only short range future planning, and erratic vocational and educational patterns are apparent.
While the above generalities are accurate for the group, they present an incomplete and stereotypical view. Other salient information about individuals within the group must be viewed in order to give a fuller picture, though such information does not deny the above generalities. Along with the more basic motivations, certain individuals find time for the creative endeavors mentioned previously. Nearly all subjects evidence some level of awareness of social and political issues, and a few do so in considerable depth. Many subjects are quite sensitive of others, despite their own needs, as well as being potentially capable of the introspection necessary for self-knowledge. Though many subjects aspire to the trappings of stereotypical middle class life, often for crass reasons, some of these same subjects appear explicitly or implicitly to be questioning the meaning of such goals, and seem capable of rejecting some of them. Even within generally poor family relationships, most individuals have managed to maintain tolerance of each other, and a few evidence genuine respect despite difficult conditions.

Generalizations are thus appropriate only if they are seen for what they are - devices by which trends in data may be viewed in brief. As such, they necessarily avoid mentioning important information which does not statistically constitute a trend. The difficulty with
generalizations is that they often are misread as stereotypes, which do not accurately reflect all characteristics of the individuals in question. This occurs most frequently when gross standards for comparison are employed. Certainly lower middle class as a set of broad generalities exists as a potential standard for comparison, but to substantiate these generalities as truly lower middle class in specific groups of individuals like this one is extremely difficult.

The present data illustrates the dilemma involving generalities, stereotypes and inaccurate comparisons with gross class standards. Though trends do exist for the present group which might be termed blue collar, or lower middle class, other data tend to temper if not contradict these trendings. In light of this, group labels seem of little use. The group is a group of people. It is true that they exhibit some characteristics of a mythical lower middle class, but as individuals they exhibit other characteristics which confuse labeling. Perhaps such a viewpoint is the inevitable result of a small sample and the participant observation of the researcher. In any event, it is suggested here that generalities about the present group are perhaps only slightly more valuable for an accurate representation of individuals and their self development as is information which is not generalizable.
Labels, therefore, and certainly stereotypes, seem inappropriate.

The group here is also characterized in terms of the status of their self-actualization. It has been stated that most subjects evidence positive development of self-actualization well into the awareness of others "stage" of the model, but not far beyond. As well as specific remarks by some subjects evidencing a search for self, educational, vocational and social patterns further suggest a need for identity. The sheer bulk of data defined as relating positively to self-actualization indicates not only the definite presence of a general search for self definition but also that for these subjects that search has proceeded in a relatively fruitful manner. If our analysis of these data in terms of self-actualization is even generally correct, considerable support is thereby provided to those theories which see that concept as primary in human motivation.

It has been stated that the single most pervasive influence on subjects' self-actualization is that of other people. This is indicative of the social context in which we all must function, and corroborates the importance of awareness of others in our model. The importance of others, together with a rather obvious drive in our subjects for
self-actualization, points up an age-old paradox — that to be oneself, in society, often requires a modification of repression of certain of an individual's anti-social tendencies related to self-concept. Such modification seems to have been generally accepted as necessary by at least sixteen of our subjects, though to varying degrees. With this group, the process of adapting self to others seems quite like a natural learning process, and is presenting no undue difficulties as the subjects mature, at least according to our data.

Certainly the socioeconomic milieu in which the subjects exist has presented practical difficulties probably not extant in a more middle class group. That most of the group appear reasonably progressive in their self-actualization suggests that socioeconomic status in itself is not necessarily a major deterrent to that progress. In particular instances, in fact, 8 certain adverse conditions associated with socioeconomic status seem to have provided definite impetus to self-actualization in socially acceptable terms. These conditions are often associated with race and economic status. When they are combined, however, with particularly bad family relationships, subjects do not appear to meet the challenges of adversity as

8 Particularly with Peace, Dan, Elijah, Lee, Fred, Irwin, Edward, and to a lesser extent with others.
consistently or as well as when the family situation has more stability.

Though in a minority, certain subjects appear to exhibit obvious potential for disruption to their self-actualization. While the reasons for this potential are generally relateable to socioeconomic factors, questions about the nature of that relationship arise which are unanswerable here. Gerald and Leonard, for example, who have much potential for disruption to their development, appear to have had reasonably amiable family ties, despite divorces, as well as more financial advantages than other subjects. Steven's financial status is at least adequate, while Ann does not have to suffer the consequences of being Black. Still, these four exhibit much potential for disruption to their self-actualization. Paradoxically, except for Steven, they also exhibit great potential for a high level of self-growth. It may be that the social acceptability of their growth potential is the reason for this paradox. All give indications of behavior which is socially unacceptable in general terms, particularly Leonard and Gerald, and this behavior seems intimately related to self-concept. Thus, the acting out of aspects of self-concept which are socially unacceptable, has the contradictory result of keen self-knowledge, at this juncture, but also of an unclear and possibly very
It can be said that the process of self-actualization for this group is generally observable through the present definition using this kind of data. The nature of the process and its level of development for individuals inevitably varies, though most of the group are progressing positively and adapting to social constrictions despite adversity. Influences on the process of self-actualization vary also. Adversity and challenges as general influences have both profound positive and negative potential. With this group, some of these challenges are part and parcel of the socioeconomic milieu, and though they exert important and pervasive influences on self-actualization, they are neither total nor exerted in consistent patterns. The influence of others, especially parents, is crucial in self-development, as is the view an individual self manifests toward those others. For this group, influences of others can sometimes be interpreted in terms stereotypical of a particular socioeconomic milieu and sometimes not. The individuals involved always seem to possess at least the potential for transcending stereotypes. That potential and its partial exercise is more apparent here than are the
stereotypes themselves.

This work has thus accomplished three general objectives: demonstration of the viability of a particular model of motivation based on self-actualization; assessment of the development of twenty individuals on the basis of the latter concept, and; demonstration of the complexity of individual manifestations of self-actualization, and of factors antecedent to the peculiar nature of subjects' development at this point in time. If nothing else, the study has substantiated again the theory of individual differences, by exposing in a limited way the essential humanness of individuals' struggles to be themselves. The tendency to make predictions about future patterns in the subjects' growth was resisted, but not completely. The propensity for one to presume that he knows more about a group than he actually does, simply because he has sampled their lives, is a natural one fraught with immense uncertainty, especially when prediction is involved. Perhaps the surest prediction does not require large dissertation to make: some of our subjects will reach a level of self-actualization ultimately defined by themselves; some others will probably not, but all will try, each in his own way, for the rest of their lives. It is this trying or life process, which is the essence of self-actualization, rather than the pseudo-permanent actualization of a set of
personal goals. Self-actualization, motivation and hopefulness are, like happiness, inherently contradictory terms which cannot be a search without an end, but with immense temporal satisfactions to be gained merely from continuing the search. Ultimately, though, these words and others must be defined in a very private, personal way, which may be largely unknowable by others. It is this assumption which those who seek to know must accept as they question and challenge as they believe.
APPENDIX

INSTRUCTIONS AND INSTRUMENTS COMPLETED BY EACH
SUBJECT FOR THE RECENT PHASE OF THIS STUDY.

I am very happy that you have agreed to help me in this
latest part of the project which I helped to coordinate
beginning in 1966. The written portion of my request to
you for information about yourself since our first project
ended is attached herewith. Please complete each portion
in numerical order, beginning with the General Information
Questionnaire and ending with the JIM Scale Student
Questionnaire. To do all of these things should take you
about two hours. Please try to complete them and send
them back to me in the attached stamped envelope within
one week. When I receive your material, I will send a
check to you for ten dollars from The Ohio State University.

Many projects of this kind fail to give those who
participate in them much of an idea of what the projects' purposes are. I personally think this is a mistake, so
I've decided to write the next few paragraphs in order to
give you an idea of why this is being done, and how the
information that is gathered will be used. What I have
written is somewhat general, and if it doesn't answer all
your questions, please call on me and I'll try to answer
them personally.

You will recall being selected in the Winter of 1967
to participate in a project designed to encourage you to
seek further education after high school. The project was federally-sponsored through The Ohio State University.
Your selection was based on scores you made on a series of
new tests administered by our project staff in the Fall
of 1966. Two purposes of that earlier project were to
open up the possibility of further education to you, if
you hadn't considered it already, and to see if our set
of tests might help others to select people who would be
more likely to benefit from further education. No test
can ever be accurate enough to be the only reason for
making a particular decision. Our tests were designed
only to help decision-making.
An underlying purpose of the previous project was to help give you, if you didn't already have it, some idea of the fact that most human beings are capable of accomplishing far more in life than they think they can. Poor personal economic situations and social prejudices often make it difficult to exercise that capability, but the capability is still there. To recognize that fact and hopefully to help people act on it, in whatever way they feel is best, whether in college, in marriage, at work, in the service, or wherever, was one intent of the earlier project.

The present portion of the project is meant to gather information about what you've been doing since the earlier project ended for two general purposes. First, since we are interested in the richness and complexity of individual lives and how they develop, it seems appropriate that the best way to demonstrate that complexity and richness is simply to tell about it. One purpose, then, of this part of our project is to present a brief biography of you, or case study, unidentified by your name, which is interesting and informative for its own sake.

Second, we would like to look at the total group of people involved in the project, to see if the ways in which your lives developed over the past four years are similar in any way, or, if they're not. Then, we'd like to tell about the differences. If there are similarities in your lives, then this kind of information could be very valuable in planning future projects of this kind.

One point about this phase of the project needs to be made very clearly. Our purpose is not to use the information we gather in order for us to judge your situation. Only you know how you feel about your situation in life, and, because of that, we not only need to know what kinds of things you've been doing, but also how you felt about them. The only criterion we'll use in looking at your situation in life are those which you give us, either directly or indirectly.

A look at what has happened to you, then, since we last had contact, will be our way of gathering data which may give us information about any impact our project may have had on you in terms of communicating the idea of your capability for doing things in life. There are several ways that we have come up with to try to get the information that we need. First, we'll use, with your permission, any information that we gathered before, simply from knowing you as a member of the earlier phase of this project. Second, by the time you read this, we will already have asked you to talk about yourself in a tape-recorded
conversation. The rest of the information will come from written sources: attached herewith, which you have agreed to complete.

There are five parts to the written information. Although we want very much for you to complete all the parts of the written information, there may be certain portions of these materials which you feel you might not want to answer. Please leave out any portions which you feel you'd rather not answer, and complete whatever remains. We do, however, need all the information that we can get. This information will be used confidentially by our project staff, without revealing your name specifically in any written reports. The only written report planned so far to come out of the present portion will be a thesis that Scott Bower will write as a part of his graduate program of studies at Ohio State.

The four portions of the written materials will now be described briefly. Please complete them in the following order.

(1) General Information Questionnaire - The kind of information requested here, specifically about your family, where they live, what kinds of jobs they have, etc., is necessary to help us put what we know about you into perspective. In other words, we can understand you better if we know at least a little about those closest to you, how they are like you or how they are unlike you.

(2) Essay On Life Goals - This asks you simply to write, in your own words, about the kinds of goals in life that you have for yourself. This will help to give us your own personal view on these kinds of things. If your goals are unsure, we need to know that just as much as when they are more certain.

(3) Questionnaire on Life Goals - This constitutes a series of short questions dealing with your feelings about your goals in life. The questions are designed to get at some information which you may not speak about in the taped conversation or the essay you wrote.

(4) Self-Report Inventory - This is a questionnaire not designed specifically for this project, but which asks questions which we think will give some information on how you feel about yourself and how you feel about others. We believe that these kinds of attitudes are directly related to your goals in life and how you go about using your capabilities.
(5) JIM Scale Student Questionnaire - You may recall that this questionnaire was one of the ones you took when we first administered our group of tests to you in high school in 1966. The questions are designed to give an idea of how motivated you are (or were) for the formal schooling. If you are not now in formal schooling of any kind, please answer as you would have during the last time you attended college, high school, business school or wherever you happened to attend. The reason that this questionnaire is being given again is to see how your attitudes may have changed, if they did, over the last four years.

Thank you very much for your help. With luck, this project could provide information which might help make future projects like this much more successful than this one in regard to opening up new possibilities for people, whether they have to do with going to college or simply with helping to increase awareness about the immense personal capabilities that most people possess.

I would like again to offer my services, in situations where they may be useful to you, as a partial thanks for the help you've given me and our project. I will be available from now on, whenever I may be needed, to do such things as help people in gaining admittance to colleges or technical schools, writing recommendations for jobs, helping arrange for financial assistance, or by just being someone who is willing to listen to whatever concerns you have that require a sympathetic ear. My location information is as follows. Telephone me collect if I'm not close by.

Scott Bower
3057 Sunset Drive
Columbus, Ohio 43202
614-267-1188

After December 31, 1970:
Fredericktown, Pennsylvania 15333
412-377-9149

Thank you and good luck.
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<th>Full Name</th>
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<th>T/F School</th>
<th>Married?</th>
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<th>Religious Preference</th>
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(2) ESSAY ON LIFE GOALS

It may be that you have considered the kinds of things you think are best for you in life, your favorite job, whether you want a family or not, whether or not you consider education useful for you, etc. Knowing that it is often difficult to express such feelings on paper, and knowing also that perhaps few of us are really sure of our goals in life, I would like to ask you simply to discuss, in an essay and in as much detail as you feel comfortable with, what your goals and desires in life are, for yourself - not what others feel you should do, but what you feel is best. I would like you to try to speak to three general areas in your life, though please feel free to add anything you want to say that may not seem to fit in any of the three areas. The three areas are:

1) **Vocational** (how you feel about work, kinds of jobs you'd like to have, why you'd like them, etc.)

2) **Social** (how you feel about your relationships with parents, brothers and sisters, wife or husband, friends, etc. Are the relationships all they could be, and, if not, should they be improved and, if so, how?)

3) **Educational** (how do you feel about formal education such as high school, a college, technical school, etc.? Has it been useful for you? Does it figure into your future plans, and, if so, how?)
(3) QUESTIONNAIRE ON LIFE GOALS

Please circle the one word in the parentheses which best describes your feeling about the question. In questions regarding goals, use what you wrote in the previous essay as a basis for your answer, in terms of what your social, vocational and educational goals are.

1. Are you generally (pessimistic, optimistic, seldom concerned) about achieving success in life in your vocational goals?

2. Are you generally (pessimistic, optimistic, seldom concerned) about achieving success in life in your social goals?

3. Are you generally (pessimistic, optimistic, seldom concerned) about achieving success in life in your educational goals?

4. In relation to your vocational goals, are you usually (active, inactive, seldom worry) about seeking to achieve them?

5. In relation to your social goals, are you usually (active, inactive, seldom worry) about seeking to achieve them?

6. In relation to your educational goals, are you usually (active, inactive, seldom worry) about seeking to achieve them?

7. Are you usually (sure, unsure, unconcerned) whether or not you are "your own person" in life or just a product of how you react to others?

8. Are you usually (sure of, unsure of, seldom consider) why you feel and act the way you do in relation to others you come into contact with?

9. Are you usually (sure of, unsure of, seldom consider) why you feel and act the way you do about educational situations, such as high school, college, technical school, etc.?

10. Are you usually (sure of, unsure of, seldom consider) why you feel and act the way you do in regard to vocations which you have now or have had?

11. Are you generally (positive about, negative about, seldom consider) the way in which others, such as parents, friends, teachers, employers, police, etc. control and influence many aspects of your life?

12. Are you usually (confident, less confident, seldom concerned) about whether your opinions and actions are the best for you and those you come into contact with?

13. Are you usually (sure, unsure, seldom concerned) whether your goals in life are the best for you?

14. Do you (seldom, often, never) think about or discuss with others why you were put-on-earth?
SELF-REPORT INVENTORY
Form R-3
Oliver H. Brown
The University of Texas

Name ________________________________

DIRECTIONS

On pages 2, 3, and 4 there are forty-eight statements which express various ideas, feelings, and reactions. You are asked to rate each statement in accordance with how well it expresses your own thoughts or feelings. There are no right or wrong answers. The usefulness of the instrument depends entirely on the extent to which you indicate how you actually think or feel rather than how you would like to feel or how you think you should feel. Your individual responses will be held in strict confidence.

Please record your rating of each item by placing an X in one of the boxes following each statement. There are five alternative responses indicating the extent to which the statement expresses what you actually think or feel:

The statement expresses:

A. Exactly what I think or feel or what I think or feel almost all the time.

B. Primarily what I think or feel or what I think or feel most of the time.

C. Something about which I do not particularly think or feel one way or the other or something I think or feel about half the time.

D. Something which is almost the opposite of what I think or feel or something which I think or feel very seldom.

E. Exactly what I do not think or feel or what I think or feel almost never.
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<td>1.</td>
<td>The way I get along with my friends is extremely important to me.</td>
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<td>2.</td>
<td>I resist getting down to work and often have to drive myself to get it done.</td>
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<td>3.</td>
<td>In their relationship with me, my parents were always basically kind, considerate and understanding.</td>
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<td>4.</td>
<td>I really look forward to the time when I will be settled down in my life's work.</td>
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<td>5.</td>
<td>I have almost always resented people who were in a position to tell me what to do.</td>
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<td>6.</td>
<td>I'm very comfortable and happy when I am with children.</td>
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<td>7.</td>
<td>I don't seem to have very much basic respect for myself.</td>
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<td>8.</td>
<td>I live in accordance with the idea that &quot;It is better to have loved and lost than never to have loved at all.&quot;</td>
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<td>9.</td>
<td>In the past, I have usually avoided working any harder than was necessary to get by.</td>
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<td>10.</td>
<td>I look forward to living and working with other people as an important and influential part of their lives.</td>
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<td>11.</td>
<td>Very often I have envied other people who have engaged in what I'm really cut out to do.</td>
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<td>12.</td>
<td>I feel confident that one day I'll be successfully engaged in what I'm really cut out to do.</td>
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<td>13.</td>
<td>I feel uncomfortable and artificial in the presence of people who are a good deal older than I.</td>
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<td>14.</td>
<td>It has always been easy for me to express affection toward young children.</td>
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<td>15.</td>
<td>I feel sour and pessimistic about life in general.</td>
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<td>16.</td>
<td>One thing I just can't stand is uncertainty.</td>
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<td>17.</td>
<td>I used to wish very often that my parents and I could be much closer.</td>
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<td>18.</td>
<td>I really dread the thought of finishing school and settling down to a lifetime of hard, steady work and increased responsibility for myself and others.</td>
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19. I am able to relate to children quite easily, and this is very important to me. □ □ □ □ □

20. Thinking back, in a good many ways I don't think I have liked myself very well. □ □ □ □ □

21. One of the most important things to me about any job I hold in the future is having a good relationship with my boss. □ □ □ □ □

22. The idea of death has always made me feel uneasy, helpless and a little futile. □ □ □ □ □

23. I like people very much. □ □ □ □ □

24. I have always maintained a good healthy balance between work and play. □ □ □ □ □

25. Looking ahead a few years, I don't think that I will be the kind of person who would get much personal satisfaction out of teaching children of elementary school age. □ □ □ □ □

26. In almost every respect, I'm very glad to be the person I am. □ □ □ □ □

27. My parents and I may get along all right on the surface, but down deep I wonder if we even know each other. □ □ □ □ □

28. While I can't prove it, I'm willing to bet that I'm going to become a more and more happy and significant person. □ □ □ □ □

29. I do my work just to get it over with rather than because I get real satisfaction from doing it. □ □ □ □ □

30. I've always been fascinated with getting to know people whether they were good, bad, or indifferent. □ □ □ □ □

31. I have resented very much having to do things that were expected of me. □ □ □ □ □

32. I feel that satisfaction and dissatisfaction, joy and suffering, life and death are all meaningful parts of a process which I may not fully understand but by which I am deeply moved. □ □ □ □ □

33. When I think about the kind of person that I have been in the past, it doesn't make me feel very happy or proud. □ □ □ □ □
34. I really enjoy getting to know people who are in positions of authority.  

35. I used to regard young children as a pain in the neck.  

36. I'm quite consistent in tackling the work I need to do rather than putting it off until the last minute.  

37. The fact that the people whom I love most will someday die will always seem to me to be cruel and unfair.  

38. People have not been as important to me as they are to most others in determining how satisfied I have felt.  

39. I feel confident that in the really important ways, I will be a good parent.  

40. Doing a good job in anything that I undertake is very important to my sense of well-being.  

41. My parents and I have a great deal of mutual respect, faith, and confidence in one another.  

42. I'd give a good deal to be very different than I am.  

43. I think I will always have close, rich, full relationships with a good many people.  

44. I suppose there will always be someone to whom I will be responsible in one way or another, but I don't expect that I will ever like it.  

45. I have always been very fond of younger children.  

46. I am very happy with my present relationship with my parents.  

47. I don't really expect that I will ever be close friends with many people my own age.  

48. The sheer joy of being alive has often been a compelling force in my life.
NAME ____________________________________ AGE ____________ SEX ____________ YEAR IN SCHOOL ____________
SCHOOL _____________________________________ CITY ____________________________________________

JIM SCALE

STUDENT QUESTIONNAIRE

(Form F)

Jack R. Frymier
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DIRECTIONS

We are trying to find out how students think and feel about a number of important topics. In order to do this, we would like to ask you to answer some questions. This is not an intelligence test nor an information test. There are no “right” or “wrong” answers. The best and only correct answer is YOUR PERSONAL OPINION. Whatever your answer is, there will be many who agree and many who disagree. What we really want to know is HOW YOU FEEL about each statement.

Read each statement very carefully, and then indicate your agreement or disagreement by marking it, according to the following scale, in the appropriate space beside each statement.

+1 slight support, agreement
+2 strong support, agreement
-1 slight opposition, disagreement
-2 strong opposition, disagreement

You may have as much time as you need, so read each statement very carefully and answer it the best way you can.
1. Late afternoon is the best time of day.
2. Many children have often been punished without cause.
3. Students should be made to go to school until they are 18 years old.
4. Being right is more important than being kind.
5. School is more fun when teachers let students do things they want to.
6. Pupils who try should get good grades even if they make mistakes.
7. Successful people are those who make the most money.
8. The best way to spend a free evening is with a good book.
9. Most young people do not want to go to school.
10. Some new ideas are interesting, but most of them are not.
11. Practical people are usually highly respected.
12. Knowing the answer is more important than knowing where to get the answer.
13. Many young people feel grouchy.
14. The best people refuse to depend on other persons.
15. Some teachers make school more interesting than others.
16. A person's feelings on a topic are not as important as the facts.
17. There are more important things in the world than making money.
18. It does not really help much to study about people from other lands.
19. Life is mostly sorrow with just a little joy.
20. Some students have to study more than others.
21. Many youngsters often want to run away from home.
22. Being a good speaker is just as important as being a good speller.
23. Some teachers seem to enjoy making students suffer.
24. Our whole trouble is that we won't let God help us.
25. Most people worry more before they take a test than during the test.
26. No one seems to understand young people.
27. Learning to cooperate is more important than learning to compete.
28. Most people would like school better if teachers did not give grades.
29. The world we live in is a pretty lonesome place.
30. Social progress can only be achieved by returning to our glorious past.
31. It is very foolish to advocate government support of education.
32. Most people's hardest battles are with themselves.
33. There is nothing new under the sun.
34. Helping other people is the key to happiness.
35. Life seems to be one big struggle after another.
36. Most people just don't give a "darn" for others.
37. The best way to achieve security is for the government to guarantee jobs.
38. Some people do not appreciate the value of an education.
39. Most young people feel uncomfortable around someone of the opposite sex.
40. Many new ideas are not worth the paper they are printed on.
+1 slight support, agreement
+2 strong support, agreement
-1 slight opposition, disagreement
-2 strong opposition, disagreement

41. Many teachers are not considerate of students' feelings.
42. Teachers are generally underpaid.
43. Being unhealthy is worse than being unhappy.
44. It is better to forget than to forgive.
45. Pupils who copy during an examination should fail the test.
46. Young people should be free to follow their own desires.
47. Listening to a good speaker is the best way to learn.
48. The present is all too often full of unhappiness.
49. Most people just don't know what is good for them.
50. Understanding yourself helps one understand others.
51. People who dream a lot at night are apt to be crazy.
52. Familiarity breeds contempt, so one should never be too friendly.
53. There is a real limit to man's intelligence.
54. People who are insulted generally deserve to be.
55. Experience may be a good teacher, but schools are better.
56. Wasting time is even worse than wasting money.
57. People who are quick thinkers usually jump to conclusions.
58. Most people do not have good ideas until they grow up.
59. When people are unhappy they should talk to someone about it.
60. Looking good is just as important as being good.
61. The best part of education is that which people teach themselves.
62. Famous people usually have a lot of money.
63. Most people cannot learn from the experience of others.
64. The dreamer is a danger to society.
65. Most teachers like to drive students if they have the chance.
66. God helps those who help themselves.
67. One can never desire too much of a good thing.
68. Being a liar is better than being a gossip.
69. Asking questions usually gets you into trouble.
70. Not many people in the world are really kind.
71. The biggest part of being successful is determination.
72. Teachers know more and do less than most other people.
73. Hope is really no better than worry.
74. School is not all that it's cracked up to be.
75. Everything that people do is either right or wrong.
76. Quick thinking is always better than being polite.
77. The gentle person often treats himself severely.
78. Everybody ought to do something worthwhile everyday.
79. We are never really as happy as we think we are.
80. All those who fail have worked in vain.

STOP! CLOSE YOUR TEST BOOKLET
BIBLIOGRAPHY


