

177  
revised, unrevised  
Secret  
(temporary)

THIS DOCUMENT IS THE PROPERTY OF THE GOVERNMENT OF CANADA

REPORT ON  
SPECIAL PROJECT  
BY  
DR. F.R. WAKE

Privy Council Office,  
Ottawa, Ontario.

A0454471\_1-002281

TABLE OF CONTENTS

Abstract of Report  
Report

- I. Introduction
- II. The Numbers Involved
- III. The Kinds Involved
- IV. Methods of Detecting Homosexuality
  - A. The Psychiatric Interview
  - B. The Medical Examination
  - C. Tests of Change in Emotional State
    - (i) The Polygraph
    - (ii) The Plethysmograph
    - (iii) The Palmar Sweat Test
  - D. The Projective Tests
  - E. Word Association Tests
  - F. Pupillary Response
  - G. Span of Attention Test
  - H. Masculinity-Femininity Tests
- V. Treatment
- VI. Conclusions
  - Appendix A Word Association List
  - Appendix B Examples of Rorschach Blots
  - Appendix C MF Test/Behaviour Experiment

## ABSTRACT OF THE REPORT

1. While no accurate statistics are available on the number of overt (practising) and potential male and female homosexuals in any population, there can be no question that the numbers are sufficiently large to be of concern to anyone interested in the problem of suitability.
2. Homosexuals are as varied in personality as heterosexuals. The only common characteristic in homosexual personalities probably is a preference for a sexual partner of the same biological sex.
3. No single method, nor battery of tests, yet has been demonstrated to detect a high percentage of overt and potential homosexuals. Nevertheless, research has developed promising methods which await validation by further research. The following tests are ordered roughly in terms of the promise they offer:-
  - (a) The polygraph (or similar apparatus such as the plethysmograph) - where intense, personal questioning is permitted, otherwise not a useful approach.
  - (b) The Hess-Polt pupillary response method.
  - (c) The Zamansky span of attention approach.
  - (d) The palmar sweat test.
  - (e) The projective tests (including word association tests).
  - (f) The masculinity-femininity tests.

Combinations of the above could prove more valuable than a single test or individual tests given consecutively.

4. Where detection of the homosexual is the problem at hand, it is necessary to begin with the decision as to what extent concealment of personal behaviour and attitudes are to be considered inviolate.
5. Authorities are divided in their opinions as to the efficacy of various therapies in the treatment of homosexuality but there are sufficient encouraging statements to offer hope for the future, particularly with regard to control, rather than cure, of the condition.
6. While a great deal of research needs to be done, much of it might be paid for by early moderate success reducing the current load on investigative staffs.

## REPORT

### I. Introduction

Although serious efforts continue to be made toward understanding the homosexual in Western society, progress is impeded by the recurring stereotypes of the homosexual. He is thought to be 'unstable', 'abnormal', 'incurable', 'a seducer of children' and the possessor of many other undesirable traits. While one or all of these descriptions do apply to some homosexuals, like all stereotypes they tend to reduce a complexity to a vague, inaccurate simplicity. There is a large and growing body of respectable opinion, based on scientific research, which holds that the development of homosexuality is not a matter of heredity or of the individual's perverse choice, but in the great majority of cases is rather the result of a combination of environmental circumstances during the years of childhood or early youth.

2. For example, Hooker, a recognized authority, was unable to find significant differences in 'stability' between homosexuals and heterosexuals - a finding that fits the attitudes of many homosexuals. Furthermore, the not uncommon clinical finding that a homosexual can lead a happy, productive life is evidence in the same direction. Thus, while it is reasonable to assume that the homosexual is under more stress than the heterosexual (since a continuing form of his behaviour is unlawful), it does not follow that he must be unable to control it. Kinsey et al (1949) hit hard at the effort to equate deviant sexual behaviour with disturbed personality when they say

"..... Indeed, our data indicate that only a small proportion of those who engage in non-conformant sexual behaviour are ever conscious of disturbance, or ever get into such social conflict that they need clinical assistance ..... and a fair number of those who engage in homosexual relations are not particularly disturbed by their experiences."

3. The 'abnormality' associated with homosexuality in Anglo-American culture is traced by Kinsey et al (1949) to early efforts of various religious institutions to establish superiority, and centered in the condemnation of any act not leading to reproduction. Thus, although modern biological sciences have evidence that seriously questions the value of condemning as immoral any sex play apart from the heterosexual intercourse, it is common for heterosexuals to have some sort of negative emotional feeling when homosexuality seeps into the atmosphere around them.

4. Part of the aversion to homosexuality probably arises from, and probably contributes to, the attitude that homosexuality cannot be cured. It is true that some homosexuals appear incurable but some respond well to treatment and others find their socially undesirable behaviour is ameliorated by therapy. Condemnation on such grounds is unreasonable.

5. The gist of the foregoing is that no objective view of homosexuality is possible if prevailing stereotypes are accepted; that in order to understand homosexuality, one must be prepared to divest himself of prejudice and pick his way through a good deal of contradictory evidence in systematic and analytical fashion. The variation in homosexual attitudes, behaviour and motives is too great to allow otherwise.

## II. The Numbers Involved

6. The two Kinsey reports (1948, 1953) remain the most-quoted authorities for the number of homosexuals, male and female, in the general population. The useful statistics here are that 37% of the adult American male population have had some overt homosexual experience to orgasm between adolescence and old age (4% are exclusively homosexual); for females, 10% have had sexual contact, 5-6% to orgasm. However, Pomeroy (of the Kinsey group) privately advised the writer that more recent unpublished data had caused them to revise the male statistic slightly (to about 33%) and that they are satisfied that this adequately represents the true value - certainly nothing so divergent as 20% nor 50%. (Pomeroy requested that the modified figure not be revealed since his group soon will begin a detailed study of homosexuality. He did not suggest a modified statistic for females.)

7. Hooker (1956) accepts the Kinsey data with caution, stating:

"..... homosexual groups, with their own norms of behaviour, constitute a considerable minority (despite Kinsey's figures, no one knows how large it is) in every large city of the world ....."

8. The Kinsey data can be confusing in at least four ways (particularly the male figures). First, an easy and almost inevitable impression arises that a single experience to orgasm makes one a homosexual. While homosexuality can be defined in this fashion, it would appear to have little practical value, especially where the task is to consider practising or potentially-practising homosexuals. Second, it is difficult to escape the feeling that anyone who has had an "experience" is prone to repeat in the future, whereas it is obvious that some persons are so "burned" by an experience as to be completely resistant to further such activity. Third, it is reasonable to expect that some, having experimented, make a simple decision not to indulge further and do not. Fourth, as suggested by the second Kinsey report (1953) there can be continuing contact of a homosexual nature which does not lead to orgasm but definitely would brand the participants as far as society was concerned.

9. To provide contrast to Kinsey's scientific approach, there is the statement of faith by Stearn (1961, P.21), a journalist:

"Toward the end of my research, after consulting the police, and health authorities, and just looking around, I was ready to accept the homosexual's own estimate of the over-all homosexual population - one out of every six adult males."

(An even more extreme stand is taken by D.W. Cory, a well-known homosexual, to the effect that the statistic giving 8-10% of males as exclusively homosexual is conservative - cited in Reinhardt, 1957.)

10. Stearn (P.22) goes on to quote an officer of the Mattachine Society (a homosexual organization) who believes that there are fifteen million male homosexuals in the United States, actual and potential - one out of six males. Stearn (P.15, 22) also writes

of 'rising' homosexuality. Stearn's data are suspect, partly because of the methods used, partly because of the stand taken by most objective researchers (Kinsey, 1948; Henry, 1955) that homosexuals tend to exaggerate. (A recent letter from Hooker seriously raises a question as to Stearn's reputability.)

11. Hooker (1961) has made an analogy between the homosexual community and an iceberg - the visible part of the community is a very small part of the total community. To know the community would require information on the overt and covert homosexuals, where and how they live, who their friends are, and so on. For present purposes, it also would require data on those who are potential homosexuals and those persons termed 'bisexual'. When the problem is viewed in this fashion, Henry's (1941) preface comment becomes an understatement:

"..... The percentage of persons in any social group who manifest this behaviour is too high to permit the subject to be neglected or dismissed as it has been in the past."

12. On another tack, it will be noted from the above that any practical problem concerning homosexuals is less acute for females than males since fewer of them are deviant in this respect. Also, society's treatment differs for the two sexes:

"Then, too, while male homosexuals are subject to punishment by law, one seldom hears of a Lesbian brought into court. As a result, women have less to fear about being apprehended and imprisoned. In like manner, they are less subject to blackmail and scandals than are male homosexuals. Thus a woman is less apt to be deterred by fears and anxieties which beset the male sex (Caprio and Brenner, 1961)."

13. In summary, while the number of homosexuals in the population is not known, it is obviously a significant one - especially when for practical purposes, the potential homosexual, the bisexual, the indulger in 'lesser' acts and the 'one-time through' individual are included. The overall problem is less acute for females than for males.

### III. The Kinds Involved

14. For reasons that are not clear, the general populace has assumed, and scientists have pursued, the myth that there is a "type", a "personality" called homosexual. Pragmatically, if homosexuals were discovered to fit such a pigeonhole, it would be possible to recognize them easily and deal with them uniformly. If it were desirable, they could be set apart in some fashion from those with heterosexual interests.

15. Currently, social scientists, the medical profession and others are adopting the view that there is as much variety of personality within homosexuals as within heterosexuals. Further, there is a continuous shading from the most extreme homosexual through lesser degrees to bisexuals to the most confirmed heterosexuals. Consider the following statements:

"..... In fact, it might be assumed that homosexuals as a group have in common only their preference for sexual partners of the same biological sex."

(Brown, 1958)

"..... Nevertheless there are strong indications that before long the physician will recognize that there are no two homosexuals alike and that homosexuality is associated with an almost endless variety and complexity of human problems."

(Henry, 1941, preface)

Henry and Gross (1938), Thompson (1947) and Hooker (1959) share the above attitudes.

16. If one takes into account the long intensive struggle by psychiatrists, psychologists and others to find reliable and valid ways of assessing personality in its many variations, it becomes plain that to do so for the many shades of homosexuality will prove a difficult, complex task - in all probability one requiring a battery of tests ranging from the acute observation of the medical examiner through the varied tests of the psychiatrist-psychologist to the penetrating interviews of the skilled police investigator.

#### IV. Methods of Detecting Homosexuality

17. Some homosexuals can be detected without difficulty by any sophisticated adult. They do not care that their proclivities are known - rather they appear to insist that they be noticed. "Visibility" is high because of mannerisms, dress and places frequented. On the other hand, most homosexuals, whether proud or guilty of their behaviour, make considerable effort to conceal their sexuality. Many consistently are successful in such attempts, deceiving employers, friends and even wives. The wife, in fact, often is a prime method of concealment; a very effective blind. And on the other side of the fence, Henry (1955, P.299) offers an unsubstantiated quote as follows:

"With mid-century fashions for women running strongly to slacks and short hairdo's, the modern lesbian is safer from detection than she ever was."

18. A great deal of research has been pursued, particularly by mental health scientists, to find a way (or ways) of detecting homosexuality so that patients, job applicants, and so on, may be handled more adequately. While no single test or combination of tests yet has proved entirely successful, many have had limited success (for a certain level of education, or intelligence, or in a particular environment), some show considerable promise and one, when used in a special way, appears very valuable indeed.

##### (A) The Psychiatric Interview

19. Agencies concerned over 'suitability' of job applicants quite rightly have psychiatrists at hand to aid in difficult decisions. It would be best to have all applicants undergo a psychiatric interview but this is impractical in terms of time, money and personnel (even in those agencies bolstered by clinical psychologists who share the psychiatrists' burden). It is customary, then, to refer any doubtful cases to the clinician, who spends a half-hour assessing 'suitability', emotional stability, and so on.

20. The actual interviews are quite unlike the usual clinical session in which a major purpose is to establish rapport with the subject. They tend to be "stress" interviews wherein the clinician begins with a firm approach, not unfriendly but a 'strictly business' attitude. If a frailty is suspected, the clinician can become tougher to the point of ruthlessness. Or he may become seductive - move his chair a little closer to a male subject and speak in a softer voice to see what response will be given.

21. Under these conditions lack of suitability can be detected but since the stress interview runs counter to the belief and training of most clinicians, attracting suitable clinical personnel must be difficult. However, many clinicians would maintain that a non-stress interview probably would be equally effective.

(B) The Medical Examination

22. Ordinarily, the medical examination is not used to detect homosexuality. However the literature suggests that certain findings can provide clues bearing investigation. Examples of these are size of sex organ (Henry and Gross, 1958), physical crippling or other abnormal development (Kinsey et al, 1949) sexual surgical intervention (Money, 1961), repeated visits to urologists and gynecologists (London and Caprio, 1950, P.61), an acute interest in sex (Henry, 1941, P.56). Data on these matters can be elicited easily by the examining physician and referred to others for follow-up, if needed.

23. A more definite directive is offered by Henry (1955, P.291).

"..... One can say almost with certainty that any male who bleaches his hair is homosexual."

(C) Tests of Change in Emotional State

(i) The Polygraph

24. The standard technique for detecting changes in emotional state is the so-called 'lie-detector' (polygraph, psycho-galvanometer) - a machine which measures pulse rate, skin resistance to electric current and rate of breathing, recording these measures by means of pens on moving paper (hence polygraph). In a normal unemotional state, a subject will provide a level straight line skin response record and rhythmic up-and-down lines for pulse and breathing (~~~~~). Should the subject's emotional state be altered, there will be changes in one or more of the records - e.g. an abrupt rise in the skin response, a closer bunching of the pulse peaks, a decrease in amplitude of the breathing response. When such a change is recorded, it is assumed that there has been a change in the physiological state - more specifically, an emotional

change. Thus, a testee is asked an embarrassing question, he becomes emotional, lies, the pen (or pens) changes rhythm and the lie is 'detected'. Actually, the change in rhythm is detected. However, a good interrogator capitalizes upon the change, implies guilt, falsehood, an attempt to conceal. Faced with proof on paper (although he is not allowed to see the proof), the naive (but guilty) person often confesses. On the other hand, the sophisticated individual may choose to deny guilt, say he knows nothing about the polygraph record and refuse to confess. The interrogator then is left with a graphic record of physiological change.

25. Perhaps the peak of efficiency is reached by departments using it as a personnel selection procedure where the test is beamed directly at the problem of 'suitability'. Early in the procedure the applicant is advised that he will be required to undergo a number of tests (medical, psychological, vocational, etc.), one of which is a polygraph. It is made clear that enduring the test is voluntary; the subject may refuse to attempt or complete the test but he will not be employed permanently until he has passed it. Thus, the applicant knows before he takes the test that he will be required to divulge personal information and this would seem to have several advantages - it gives the applicant an opportunity to withdraw without disclosing additional personal information; it screens a number of sensitive individuals who know they will be discovered; it saves time and labour of the polygraph (and, possibly other) staff.

26. Once the applicant is seated in the room and connected to the machine, the interrogator explains the procedure. The subject will be asked a number of questions (about 17) each of which is to be answered 'yes' or 'no'. Then the two go over each question to make certain it is thoroughly understood and is in a form which can be answered yes or no (e.g. the applicant, knowing he must respond affirmatively to the question "Have you ever been a member of a Communist organization?" might want to point out that he had been a member at university in order to gather material for a sociological thesis. The question then is modified to "Other than the incident you have explained, have you.....?").

27. The test begins with the list of questions in the order and wording as planned. The list takes about five minutes to process, at the end of which the applicant is allowed to relax and the interrogator examines the record. From this point, procedure varies with applicant and interrogator. Generally, the interrogator will run through the test again without a great deal of comment but he may query an altered polygraph pattern at a particular question. The subject may report that he was nervous "because at first I hadn't remembered having an experience you might call homosexual." Interrogator and subject then discuss the incident and, the original question now is phrased "Other than the occasion you mentioned, .....". Denial of experience where the record

discloses emotion leads to a persistent probing until the problem is unearthed, or until the interrogator is satisfied that no problem exists or until there seems no point in continuing further. If the applicant otherwise is desirable, further polygraph testing is scheduled and, perhaps, a different interrogator takes over.

28. Thus it can be seen that the machine is merely a tool to aid the interrogator. It offers a mask of objectivity which permits the interrogator to play the role of an interpreter, a person apart who simply reports on the things the applicant tells the machine. The operator is not viewed as unfair, demanding, difficult, but as a person trying to help, to do the best he can to aid the applicant through the test. This 'front' has great value for experienced operator who then plays in any key to get the information he wants. With at least a modicum of veracity, the operators will admit that they often could do as well with a blank record, for the subject often betrays himself by his verbal responses, pauses, fidgeting, and so on.

29. Good interrogators can be friendly, tough almost to brutality, sophisticated, casual, anything the situation requires. Undoubtedly, they screen a number of unsuitable persons. However, in part their success is due to the fact that they are permitted to ask questions most persons are never required to answer, under conditions most people have never experienced before. In fact, the situation remains so personal that some of the departmental staff candidly state that the polygraph procedure is distasteful and they hate it. Nevertheless, to date this method has only proved successful by demanding information about the personal activities of persons - whether they or family have been members of a Communist organization, whether a homosexual act has occurred, whether narcotics have been used. Without the privilege of making this intensive personal interrogation, the polygraph so far has not proved useful - its performance is erratic, to date no reasonable method has been discovered for establishing baselines to which deviant responses can be compared, and only grossly deviant responses have meaning.

30. Those agencies most proficient and enthusiastic in use of the polygraph have come to rely upon it to do the job of detecting unsuitability. It has the advantage of extracting actual behavioural evidence through confession, of placing the onus of proof of suitability upon the subject (the subject must explain the squiggles on the paper), generally it is not a time-consuming procedure and, while requiring skilled operators, these tend to be on the technical rather than professional level. Since a number of persons have been "caught", the agencies now believe the method is about as good as can be found and somewhat happily make statements such as "the machine is 99% foolproof" which translates as "on routinely rechecking our employees, we find only one unsuitable for each 99 our earlier screening eliminated."

31. Thus, while aware of the infringement the polygraph procedure makes on personal privacy, they remain curiously untroubled by the following points:-

1. By the nature of human variability, some persons are going to skip by one test but might fall prey to one based on a different principle.
2. That very dangerous person, the psychopath, whose emotional reactions are unpredictable, might well escape detection.
3. It is axiomatic that any system which carefully culls a certain kind of person will not find many more the second time around but this says nothing of different kinds of person.
4. An individual could have been raised to believe that sexual perversion is the most unholy kind of act in the human repertoire. The very word homosexual could then become so highly charged emotionally that the very mention would bring a strong reaction. Placed in the polygraph, he would respond emotionally on repeated tests, give every indication of homosexual interest yet actually be homosexual-proof. Agencies claim that the experienced interrogator by tackling the problem from many points of view will solve the riddle.
5. Before believing in the polygraph, an experiment should have been performed involving a group of homosexuals determined to beat the test and a control group of heterosexuals. Not a difficult piece of research but, for any good program, mandatory on a continuing basis.
6. No good selection program stagnates - it improves by repeated testing of old procedures and search for new.
7. Those agencies relying on the polygraph place great importance on the homosexual experience after age 17 - which is the period of such activity most bothersome to people. Actually, there is no particular reason to believe that, in itself, it is a better predictor of future activity than one at age 14, or 8. Actually Kinsey et al (1949) suggest a way of predicting that would capitalize on the easier-to-relate experiences:

"The data which we have already published on social levels show that by fourteen years of age perhaps as many as eighty-five per cent of all boys have acquired the patterns of sexual behaviour which will characterize them as adults, and something like nine out of ten of them do not materially modify their basic patterns after sixteen years of age."

(ii) The Flethysmograph

32. The plethysmograph is a physiological measure which can be used instead of, or in conjunction with, the polygraph. The plethysmograph measures the blood volume in the finger by electronic or pneumatic means. The apparatus fits around the finger and, as a change occurs in emotion, the blood volume increases in the finger and this change is transmitted to a pen-recording on moving paper. The latest (and presumably best) apparatus is described by Shmavonian (1959) as a cadmium selenide photocrystal imbedded in an adjustable aluminum ring. A small source of light, fixed in one side of the ring is aimed through the finger at the photocrystal on the other side. In a private communication, Shmavonian writes of a second arrangement, where readings are taken from the subject's forehead and suggests advantages in using both locations (finger and forehead) simultaneously. Time lag (interval between onset of stimulus and appearance of response) is short for this apparatus. Since Shmavonian is finding it useful (Grings of the University of Southern California also makes use of a pneumatic type), it would seem to be worthy of investigation as a personnel selection tool.

(iii) The Palmar Sweat Test

33. McCleary (1953) has devised another method of measuring emotional change (anxiety) through palmar sweat. The subject clasps a small mesh bag containing crystals composed of anhydrous silica gel and anhydrous cobalt chloride. As he perspires, the crystals change colour, are placed in a test tube and matched by eye against standardized colours containing known amounts of moisture. The bags can be used under non-laboratory conditions; readings can be made in 30 seconds from completion of test, also under non-laboratory conditions. Validity and reliability of readings are high. More precise readings require 5 minutes by moisture balance. Atmospheric temperature affects readings but would not make a difference in a personnel appraisal situation providing there were no change of experimental site, nor lengthy delay in carrying out all parts of the experiment.

34. This apparatus might be very useful if combined with a 'word association' type list (Appendix A). For example Bag No. 1 neutral words - Bag No. 2 homosexual words - Bag No. 3 neutral words - Bag No. 4 heterosexual words. Or, sets of questions might be presented in blocks, the effect of each block being measured by a bag of crystals. Or the subject could be shown a series of pictures of the Zamansky or Seltzer type (See Sections F & G).

35. The apparatus is simple and quick to operate and should not be expensive to construct or operate.

(D) The Projective Tests.

36. Common to all projective tests is the theory that when a person responds to a stimulus (card, picture, situation, etc.) he 'projects', i.e. displays something of his personality in the response. If the stimulus is so 'structured' - that is, if the nature of the proper answer is sufficiently obvious to the testees - that all subjects tend to give much the same answer (a bat, bird, butterfly), then few clues as to the individual personality are elicited and the stimulus is not productive. Such stimuli are described as 'very structured' and mainly have value in establishing that the individual does see certain situations as others do, (Clearly, if the person does not see the obvious, an important clue is at hand.) Generally speaking, relatively unstructured stimuli are thought to bring projections of a more valuable nature from the individual (compare card #5 (structured) and card #9 (unstructured) from the Rorschach, Appendix B).

37. Where the situation is structured, the testee is on safe ground - he is fairly certain what the correct (good, reasonable) answer is and thus is secure in that nothing of his personality is being revealed that he does not wish revealed. The less-structured situation may not make him nervous, but it does persuade him to respond when he really does not know whether his answers are 'good'. Also, although he may not be aware of it, failure to respond provides the tester with an indication that the testee is making an attempt to conceal.

38. The theory behind projective tests is plausible and has led psychiatrists and clinical psychologists to believe that hidden drives, basic-but-concealed attitudes, will be revealed by suitable tests. And, in clinical situations, handled by sensitive testers, good results often are obtained. However, as the plodding steps of methodical research have slowly overtaken the soaring imagination of the clinician, grave doubts have been cast upon the value of projective tests in the delineation of individual personality.

39. To date, research has uncovered no projective test that consistently will reveal overt or potential homosexuality in the individual. However, the continuing efforts to discover such a test (or combination of tests) make it clear that clinicians remain hopeful that eventually it will be possible to make accurate diagnoses on an individual basis using such material. Since their hope is based on intimate knowledge of tests and patients, it should not be ignored - rather, research on projective techniques should be encouraged.

(E) Word Association Tests

40. Word association tests are similar to the projective techniques in that the subject is given the task of either (a) telling everything that comes into his mind or (b) responding to a stimulus word with the first word that comes into his mind (a list of such stimuli being presented one by one).

41. In (a) the experimenter records as much as he can (or is desirable) of the subject's open ruminations and from the themes, hesitations, emphases, and so on forms a personality appraisal. Sometimes very valuable material is elicited, but for personnel selection purposes the method can be lengthy and pertinent areas may be avoided, missed or touched upon only superficially.

42. Alternative (b) is more promising since the stimulus words are chosen by the experimenter and thus can include many of a direct or symbolic homosexual nature. For example, the words "ferry" and "queer", although not primarily homosexual might (should) produce differing responses in persons of varying sex interest. The first of the two examples has the additional advantage of sounding like a common word for homosexual (fairy) but being different, can be used to disguise the nature of the test (in case the subject objects to the word). (An actual instance of this was noted by the writer. A female subject responded to the stimulus word 'pet' with 'boy', then opined that pet was "a kind of sexy word to have in the list" and asked how other subjects felt. The common response, of course, is 'cat' or 'dog'.) To the writer's knowledge a specific list of homosexual words with suitable 'covering' and neutral words has never been tested but it could be a very useful tool. (Appendix A gives such a list.)

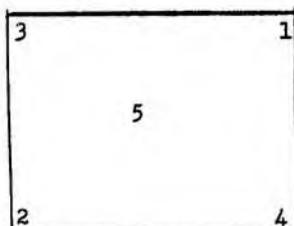
43. It is not difficult for a sophisticated person to respond carefully to all words (not always giving the first word that comes to mind), offer bland answers and thus try to fool the test. It is extremely difficult, however, to be sufficiently careful without becoming so deliberate and stiff as to advertise concealment - and thus give the operator useful information.

44. The technique has the advantage of stimulus control, relatively brief time consumption and is difficult to fool (particularly if combined with a polygraph or plethysmograph). However, responses often are difficult to interpret and, at best, offer only strong clues as to personality. Unlike some of the physiological measures, the responses cannot be graded. They probably will be so variable from person to person as to defy efforts to make a statement such as 'other subjects responding similarly have been homosexual in nature, etc.'

(F) Pupillary Response Test

45. Hess and Pelt (1960), University of Chicago, reported an experiment where different interest patterns were uncovered by use of a machine which simultaneously projected a visual stimulus and photographed the pupil of the subject's eye. Through circumstances beyond the writer's control, it was not possible to see the actual machine but apparently it is a relatively uncomplicated mechanism.

46. The experiment was as follows: The subject placed his eye at the level of an opening in a box. The opening was surrounded by foam rubber but no head holder was used. The subject first saw a slide consisting of a gray background with five white numbered dots:



The subject was instructed to look at the slide, follow the numbers in order and finally focus on 5. Each exposure of this neutral pattern was followed by a stimulus picture and the subject was asked to follow the above pattern although the numbers would not be seen. The subject then was shown a series of five pictures (mother-and-child, pastoral scene, animals, Greek athlete, female near-nude from Playboy magazine), each stimulus lasting for 10 seconds during which a movie camera took a picture of the subject's pupil at  $\frac{1}{2}$  second intervals (20 exposures).

47. Adult males and females were used as subjects and it was found that the pupils of the female subjects (as a group) enlarged at the pictures of mother-and-child and athlete, decreased at the pastoral scene and Playboy picture. Male responses were roughly the reverse.

48. The results strongly suggest that the interest patterns of individuals can be detected by means of a response that cannot be controlled by the subject.

49. Under Hess' guidance, some thirty studies have been conducted using this technique - only one other of which seems to have been published.

50. However, Allan Seltzer, a graduate student under Hess, described an experiment he performed on matched groups of college-level heterosexual and homosexual males. The Hess-Polt apparatus was used, stimuli were slides made of pictures from physical culture magazines (some of which were near pornographic) plus neutral pictures of good paintings and at least one modified picture of Christ on the Cross. Results clearly permitted Seltzer to distinguish the homosexual subject when the results of all pictures were compared. No single picture would determine who was homosexual and who heterosexual. Not only was the change in size of pupil indicative of the direction of sex interest but the pattern followed by the eyes (and recorded on the film) was very important (e.g. the homosexual who could not take his eyes away from the genital area of the vaguely-seen Christ on the Cross). Seltzer also asked his subjects to recall the pictures and he found that the difference in those remembered was indicative of sexual interest.

51. Perhaps the most important incidental finding in this experiment was the confession of a homosexual subject who reported that he had done his best to defeat the machine but knew he had failed.

52. There are some difficulties with the apparatus but Seltzer did not feel they would be severe. Some pupils are very dark and thus it is more difficult to determine the periphery. Glasses make pupil size hard to read (the experiments above used subjects who could see the picture without glasses). Individual differences in response are considerable. There can be a large change in response on the second run-through.

53. However, none of these problems appears important in view of the many advantages: (a) the subject does not need to know what is being tested; (b) the apparatus operates on the basis of the subject's interests rather than his emotions, as in the case of the polygraph; (c) the subject cannot control the response; (d) results are available as soon as the film has been developed; (e) the machine is simple and economical to construct and operate; (f) it is probable that the processing of subjects can be carried out by technical rather than professional help.

54. Here, then, is a most promising instrument for detection, not only of homosexuals but of homosexual potentiality. Conceivably, with suitable changes in stimuli, it also could be used to detect alcoholism and other 'frailties'.

(G) Span of Attention Test

55. Zamansky (1956) of Northeastern University, constructed an apparatus to test for homosexuality. The subject looked into a box wherein two pictures were exposed, and was asked to indicate which was the larger. In order to see one of these, the subject turned his eyes to the left; to see the other, the eyes moved to the right. The experimenter, meanwhile, was at the other side of the box and could check the movement of the eyes. The pictures intended to indicate a particular interest on the part of the testee were of the same size. The subject was allowed to look as long as he liked before reaching a decision as to relative size. Meanwhile, the experimenter timed the amount of attention paid to each picture. Subjects for the experiment were matched groups of college-level overt homosexual and normal males. Stimuli were twenty-four cards of males, females and neutral subjects.

56. Results showed that overt homosexual males compared to normal males spent a greater portion of time looking at a picture of a man than a woman. The same was true for a picture of a man versus a neutral picture.

57. While the technique apparently has not yet been used for the detection of the individual homosexual, it would not be difficult to adapt it to this purpose. It sounds somewhat awkward to manipulate but should be amenable to a relatively simple automatic time-recording device. An alert, defensive homosexual easily could beat the machine but, if the pictures were made symbolic rather than definitive, it is doubtful that he would recognize the significance of his behaviour.

(H) Masculinity-Femininity Tests

58. An old approach to the problem of recognizing the homosexual has been under the guise of testing for masculinity-femininity. Although long ago it was suggested that there is no single masculinity-femininity dimension, psychologists and others have continued to search for this uniqueness. However, clinical experience (such as treating a prize-fighter who is homosexual or a ladies' hairdresser who is not) plus the failure to find high intercorrelations between MF measures has led to the position described by Colley (1959):

"It is necessary, for example, to know of another not only that he is male, but also what sort of maleness he possesses."

Essentially, the same stand was taken by Lansky (1961).

59. Attempts have been made to assess the factor(s) by means of a drawing test involving classic Freudian symbolism, by choice of vocation, by interest in hobbies, and most commonly, by a combination of the last two. In general, standardization has been poor (in the most popular test, 17 college male homosexuals constituted the standardization group) and the results have been disappointing. Furthermore, the sophisticated subject can see through the questions and defeat the test.

60. One obvious deficiency in MF testing has been that too little effort has been placed on the relation between test and actual behaviour. (For example, whether a male who says he would enjoy ballet dancing actually tries to become a ballet dancer or part of the ballet). Accordingly, an experiment has been arranged to test this relationship in males, using several different psychological tests. This experiment will be underway shortly and may provide useful information. (See Appendix C for copy of the experiment.)

61. Although conventional use of MF scales has not proved fruitful, intensive research might be more successful. The tests are performed quickly and easily and are not difficult to score. However, concealing the purpose of the test may well remain a serious problem.

V. Treatment

62. Although some agencies feel that evidence of homosexuality is sufficient reason to refuse employment to the applicant or to dismiss the person at work, such decisions are not taken lightly. Partly the indecision arises from the general ethic of the matter, partly because homosexuals (potential or actual) often are intelligent and/or highly-skilled individuals. To find, or to replace, such competence can be a difficult, expensive, time-consuming process. Clearly, then, it would be advantageous to have a method of treatment which would alter only the unwanted behaviour in the individual, thus rendering him safe to employ.

62. It is axiomatic in psychiatry that, for a person to profit from psychotherapy, and even many of the physical treatments, he must want to modify his personality. However, it also is obvious that to many homosexuals, their behaviour is normal, they do not need to change, society should modify its attitude toward them. This definite, sometimes almost defiant, attitude probably has contributed strongly to the belief, held by many heterosexuals, that homosexuality cannot be cured. Mental health personnel these days prefer not to speak of a cure (a change from homosexuality to heterosexuality) but rather of a change to controlled sexual behaviour, which would be more comfortable for the subject, for he is now divested of anti-social activities. (An acceptable goal to some homosexuals according to Stearn, 1961, P.202). Seen in this light, the value of treatment obviously varies according to person, to situation, to stress brought upon the individual and, possibly, many other variables.

63. The value of treatment in homosexuality has not been determined to anyone's satisfaction. Hooker (1961) makes the following general statement on the pessimistic side:

"..... To state the problem with a slightly different emphasis, homosexuality in adult life is generally considered by clinicians to be an almost irreversible state, exceedingly difficult to change by psychotherapy. The stability of that state may be as much a function of the milieu in which many homosexuals live as of their psychodynamics."

64. On the other hand, Caprio and Brenner (1961, P.115) note improvement through therapy in those cases where the individual wants help and cooperates. An editorial in the Canadian Medical Association Journal (1962) states that psychotherapy can be successful but most homosexuals must be content with improved adjustment to their burden. Mohr (1960) of the Forensic Clinic, Toronto, notes some success with psychotherapy of homosexuals.

65. At one time, it was thought that hormonal treatment might be of value. Research, however, has indicated that, while hormones can change the strength of the sex drive, the direction remains unaltered.

66. An indirect approach to treatment has been raised through efforts to establish the stability of homosexual personalities. The general run of opinion (Henry, 1937; Caprio and Brenner, 1961; Stearn, 1961) is that homosexuals almost always are maladjusted. If this be the case then Thompson (1947, P.188) offers hope as she says:

"..... It seems certain from analysis in recent years that it (homosexuality) is a problem which tends to disappear when the general character problems are solved."

Since psychiatrists are confident that present therapies have value and better approaches are being developed, progress for homosexuals may be carried along in the general trend. However, Hooker's (1957) definitive research strongly suggests that many, perhaps two-thirds, of all homosexuals are average to superior in adjustment. Thus, while some may profit from treatment of the overall personality problem, many will not.

67. Several recent encouraging trends must be noted. Goldner (1961), working with anti-depressant drugs on a particularly difficult group of subjects, noted success in the majority of cases. While his research was more in the nature of a pilot study than an experiment, the results call for increased attention to this type of treatment.

68. James (1962) reports reversal in direction of sex desire in a single case by means of aversion therapy. Essentially James combined induced nausea in the subject with homosexual pictures, a recording explaining how the subject's problem had developed, and the sad state of his present situation. Then, when nausea was no longer present, the subject heard a congratulatory tape recording. (Note resemblance to the antabuse treatment for alcoholism).

69. While the actual method used by James is somewhat extreme, the fundamentals - a deconditioning-reconditioning approach - are sound. There is no reason to believe that a less-flamboyant version might not be even more successful. For example, Bond and Hutchison (1960) of the Forensic Clinic, Toronto, report success in exhibitionism by means of "reciprocal inhibition" - a method pairing relaxation with gradually-increasing anxiety situations, with relaxation eventually taking charge. The method should be applicable to homosexuals.

#### VI. Conclusions

70. The tritest of phrases in social science today is "more research is needed". Nevertheless, in considering a program for appraising suitability, the phrase is accurate though tired. The polygraph has proved to eliminate a number of applicants and really needs research as to the validity of the procedure, not the way it is used. The pupillary response apparatus, as seen in Seltzer's work, is highly promising as a selection measure. The Zamansky machine, the plethysmograph and palmar sweat apparatus offer intriguing possibilities for tapping different aspects of the subjects' response repertory - thus making concealment of a great variety of feelings more difficult. Furthermore, such apparatuses can be combined with word association tests, masculinity-femininity tests and projective techniques to offer maximum data in the shortest period of time.

71. The permutations and combinations in the paragraph above suggest an expensive program involving a large staff. This need not be the case. The program is a practical one, not a theoretical one, and thus is concerned only with what works. Therefore, a method that detects a few unsuitables can be used until a better method replaces it and so on until each approach has been tried. In the beginning, it probably would be sufficient to have a part-time senior social scientist head the research, abetted by a clinical psychologist at the M.A. level (half-time) with a supervising board composed of a senior personnel officer, a psychiatrist and a member of the R.C.M.P. In addition, skilled mechanical-electronic-photographic help should be available. Medical research probably could be arranged at no great cost through forensic clinics.

72. In the beginning, the two staff members would apply themselves to research until a measure or measures of some efficiency had been designed. Then processing of new applicants could begin. At this point, it might be necessary to add technical help, depending on the number of persons to be processed.

73. It is probable that in its early stages, total outlay for a year would not total \$5,000. Conceivably, by reducing the need for other detection methods, the program might pay for itself.

74. An integral part of such a program is the requirement of close personal contact with the small community of sex researchers - Hooker at UCLA; Pomeroy of the Kinsey Institute at Indiana University; Masters at the Medical School, Washington University in St. Louis and Money at the Medical School, Johns Hopkins. These persons have a fairly close interconnection and tend to feel somewhat defensive in their relations with other scientists. However, they are remarkably free in their talk with a serious visitor. Pomeroy even runs seminars on sex behaviour which can be attended by bona fide applicants. It might be well to have a member of the Department of National Health and Welfare assume a liaison role with these people, for they know of new developments in the field. However, anyone effecting this liaison probably will have to have a front to cover his interest in 'suitability'. The above persons, having sympathy for the sex deviate, might be less forthcoming if they felt that the information might be used to impede persons in gaining a livelihood.

APPENDIX A

Word Association List

(\* marks words with definite homosexual meaning)

- |                    |                    |
|--------------------|--------------------|
| 1. World           | * 33. Whole (hole) |
| 2. Drink           | 34. Teacher        |
| 3. Breast          | * 35. Blind        |
| 4. Make            | 36. Hammer         |
| * 5. Queen         | 37. Round          |
| 6. Dance           | 38. Touch          |
| * 7. Circus        | 39. Failure        |
| 8. Jerk            | * 40. Bull         |
| 9. Rocket          | 41. Glass          |
| 10. Water          | 42. Pink           |
| 11. City           | 43. Come           |
| 12. Suck           | 44. Roof           |
| 13. Farm           | * 45. Camp         |
| 14. Table          | 46. Needle         |
| 15. Prick          | 47. Hard           |
| 16. Man            | 48. Nail           |
| * 17. Gay          | 49. Worship        |
| 18. Mountain       | * 50. Coo          |
| 19. Curtains       | 51. Finger         |
| 20. Party          | 52. Sky            |
| 21. Ferry          | * 53. Cruise       |
| 22. Desk           | 54. Blonde         |
| * 23. Bagpipe      | 55. Win            |
| 24. Pavement       | 56. Screw          |
| 25. Grass          | 57. Porch          |
| 26. Paper          | 58. Student        |
| 27. Brown          | * 59. Drag         |
| 28. Lake           | 60. Shirt          |
| 29. Knife          | 61. French         |
| * 30. Bell (belle) | 62. Watch          |
| 31. Machine        | 63. Handkerchief   |
| 32. Police         | * 64. Dike (Dyke)  |

- |                |                 |
|----------------|-----------------|
| 65. Spoon      | * 98. Rim       |
| 66. Love       | 99. Politician  |
| 67. Wood       | 100. Stroke     |
| * 68. Fish     | 101. Building   |
| 69. Soft       | 102. Cry        |
| 70. Pet        | *103. Sew       |
| 71. Blotter    | 104. Sleep      |
| 72. Horse      | 105. Neck       |
| * 73. Flute    | 106. Beer       |
| 74. Sauce      | *107. Swing     |
| 75. Complain   | 108. Cigar      |
| * 76. Fruit    | 109. Racetrack  |
| 77. Laugh      | *110. Trade     |
| 78. Hate       | 111. Poker      |
| 79. Long       | 112. Tale       |
| 80. Instructor | *113. Velvet    |
| * 81. Mother   | 114. Fence      |
| 82. Thirst     | 115. Hot        |
| 83. Ashtray    | 116. Fan        |
| 84. Stiff      | 117. Rug        |
| * 85. Punk     | *118. Wolf      |
| 86. Eyelid     | 119. Call       |
| 87. Radiator   | 120. Pavement   |
| 88. Lay        | *121. Blackmail |
| 89. Bone       | 122. Farm       |
| 90. Nurse      | 123. Engine     |
| * 91. Queer    | 124. Daisy      |
| 92. Friend     | 125. Bicycle    |
| 93. Tire       | 126. Peach      |
| 94. Goose      | *127. Prowl     |
| 95. Erect      | 128. Typewriter |
| 96. Nonsense   | 129. Lamp       |
| 97. Cathedral  | *130. Bar       |

- |                   |                 |
|-------------------|-----------------|
| 131. Study        | 140. Newspaper  |
| 132. Fight        | * 141. Tea room |
| * 133. House      | 142. Asphalt    |
| 134. Police       | 143. Yellow     |
| * 135. Club       | 144. Handle     |
| 136. Child        | * 145. Top men  |
| 137. Actress      | 146. Pattern    |
| * 138. Restaurant | 147. Aerial     |
| 139. Brass        |                 |

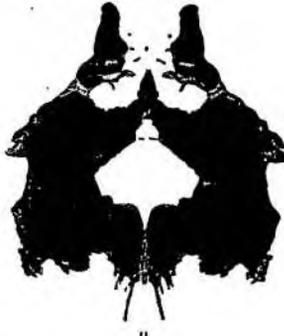
### References

1. Anonymous "Living with homosexuality" Canad. Med. Ass. J., May 12, 1962, Vol. 86, 875-878.
2. Bond, I.G. and Hutchison, H.C. "Application of reciprocal inhibition therapy to exhibitionism" Canad. Med. Ass. J., 83, No. 1 July, 1960.
3. Brown, W. G. "Inversion and homosexuality", Amer. J. Orthopsychiat., 1958, 28, No. 2, 424-428.
4. Caprio, F.S. and Brenner, W.R. "Sexual behaviour: psycho-legal aspects" The Citadel Press, New York, 1961.
5. Clark, R.A. "The effects of sexual motivation on phantasy", in W.E. McClelland "Studies in motivation", 1955, Appleton-Century-Crofts, New York, 44-57.
6. Colley, T. "The nature and origins of psychological sexual identity". Psychol. Rev. 1959, 66, 165-177.
7. Editorial "Homosexuality". Canad. Med. Ass. J., May 12, 1962, Vol. 86, 883-884.
8. Goldner, R.W. "Control of minor criminal sexual compulsions with imipramine and amine oxidase regulators". Speech before 3rd World Congress of Psychiatry, Montreal, June, 1961.
9. Henry, G. W. "Psychogenic factors in homosexuality" Amer. J. Psychia., 93, No. 4, 1937, 889-908.
10. Henry, G. W. "Sex variants: a study of homosexual patterns" New York, Holber, 1941.
11. Henry, G. W. "All the sexes; a study of masculinity and femininity". New York, Rinehart, 1955.
12. Henry, G. W. and Gross, A. A. "Social factors in the case histories of one hundred underprivileged homosexuals" Ment. Hyg., 22, No. 4, 1938, 591-611.
13. Hess, E. H. and Polt, J. M. "Pupil size as related to interest value of visual stimuli". Science, 132, No. 3423, Aug. 1960.
14. Hooker, Evelyn "A preliminary analysis of group behaviour of homosexuals". J. psychq., 1956, 42, 217-225.
15. Hooker, Evelyn "The adjustment of the male overt homosexual" J. project. Techn., 21, No. 1, 1957.
16. Hooker, Evelyn "What is a criterion", J. project, techn., 23, No. 3, 1959, 278-281.
17. Hooker, Evelyn "The homosexual community", Speech before the XIVth International Congress of Applied Psychology. Copenhagen, August, 1961.
18. James, B. "Case of homosexuality treated by aversion therapy". Brit. Med. J., Mar. 17, 1962. 768-770.

19. Kinsey, A. C., Pomeroy, W. B., and Martin, C. E. "Sexual behaviour in the human male" W. B. Saunders, Philadelphia, 1948.
20. Kinsey, A. C., Pomeroy, W. B., Martin, C. E., and Gebbard, P.H. "Sexual behaviour in the human female". W. B. Saunders, Philadelphia, 1953.
21. Kinsey, A. C., Pomeroy, W. B., Martin, C. E., and Gebbard, P. H. "Concepts of normality and abnormality in sexual behaviour" in *Psychosexual Development in Health and Disease*, New York, Greene and Stratton, 1949.
22. Lansky, L. Personal communication. Sept., 1961.
23. London, L. S. and Caprio, F. S. "Sexual deviations" Linacre Press, Washington, D. C. 1950.
24. McCleary, R. A. "Palmar sweat as an index of anxiety" School of Aviation Medicine. Project No. 21 - 1207 - 0004, Report No. 1, Oct. 1953.
25. Mohr, J. W. "A documentary follow-up of sexual offenders referred to the forensic out-patient clinic". Seminar No. 34, Forensic Clinic, Toronto, 1960.
26. Money, John "Hermaphroditism" in Albert Ellis and Albert Abavbanel The Encyclopedia of Sexual Behaviour, Hawthorn Books Inc., New York, 1961.
27. Reinhardt, J. M. "Sex perversion and sex crimes", Springfield, Ill., G. C. Thomas, 1957.
28. Shmavonian, B. M. "Methodological study of vasomotor conditioning in human subjects". *J. Comp. and physio. psychol.*, 52, No. 3, 1959.
29. Shneidman, E. S. and Farberow, N. L. "Suicide: trauma and taboo". Speech at the annual meeting of the American Psychological Association, New York, September, 1961.
30. Stearn, Jess "The sixth man". Doubleday, Garden City, New York, 1961.
31. Thompson, C. "Changing concepts of homosexuality in psychoanalysis". *Psychiatry*, 10, 1947, 183-190.
32. West, D. V. "In the eye of the beholder". *Television Magazine*, April, 1962.
33. Zamansky, Harold "A technique for assessing homosexual tendencies". *J. Person.*, 1956, 24, 436-448.



I



II



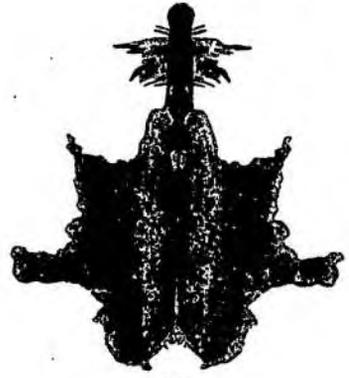
III



IV



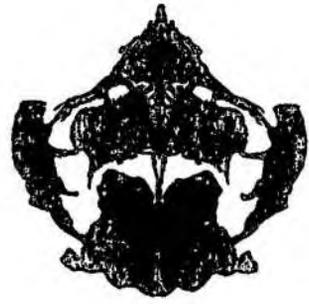
V



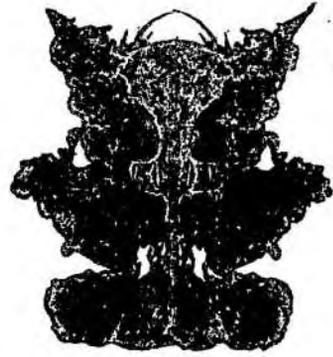
VI



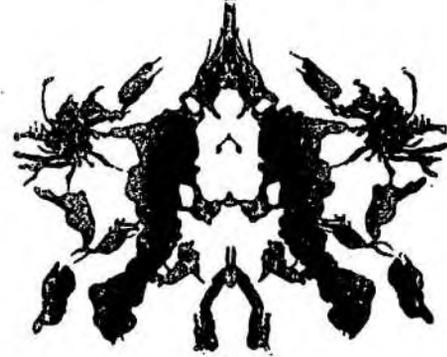
VII



VIII



IX



X

AGE \_\_\_\_\_

VETERAN

PLEASE DO NOT READ UNTIL THE EXPERIMENTER SAYS "START"

PART I. I am certain you are aware of the interest psychologists have in the opinions, attitudes and values of men. In order to learn more about these attitudes psychological tests have been devised, many of which have proved valuable. However, to date, it has not been possible to explore all the ways in which the tests might aid in understanding behavior. The present experiment is another exploration into the use of tests.

The first task is to complete the following tests. You will find the necessary instructions at the beginning of each test. Do not be surprised if identical questions appear on more than one test, just answer appropriately as you read the question. Please do not look back to see how you answered the identical question previously.

When you have completed the tests, please start from the beginning and check each question to make certain that it has been answered--failure to answer even one question will spoil the test. However, do not alter a previous answer as you check for omissions.

At some point you may decide that you do not like the experiment. If that is the case, please do not complete the tests, etc.--simply hand in the material. If you feel this may be noticed by others, simply complete the tests in any fashion whatsoever, but be certain to write the word "invalid" on the bottom of the last sheet.

Do not be concerned if others seem to proceed at a much faster or slower rate than you. As you know, people work at differing speeds. It is important that you work at the speed most suitable for you.

A0454471\_27-002307

- T F 1. I want to be an important person in the community.
- T F 2. I'm not the type to be a political leader.
- T F 3. When someone talks against certain groups or nationalities, I always speak up against such talk even though it makes me unpopular.
- T F 4. I like mechanics magazines.
- T F 5. I think I would like the work of a librarian.
- T F 6. I'm pretty sure I know how we can settle the international problems we face today.
- T F 7. I would never feel right if I thought I wasn't doing my share of the hard work of any group I belonged to.
- T F 8. People seem naturally to turn to me when decisions have to be made.
- T F 9. I must admit I feel sort of scared when I move to a strange place.
- T F 10. I like to go to parties and other affairs where there is lots of loud fun.
- T F 11. If I were a reporter I would like very much to report news of the theater.
- T F 12. I would like to be a nurse.
- T F 13. It is hard for me to "bawl out" someone who is not doing his job properly.
- T F 14. If I get too much change in a store I always give it back.
- T F 15. I very much like hunting.
- T F 16. Some of my family have habits that bother and annoy me very much.
- T F 17. I would like to be a soldier.
- T F 18. I think I could do better than most of the present politicians if I were in office.
- T F 19. I like to be with a crowd who play jokes on one another.
- T F 20. It is hard for me to start a conversation with strangers.
- T F 21. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
- T F 22. I hate to have to rush when working.
- T F 23. In school I was sometimes sent to the principal for cutting up.

- T F 24. I think I would like the work of a building contractor.
- T F 25. When I work at something I like to read and study about it.
- T F 26. I think that I am stricter about right and wrong than most people.
- T F 27. I am somewhat afraid of the dark.
- T F 28. I am very slow in making up my mind.
- T F 29. I am hardly ever bothered by a skin condition, such as athlete's foot, rash, etc.
- T F 30. I like to boast about my achievements every now and then.
- T F 31. I get excited very easily.
- T F 32. Sometimes I cross the street just to avoid meeting someone.
- T F 33. I would do almost anything on a dare.
- T F 34. I think I would like the work of a dress designer.
- T F 35. Sometimes I have the same dream over and over.
- T F 36. The thought of being in an automobile accident is very frightening to me.
- T F 37. I become quite irritated when I see someone spit on the sidewalk.
- T F 38. I always like to keep my things neat and tidy and in good order.
- T F 39. The average person is not able to appreciate art and music very well.
- T F 40. I prefer a shower to a bath tub.
- T F 41. I think I would like the work of a clerk in a large department store.
- T F 42. I think I would like to drive a racing car.
- T F 43. I must admit that I enjoy playing practical jokes on people.
- T F 44. I have a certain talent for understanding the other person, and for sympathizing with his problem.
- T F 45. I always tried to make the best grades that I could
- T F 46. I am inclined to take things hard.
- T F 47. I like adventure stories better than romantic stories.
- T F 48. I get very tense and anxious when I think other people are disapproving of me.

- T F 49. At times I feel like picking a fist fight with someone.
- T F 50. I am apt to hide my feelings in some things, to the point that people may hurt me without their knowing about it.
- T F 51. It makes me very nervous when I get blamed for making a mistake.
- T F 52. I am often a little uneasy about handling knives and other sharp-bladed instruments.
- T F 53. Sometimes I feel that I am about to go to pieces.
- T F 54. I like to be in many social activities.
- T F 55. I was hardly ever spanked or whipped as a child.
- T F 56. I often get disgusted with myself.
- T F 57. I think I would like the work of a garage mechanic.
- T F 58. A windstorm terrifies me.

Name \_\_\_\_\_

1. T F I am very slow in making up my mind.
2. T F I think I would like the work of a building contractor.
3. T F I think I would like the work of a dress designer.
4. T F I become quite irritated when I see someone spit on the sidewalk.
5. T F I must admit that I enjoy playing practical jokes on people.
6. T F I get very tense and anxious when I think other people are disapproving of me.
7. T F A windstorm terrifies me.
8. T F I think I would like the work of a clerk in a large department store.
9. T F I get excited very easily.
10. T F I like to boast about my achievements every now and then.
11. T F I think I would like the work of a garage mechanic.
12. T F I like adventure stories better than romantic stories.
13. T F I prefer a shower to a bathtub.
14. T F The average person is not able to appreciate art and music very well.
15. T F The thought of being in an automobile accident is very frightening to me.
16. T F At times I feel like picking a fist fight with someone.
17. T F Sometimes I have the same dream over and over.
18. T F I think I would like to drive a racing car.
19. T F I like to be with a crowd who play jokes on one another.
20. T F I am somewhat afraid of the dark.
21. T F I think I could do better than most of the present politicians if I were in office.
22. T F I always tried to make the best school grades that I could
23. T F I am inclined to take things hard.

- . T F I would like to be a soldier.
25. T F I like to go to parties and other affairs where there is lots of loud fun.
26. T F I very much like hunting.
27. T F In school I was sometimes sent to the principal for cutting up.
28. T F I think I would like the work of a librarian
29. T F Sometimes I feel that I am about to go to pieces.
30. T F I would like to be a nurse.
31. T F If I were a reporter I would like very much to report news of the theater.
32. T F I like mechanics magazines.
33. T F I want to be an important person in the community.
34. T F I must admit I feel sort of scared when I move to a strange place.
35. T F If I get too much change in a store, I always give it back.
36. T F It is hard for me to start a conversation with strangers.
37. T F I think I am stricter about right and wrong than most people.
38. T F I am pretty sure I know how we can settle the international problems we face today.

- T F 25. I like collecting flowers or growing house plants.
- T F 26. I have never indulged in any unusual sex practices.
- T F 27. At times my thoughts have raced ahead faster than I could speak them.
- T F 28. I like to cook.
- T F 29. I would like to be a soldier.
- T F 30. I used to keep a diary.
- T F 31. I do not have a great fear of snakes.
- T F 32. I am worried about sex matters.
- T F 33. My hands have not become clumsy or awkward.
- T F 34. I daydream very little.
- T F 35. If I were a reporter I would like very much to do report news of the theater.
- T F 36. I would like to be a journalist.
- T F 37. In walking I am very careful to step over sidewalk cracks.
- T F 38. I have never had any breaking out on my skin that has worried me.
- T F 39. I frequently find myself worrying about something.
- T F 40. I think I would like the work of a building contractor.
- T F 41. I like science.
- T F 42. I very much like hunting.
- T F 43. Some of my family have habits that bother and annoy me very much.
- T F 44. I should like to belong to several clubs or lodges.
- T F 45. I like to talk about sex.
- T F 46. I have been disappointed in love.
- T F 47. I believe there is a Devil and a Hell in afterlife.
- T F 48. I like to be with a crowd who play jokes on one another.
- T F 49. I was a slow learner in school.
- T F 50. If I were an artist I would like to draw flowers.
- T F 51. It does not bother me that I am not better looking.

- T F 1. I like mechanics magazines.
- T F 2. I think I would like the work of a librarian.
- T F 3. When I take a new job, I like to be tipped off who should be gotten next to.
- T F 4. I would like to be a singer.
- T F 5. I feel that it is certainly best to keep my mouth shut when I am in trouble.
- T F 6. When someone does me a wrong I feel that I should pay him back if I can; just for the principle of the thing.
- T F 7. I am very strongly attracted by members of my own sex.
- T F 8. I used to like drop-the-handkerchief.
- T F 9. I have often wished I were a girl. (Or if you are a girl), I have never been sorry that I am a girl.
- T F 10. I enjoy reading love stories.
- T F 11. I like poetry.
- T F 12. My feelings are not easily hurt.
- T F 13. I sometimes tease animals.
- T F 14. I think I would like the kind of work a forest ranger does.
- T F 15. I would like to be a florist.
- T F 16. It takes a lot of argument to convince most people of the truth.
- T F 17. I would like to be a nurse.
- T F 18. I like to go to parties and other affairs where there is lots of loud fun.
- T F 19. I frequently find it necessary to stand up for what I think is right.
- T F 20. I believe in a life hereafter.
- T F 21. I enjoy a race or game better when I bet on it.
- T F 22. Most people are honest chiefly through fear of being caught.
- T F 23. My table manners are not quite as good at home as when I am out in company.
- T F 24. I like dramatics.

- F 52. I am entirely self-confident.
- T F 53. I have often felt that strangers were looking at me critically.
- T F 54. Most people make friends because friends are likely to be useful to them.
- T F 55. Once in a while I feel hate towards members of my family whom I usually love.
- T F 56. If I were a reporter I would like very much to report sporting news.
- T F 57. I liked "Alice in Wonderland" by Lewis Carroll.
- T F 58. I wish I were not bothered by thoughts about sex.
- T F 59. I think that I feel more intensely than most people do.
- T F 60. There was never a time in my life when I liked to play with dolls.

NORTHERN CALIFORNIA NO. B4567

Strongly Agree  
 Agree  
 Not Sure  
 Disagree  
 Strongly Disagree

Here are a number of statements. In front of each one, there are five numbers. Read each statement carefully and then put a circle around one of the five numbers to show how you feel about that statement. If you agree strongly, circle the left-hand number. If you disagree strongly, circle the right-hand number. If you are not sure how you feel, circle the middle number. (The words at the top of the columns of numbers show what each number means.)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 1. A boxing or wrestling match is more exciting when it's a real grudge fight, and the fighters are really mad at each other.                               |
| 5 | 4 | 3 | 2 | 1 | 2. If an older boy is mean to a younger one, the younger one has a perfect right to get even with him in any way he can, even in some secret or sneaky way. |
| 5 | 4 | 3 | 2 | 1 | 3. It is perfectly natural for boys to want to fight sometimes.   |
| 5 | 4 | 3 | 2 | 1 | 4. Sometimes an actual fight is the only way to settle an argument.   |
| 5 | 4 | 3 | 2 | 1 | 5. At school, teachers should never permit any pushing or shoving among the children because someone might get hurt.  |
| 5 | 4 | 3 | 2 | 1 | 6. I don't see anything especially wrong about a fight between two gangs of teen-agers; it's their business, and adults should keep out of it.              |
| 5 | 4 | 3 | 2 | 1 | 7. You have to stand up for your rights--even to the extent of fighting--if you want to get along in the world.   |

Part III - Adjectives

This section consists of 36 groups of 5 adjectives each. From each group you are to choose the one which is most descriptive and the one which is least descriptive of you. Mark your answers in the appropriate spaces on the answer sheet. An example is presented below:

Sample item 0:

- a) Sturdy
- b) Handsome
- c) Tidy
- d) Intelligent
- e) Cheerful

Answer  
most descriptive

0.  a  b  c  d  e

least descriptive

a  b  c  d  e

the person answering feels that  
 Tidy is most descriptive and  
 Cheerful is least descriptive  
 of himself.

- |   |   |   |   |
|---|---|---|---|
| 1. a) Understanding<br>b) Successful<br>c) Happy<br>d) Skillfull<br>e) Smart                      | 2. a) Hard working<br>b) Unselfish<br>c) Aggressive<br>d) Resourceful<br>e) Wise        | 3. a) Realistic<br>b) Tidy<br>c) Gentle<br>d) Willful<br>e) Forgiving                   | 4. a) Leisurely<br>b) Scientific<br>c) Sharp witted<br>d) Warm<br>e) Fair minded. |
| 5. a) Mechanically inclined<br>b) Uninhibited<br>c) Directive<br>d) Deliberate<br>e) Conservative | 6. a) Determined<br>b) Enthusiastic<br>c) Clear thinking<br>d) Poised<br>e) Creative    | 7. a) Generous<br>b) Sincere<br>c) Neat<br>d) Adventurous<br>e) Popular                 | 8. a) Original<br>b) Systematic<br>c) Persistent<br>d) Cautious<br>e) Stable      |
| 9. a) Outspoken<br>b) Reflective<br>c) Anxious<br>d) Permissive<br>e) Pleasure seeking            | 10. a) Affectionate<br>b) Opportunistic<br>c) Insightful<br>d) Obliging<br>e) Inventive | 11. a) Spontaneous<br>b) Complicated<br>c) Soft hearted<br>d) Defensive<br>e) Stolid    | 12. a) Reliable<br>b) Organized<br>c) Ingenious<br>d) Energetic<br>e) Efficient   |
| 13. a) Enterprising<br>b) Considerate<br>c) Interests Wide<br>d) Clever<br>e) Participative       | 14. a) Orderly<br>b) Jolly<br>c) Serious<br>d) Imaginative<br>e) Persuasive             | 15. a) Talkative<br>b) Informal<br>c) Moderate<br>d) Self denying<br>e) Emotional       | 16. a) Dignified<br>b) Sociable<br>c) Complimentary<br>d) Relaxed<br>e) Logical   |
| 17. a) Wordy<br>b) Methodical<br>c) Tough<br>d) Conforming<br>e) Painstaking                      | 18. a) Versatile<br>b) Cheerful<br>c) Patient<br>d) Dependable<br>e) Thoughtful         | 19. a) Good natured<br>b) Tactful<br>c) Progressive<br>d) Courageous<br>e) Appreciative | 20. a) Thorough<br>b) Quick<br>c) Thrifty<br>d) Practical<br>e) Peaceable         |

21. a) Quiet  
b) Unexcitable  
c) Changeable  
d) Vindictive  
e) Unconventional

25. a) Loyal  
b) Friendly  
c) Self controlled  
d) Confident  
e) Foresighted

29. a) Silent  
b) Witty  
c) Dominant  
d) Easy going  
e) Spunky

33. a) Wary  
b) Introspective  
c) Musical  
d) Stern  
e) Suggestible

22. a) Mannerly  
b) Shrewd  
c) Humorous  
d) Influential  
e) Wholesome

26. a) Strong  
b) Curious  
c) Sympathetic  
d) Discreet  
e) Polished

30. a) Initiative  
b) Calm  
c) Careful  
d) Cooperative  
e) Intelligent

34. a) Daring  
b) Handy  
c) Scholarly  
d) Modest  
e) Competitive

23. a) Formal  
b) Planful  
c) Independent  
d) Reserved  
e) Outgoing

27. a) Conventional  
b) Unemotional  
c) Retiring  
d) Sentimental  
e) Robust

31. a) Ambitious  
b) Pleasant  
c) Industrious  
d) Reasonable  
e) Capable

35. a) Excitable  
b) Contented  
c) Opinionated  
d) Sensitive  
e) Hurried

24. a) Honest  
b) Adaptable  
c) Active  
d) Mature  
e) Tolerant

28. a) Straight forward  
b) Attractive  
c) Steady  
d) Persevering  
e) Artistic

32. a) Optimistic  
b) Frank  
c) Precise  
d) Praising  
e) Trusting

36. a) Responsible  
b) Kind  
c) Conscientious  
d) Alert  
e) Masculine

**ANSWER SHEET - PARTS THREE AND FOUR**

**PART THREE**

Indicate your answers to Part III in the spaces provided below

- |   |   |   |   |   |
|---|---|---|---|---|
| <p>1. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>2. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>3. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>4. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>5. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  |
| <p>6. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>7. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>8. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>9. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p>  | <p>10. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
| <p>11. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>12. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>13. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>14. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>15. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
| <p>16. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>17. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>18. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>19. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>20. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
| <p>21. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>22. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>23. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>24. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>25. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
| <p>26. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>27. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>28. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>29. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>30. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
| <p>31. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>32. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>33. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>34. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> | <p>35. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |
|   |   | <p>36. Most Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/><br/>Least Descriptive<br/>a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/></p> |   |   |

**PART FOUR**

Indicate your answers to Part IV in spaces provided below

T	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
F																															
T	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	
F																															



D. If you answered "yes" to A. and have refused one or more challenges, please mark the line below to show the extent to which your decisions to refuse the challenges usually were followed by a feeling of self-dissatisfaction (such as guilt, shame remorse, etc.)

no self-dissatisfaction \_\_\_\_\_ complete self-dissatisfaction

E. Some people feel that the situations described in A. rarely arise because young men learn how to avoid them. In the last five years, have you avoided situations where you might have been challenged?

Circle One: YES  
NO

F. If you answered "yes" to E., please mark the line below to indicate the extent to which your decisions to avoid the situations usually were followed by feelings of self-dissatisfaction (such as guilt, shame, remorse, etc.)

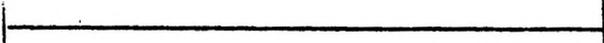
no self-dissatisfaction \_\_\_\_\_ complete self-dissatisfaction

G. Please list the various jobs you have held in the last five years.

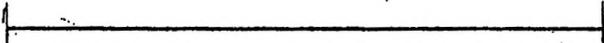
H. Please list the various jobs you would have preferred to hold in the last five years.

I. Please list the various jobs you have tried to get, without success, in the last five years.

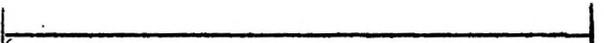
J. Considering all of your social, athletic, recreational activities with other fellows, mark the line below to indicate the amount of interest you have in such activities. Please think of actual behavioral evidence (things you have done, people you have known, things that have happened to you, the extent to which you have gone out of your way to establish male friendships, etc.) to support your rating.

not interested  greatly interested

K. Considering all of your social activities with females, mark the line below to indicate the amount of interest you have in such activities. Please think of actual behavioral evidence (places you have gone, girls you have known, things that have happened to you, the extent to which you have gone out of your way to establish female friendships, etc.) to support your rating.

not interested  greatly interested

L. Considering all of your social activities with females, except those involving a strongly romantic feeling about a particular girl, mark the line below to indicate the amount of interest you have in such activities. Please think of actual behavioral evidence (places you have gone, girls you have known, things that have happened to you, the extent to which you have gone out of your way to establish female friendships, etc.) to support your rating.

not interested  greatly interested