

Multiform Assessments of Personality Development Among Gifted College Men Study Description

Henry A. Murray

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Data Set: Multiform Assessments of Personality Development Among Gifted College Men, 1941-1965 (Log# 0519)

Researcher: Henry A. Murray (Deceased)

Date of Acquisition: June, 1981

Summary:

Data for this study were collected using a multiform assessment method at the Harvard Psychological Clinic by a team of research investigators led by Murray. The purpose of this research was to further understand personality by combining the use of standardized tests and projective measures with intensive study of social interaction, responses to stress, and memory.

Five groups of about 20 men from each of the Harvard College classes of 1942, 1952, 1955, 1959, and 1962 were studied. The men participated in intensive testing beginning as sophomores and continuing through their senior years. Each participant committed about 200 hours to the project over the course of three years.

The Murray Research Archive now holds complete dossiers on all five groups of men who participated in this intensive, longitudinal research project. Life history data include lengthy, detailed autobiographies, statements of philosophical beliefs and values, college transcripts, and personal interviews. A variety of ratings including behavioral variables, psychological types, values, special abilities, and other personality tests and inventories are available for each participant. Rorschach tests, drawings, and responses to a number of Thematic Apperception Tests (TATs) cues are among the projective data in this study. Each subject also participated in dyadic interaction sessions, from which observations, recalls, reactions, and perceptions were recorded. These extensive interaction data are available as well. Analyses of each case by Murray and his colleagues accompany the paper data.

Sample:

All the subjects in these five samples were undergraduate men at Harvard College (except for one subject in Group A). The Murray Research Archive has data for 20 cases from Group I, Classes of 1951 and 1952; 20 cases from Group II, Classes of 1954 and 1955; 23 cases from Group III, Classes of 1959 and 1960; 22 cases from Group IV, Class of 1962; and 11 cases from Group A, Classes of 1942 and 1943. Volunteers were selected from among those students enrolled in a large social relations course who scored either high or low on scales assessing alienation. Many subjects in Group A were also participants in the Grant Study. The subjects participated in intensive testing beginning as sophomores and continuing through their senior year.

Data Collection:

A multiform system of assessment was used, which included collection by various means of an abundance of experiential, biographical, and projective data from subjects. Data collected varied among the five subject groups and sometimes within groups by subject.

Group I, Classes of 1951 and 1952

LIFE HISTORY

FACE SHEET : Basic demographic information such as parents' ages, father's occupation, age of siblings, date of birth, high school, concentration, best course, scholarship group, and extracurricular activities.

PERSONAL HISTORY QUESTIONNAIRE: Asks about high school, concentration, etc. It is not consistent from subject to subject.

TRANSCRIPT: Transcript of college grades freshman through senior years.

AUTOBIOGRAPHY: Lengthy account of personal history written by the subject. The subject is asked to write about birth, childhood, parents, adolescence, college, sexual experiences, personal goals, earliest memory, religion, and sentiments.

TERM PAPER: Analysis of selected aspects of the subject's experience written by the subject for a psychology course.

VIEW OF THE FUTURE: Essay describing subject's expectations of his future.

JEWISH INTERVIEW: Interview transcript. Subject is asked about his religious history; how being Jewish has affected friendships, dating and social life; how he feels religion figures in his life, both at present and in the future.

READING HISTORY ESSAY: Essay written by the subject describing his earliest remembered literary tastes, changes in his literary tastes, impact of reading on his life, and his attitudes towards reading.

HARVARD APPLICATION: High school grades, standardized test results, high school extracurricular activities and employment, and the admissions officers' evaluation of candidate's entire application.

SOCIAL RELATIONS 118-EXAM: Multiple-choice exam.

ASSIGNMENT TWO: Expectations and hopes of future personality, activities and accomplishments.

CLINICAL RECORD: Descriptions of psychiatric treatment undergone by the subject.

ANALYSIS

ANALYSIS OF READING HISTORY: Essay-style summary and commentary. List of Ego-ideal Components. Content scored for dominance, achievement, nurturance etc., on a "high-low" basis.

ANALYSIS OF MUSIC REVERIE: Fairly extensive comments in margins of subject's stories.

ANALYSIS OF PROJECTIVE TEST: List of themes mentioned in TAT stories.

SIGNS OF PSYCHOLOGICAL HEALTH/DISORDER: Extensive numerical coding of TATs: "realistic story," "bravery," "reformation of hero," etc.

RORSCHACH TEST ANALYSIS: Lengthy essay-style commentary on Rorschach Test. Includes description of subject's behavior during test administration.

TAT ANALYSIS: Short essay identifying "chief pre-occupations."

DRAMATIC AND TRI-DIMENSIONAL ANALYSIS: Short essay identifying main themes.

ANALYSIS OF AUTOBIOGRAPHY: Index of events described by subject, how subject appears to self and others, conception of own future, mother-son relationship, sex, sadism-nurturance- masochism, and fantasy material.

DREAMS, FANTASIES, FEARS: List and brief summary-analysis.

ANALYSIS OF FOUR-PICTURES AND MAPS: Essay-style discussion of aspirations and success.

ANALYSIS OF SENTENCE COMPLETION: Identification of common themes, such as homosexuality, in essay form.

ESSAY OF PSYCHODRAMA: Essay evaluating such variables as anxiety, attitude towards women, outlook of life, and deference.

CASE ANALYSIS: Extensive analysis of subject in all measures.

EXCERPTS FROM THE BRORBY THESIS: Summarizes findings of the Family, Circle, and Cloud Association Test.

UNITY THEMA : Flow chart of subject's characteristic personality traits.

INFANTILE COMPLEXES: Subject is rated for claustral, oral, urethral, and castration complexes.

IMAGINAL VARIABLES: MAPs, TATs, and other projective tests are rated by examiners for needs, vectors and values (nurturance, etc.) and for press and outcomes (societal support).

BEHAVIORAL VARIABLES: Subject is rated by examiners for behavioral variables, including athletic ambition, dominance in action, and constructiveness.

VARIABLES OF PERSONALITY: Subject is rated for variables such as energy, narcissism, and super-ego conflict.

PAST HISTORY: Subject is rated for variables relating to parents, infantile complexes, and school.

GROUP B MEETING: Transcript of researchers' discussion of subject.

GENERAL LETTERS AND NOTES CONCERNING SUBJECT

INTERACTION: Subject is given a month in which to write a brief essay on his personal philosophy of life including the major guiding principles in accord with which he lives or hopes to live. The subject is then paired with a partner who has also supposedly written a personal philosophy and the two are asked to debate their respective philosophies. The debates were filmed and taped as well as observed through a two-way mirror.

Note: Each interaction folder contains data for both members of the dyad.

SERMON: Speech by subject about his basic ideas about society and human values.

DYADIC INTERACTION TRANSCRIPT: Actual debate between two subjects on the world situation.

POSITION PAPERS: Brief sentences of subjects' ideas of what the goals of men and society should be. The major points or statements form the subject's philosophy of life which he will defend in the dyad.

INTERACTION MEMORY PROTOCOL: Numbered statements by each participant regarding what they thought were the major points of the dyadic interaction.

POST-DYAD INTERVIEW: Discussion of subjects' feelings about the debate including feelings of anger, anxiety, like or dislike of the partner, respect or disrespect of the partner's views.

DISCUSSION QUESTIONNAIRES: Questions about subject's behavior in discussions (competitiveness, etc.)

RATINGS

ANALOGIES AND PROVERBS: Subject is asked to choose among a group of proverbs on a particular topic (sea, life, etc.).

FOOD PREFERENCE INVENTORY: Subject marks the food he dislikes from a preprinted list.

SPECIAL ABILITIES: Subject rates himself on given skills/abilities (economic, social, physical, dramatic, etc.)

PSYCHOLOGICAL TYPES INVENTORY: Standardized questionnaire on subject's feeling about health, personality.

PSYCHOLOGICAL TYPES: Standardized test on likes, dislikes, habits etc.

STUDY OF VALUES: Standardized test on application of values to life.

LITERARY TASTES : A preprinted questionnaire on literature in which the subject rates authors.

MORAL PRECEPTS : A list written by the subject of 36 aphorisms to live by (i.e., 'cultivate the instinct of sympathy').

STORIES - A-S REACTION STUDY : Subject creates story from a list of words given to him.

PROJECTIVE

NAMING TEST: Subject is shown a picture and names the object that he sees.

MAPS: Subject constructs a story from a picture.

TRIDIMENSIONAL APPERCEPTION TEST : Subject creates a story using objects supplied to him.

DRAMATIC PRODUCTION TEST: Subject is given props, sets them up in such a way as to create a scene, then creates a story based on the scene.

TAT I & TAT II: Subject is shown a picture and asked to create a story.

PROJECTIVE DRAWINGS: Subject's rendition of self and parents, clouds, circles.

ASSOCIATION/STORY RORSCHACH : Subject describes his associations with the ink blots, creates stories from what he sees in the blots.

RORSCHACH: Ink blot projections in which the subject tells what he sees in the ink blots

ROSENZWEIG PICTURE FRUSTRATION TEST: The subject is shown a cartoon of two people, one person is making a potentially upsetting remark. The subject predicts the response of the other person.

SENTENCE COMPLETION: The subject is given a phrase and asked to choose a phrase that is a consequence of the first phrase. This 100-item test contains a few stems taken from available tests and the majority written for the present investigation. Twenty stems were designed to be neutral, the other 80 were designed to obtain data on eight personality dispositions: optimism, trust, socio-centricity, ego-centricity, distrust, pessimism, anxiety, and resentment (the last five of which form the syndrome of alienation).

COMPOSITE LEFT-LEFT, RIGHT-RIGHT PICTURES: Subject describes personality and creates a story about the person seen in the photo. Person in the picture is actually the subject, but one side of face has been reflected/reproduced to make both sides the same. One picture consists of reflection of the left hand side the other of reflections of the right hand side.

FOUR-PICTURES TEST: Subject creates a story from a sequence of four related pictures.

MUSICAL REVERIES: Subject listens to music, creates story from his immediate associations with the music.

Group II, Classes of 1954 and 1955

LIFE HISTORY

FACE SHEET: General information on the subject and the amount of time the subject is willing to give to the study.

AUTOBIOGRAPHY: Same as Group I.

WORLD EXPECTATIONS: Subject's vision of world future. A second section discusses subject's expectations of his own future.

WORLD LEADERSHIP: Essay describing subject's ideas of what his goals and activities would be as a world leader of great power.

SELF-IMAGE INTERVIEW : Subject is asked what qualities he likes and dislikes in other people and in himself.

TRANSCRIPT: A transcript of grades freshman through senior year at Harvard.

TERM PAPER: Analysis of selected aspects of the subject's experience written by the subject for Social Relations 118.

VALUES INTERVIEW: Transcript of interview.

PROJECTIVE

PERCEPTUAL TEST: Subject is shown pictures of indistinct forms; he describes what he sees.

TAT I AND TAT II: Same as Group I.

CAUSES AND CONSEQUENCES: Subject is given a statement, and then generates a statement that describes a consequence of the first statement.

SENTENCE COMPLETION: Same as Group I.

PICTURE COMPLETION: The subject is given a picture and asked to describe a scene that is a consequence of the first picture.

FANTASY INVENTORY: Subject describes instances in which he has had given dreams, fantasies, etc.

RORSCHACH: Ink blot projections in which the subject tells what he sees in the ink blots.

INTERACTION

DISCUSSION: Three discussions that four of the subjects had with each other.

POSITION PAPERS: Statements which subject defends in his discussion.

FIRST PREDICTION: Predictions by the subjects of how they think the discussion will proceed (one for each partner).

POSTDISCUSSION: Subject's thoughts on results of discussion, in other words who 'won.' One for each partner.

ARGUMENT COMPLETION: Excerpts from discussion.

FIRST POSTSESSION: Subject's feelings on the first discussion.

SECOND PREDICTION: Predictions by the subject on how they think the second discussion will proceed.

One for each partner.

SECOND POSTDISCUSSION: Subject's thoughts on who won the second discussion.

COMMENTS ON THE FILMING EXPERIMENT: Subject's remarks on the purpose of the experiment.

FINAL LIKES AND DISLIKES : Subject describes with whom he agreed the most, least, etc.

RATINGS

PSYCHOLOGICAL TYPES INVENTORY: Same as Group I.

AUDITORY TEST OF INTUITIVE INTELLIGENCE: Catalogue of different aspects of the speaker's mood.

WAYS TO LIVE : Subject rates and ranks how much he likes and dislikes different lifestyles.

ANALYSIS

SOLAR COMPLEX: Examination of childhood history for evidence of enuresis, drowning, falling, etc.

Group III, Classes of 1959 and 1960

LIFE HISTORY

AUTOBIOGRAPHY: Same as Group I.

FACE SHEET: Same as Group I.

TRANSCRIPT: Transcript of college grades, freshman through senior year.

PHILOSOPHY OF LIFE: Subject is asked to write a general essay concerning his philosophy of life. He is asked to spend thirty minutes at the annex writing and then he goes home to elaborate on what has been written.

AUTOBIOGRAPHY AND PHILOSOPHY: Subject summarizes his own autobiography and philosophy of life in a one page essay.

PROJECTIVE:

TAT I: Same as Group I.

MANYPLOT TAT: Subject creates several different possible stories from a picture.

COSY TAT: Subject creates a story from a picture but the format of the test is more in the form of a conversation between subject and examiner.

FANTASY INVENTORY: Same as Group II.

RORSCHACH : Same as Group II.

INTERACTION

DYAD SESSION: Session between subject and 'alter,' a member of the research team, based on philosophies of life.

VERBATIM RECALL: Subject's attempt to recall the exact words of the dyad session immediately following the exchange.

POSTDYAD AFFECT INTERVIEW: In the first part of the interview a member of the research team recalls the dyad. In the second part, the subject and the member of the research team discuss the subject's behavior in the dyad and his perception of the alter's behavior.

IDENTIFICATION OF INNER EXPERIENCES: Discussion of subject's thoughts during the original dyad, as he and the researcher watch a film of the original dyad.

SELF-EVALUATION: A discussion of the subject's reaction to the film of the dyad. The subject is asked to recall the dyad with emphasis on emotions and feelings. The interviewer is looking for anxiety, trust, suspicion, self-confidence, self-esteem, and task-involvement.

OBSERVER DURING DYAD PLAYBACK: Observations of hidden observer who watched subject during playback of the film of the dyad.

DESCRIPTION OF ALTER: Description of subject by the 'alter.'

AUDITORY TEST OF INTUITIVE INTELLIGENCE: Catalog of different aspects of the speaker's mood.

ALTER'S POSTDYAD DESCRIPTION: "Alter" comments on subject's philosophy as expressed in interview and philosophy of life essay. Comments on dress and manners.

REMOTE RECALL: Recall of dyad after a longer period of time with a more analytical discussion.

SECOND VERBATIM RECALL: Attempt to recall the exact words of the dyad session at a later date.

ONE YEAR RECALL: Subject is asked to recount the debate one year later.

RATINGS

THURSTONE TEMPERAMENT SCHEDULE: The answer sheet to a test of temperament.

PSYCHOLOGICAL TYPES INVENTORY: Same as Group I.

PSYCHOLOGICAL TYPES: Same as Group I.

INDIVIDUAL PREFERENCE INVENTORY: Subject rates the level of argument to 240 wide ranging questions on behavior, opinion, etc.

16 P.F.TEST: Standardized multiple choice test of personality.

PARENT ROLE FACTORS: The answer sheet to a test that rates how parents match given characteristics.

GENERAL ATTITUDE SURVEY: A 212-item survey on which the subject rates the extent to which given life experiences apply to him.

REQUIRED QUESTIONNAIRE: Questionnaire filled out in Social Sciences 4, a college course. Subject rates the level of agreement with major philosophical/metaphysical viewpoints.

AFFECT QUESTIONNAIRE: Subject rates the level of agreement with given aphorisms on how to proceed with life (i.e., "the fruits of true friendship are more precious than the triumphs of genius").

PERSONAL PERCEPTION TEST: Subject rates the level of agreement with 100 items concerning subject's view of himself.

INTERPERSONAL PERCEPTION TEST: Subject rates other members of group on characteristics such as confidence, insightfulness, etc.

CHARACTER TYPE: Subject is rated on character type, feelings, and thoughts.

ANALYSIS

NOTES ON AUTOBIOGRAPHY, FANTASY, STORY MATERIAL: Summary of key test findings and impressions. Abbreviated version of the case analysis for Group I.

PRELIMINARY INTERVIEW: Brief summary of impressions of subject.

INTERVIEW: General remarks on subject's behavior during interview.

NOTES ON FANTASIES: Brief summary of fantasy inventory.

BEHAVIORAL VARIABLE: Subject is rated by examiners for behavioral variables, including athletic ambition, dominance in action, and constructiveness.

PAST HISTORY: Subject is rated for variables relating to parents, infantile complexes, and school.

PERSONAL APPERCEPTION STUDY: FILM EXPERIMENT: Summary of subject's remarks on an individual viewed on film. Marked by researcher.

NOTES: Summarizes key points in the autobiography and TAT.

ANALYSIS OF TAT: Summarizes stories in a single sentence and provides short commentary.

DYADIC THEMES IN PROJECTIVE AND FANTASY MATERIAL: Short essay analyzing TAT, MANYPLOT and story for dyadic themes.

PARAGRAPH IN AUTOBIOGRAPHY: Gives general idea of subject's personality.

Group IV, Class of 1962

LIFE HISTORY

AUTOBIOGRAPHY: Same as Group I.

FACE SHEET: Same as Group I.

FIRST MORAL EXPERIENCE INTERVIEW: Subject is asked about his goals: what they are and why they are important.

SECOND MORAL EXPERIENCE INTERVIEW: Subject is asked what he considers to be the principles that govern his dealings with other people, and a continuation of the issues named on the first moral experiences interview.

PHILOSOPHY OF LIFE: Same as Group III.

PROJECTIVE

TAT I: Same as Group I.

MANYPLOT TAT: Same as Group III.

FANTASY INVENTORY: Same as Group II.

MAPS: Same as Group I.

SENTENCE COMPLETION: Same as Group I.

TEST OF IMAGINATION- McCLELLAND'S TAT: Subject instructed to construct stories that demonstrate his 'understanding of human nature.' Most of the pictures are business oriented.

RORSCHACH: Same as Group II.

COSY TAT: Same as Group III

INVENTORIES OF BASIC THEMES IN DREAMS, FANTASIES, VISIONS, BELIEFS, PLAYS, STORIES: The subject is given a list of 74 themes and asked if these themes have played a part in his life, where, and to what degree.

SELF-EXPLANATION OF TAT STORIES: Subject is asked to read through his stories and identify those parts which represent or reflect things that have actually happened to him, things that he has heard about happening, or things he has read about or seen in the movies or in the theater.

INTERACTION

ALIENATION INTERVIEW: Interview with subject concerning introspection and self-concept, intimacy, hostility, ambivalence, fantasy life, and society. The topics of discussion are marked at the top of each page.

DYAD SESSION: Session between subject and 'alter,' a member of the research team. The discussion is based on philosophies of life.

FIRST RECALL OF DYAD: Subject's attempt at verbatim recall of the dyad, immediately following the exchange.

POSTDYAD AFFECT INTERVIEW: Interview discussing subject's feelings during the original dyad.

DYAD CONTROL INTERVIEW: General discussion of subject's past history, and future aspirations.

IMMEDIATE RECALL OF CONTROL-MEMORY DYAD: Attempt at verbatim recall of Dyad Control Interview.

IMPORTATIONS: Excerpts from subject's recall of the dyad session, brief analysis of the excerpt.

FIRST AND SECOND FILM INTERVIEWS: Reaction to film of the dyad session.

FIRST AND SECOND RESPONSES TO PERSON-APPERCEPTION FILM: The subject's reaction to a picture of a film of his alter interacting with someone else.

SUBJECT PRESS: List of somewhat 'insistent' remarks by subject during the dyad.

DYAD SHORT STORY: Construction of story based on issues discussed during dyad. The story stems from the subject's association with the dyad.

PRE AND POST APPERCEPTION OF ALTER: Subject's reactions to film of alter before, during, and after the dyad with someone else. The first part is the same as 'Responses to Person-Apperception Film.' An analysis of the subject's 'style of apperception' (contemptuous, sympathetic, intuitive, etc.).

TABLE TALK PROTOCOL: Responses to taped statements on a variety of topics.

TABLE TALK RECALL: Subject's attempt to recall the taped statements and his responses.

MEMORY-GHOSTS: Subject's recall of a story told to him. The story is about Indians.

MEMORY I.A.R.: Subject's recall of a discussion of 'sense perception.'

TEN MOST REDUCTIVE UNITS: The subject and the alter reduced the debate to its ten fundamental points.

RATINGS

MEANS AND ENDS IN LIFE: Subject ranks the importance of certain activities, aims, and goals that he sees as being part of his future life.

MINNESOTA MULTIPHASIC PERSONALITY INVENTORY: Score sheets and brief analysis of standardized personality test.

CALIFORNIA PSYCHOLOGICAL INVENTORY: Score sheets and brief analysis of standardized psychological test.

TEMPERAMENT QUESTIONNAIRE: Yes/no responses to 80 questions on subject's reading preferences and relations with other people.

PSYCHOLOGICAL TYPES INVENTORY: Same as Group I.

PSYCHOLOGICAL TYPES: Same as Group I.

MAUDALAY PERSONALITY INVENTORY: Yes/no responses to 80 questions on basic personality traits.

INVENTORY OF SELF-DESCRIPTION: Subject rates the level of agreement with 116 statements on feelings, experiences, and behavior.

DESIGN PREFERENCE TEST: Score sheet for subject's ranking of designs shown to him on slides.

BASIC DISPOSITION TEST: Subject rates the level of agreement with 137 general statements on human nature and specific statements on personal traits.

CAPTIONS TEST: Subject rates sets of captions that have been written to describe slides.

TIME-METAPHOR TEST: Subject rates how close certain metaphors about time come to his own experiences of time.

PHILOSOPHICAL OUTLOOK TEST: Subject rates the level of agreement with philosophical statements about self and life in general.

RANGE OF EXPERIENCE INVENTORY: Subject rates how true given life experiences are for himself.

TEMPORAL BEHAVIOR QUESTIONNAIRE: Subject rates the degree to which he is disposed or not disposed to act in described ways regarding time.

SPECIAL ABILITIES: Subject rates himself on given skills/abilities, ranks how much he cares about these skills/abilities.

ANALYSIS

BEHAVIORAL VARIABLES: Subject is rated by examiners for behavioral variables, including athletic ambition, dominance in action, and constructiveness.

ANALYSIS OF ANGER IN DYAD: Excerpts from Wessman interview. Subjects report their feelings at various stages in the dyad interaction.

GENERAL SUMMARY AND ANALYSIS: Essay hypothesizing major unity theme with interpretations drawn from a number of measures.

ANALYSIS OF MAPS: Examines possibility of subject's being schizophrenic.

SOCIAL RELATIONS SEMINAR: Information, suggestions for interpretation of TAT protocol.

FORM II, FORM III: Both analyze moral experiences, interviews rating main aims and subgoals.

CASE STUDY: Essay attempting to find roots of subject's pessimism.

ANALYSIS OF TAT: Summary of major repetitions, bizarre components, evidences of infantile complexes, etc.

CONTENT ANALYSIS OF ALIENATION INTERVIEW: Excerpts for introspection and self-concept, intimacy, ambivalence, hostility, fantasy life and society.

COMMENTS: One-page essay overviewing subject's personality.

RANK ORDER ON RIES VARIABLES: In Wessman interviews.

DYAD VARIABLES: Check list for basic anxiety, anger, etc.

Group A, Classes of 1942 and 1943

LIFE HISTORY

FACE SHEET: Same as Group I.

AUTOBIOGRAPHY: Same as Group I.

PSYCHIATRIC HISTORY: A description of the subject's childhood, written by researchers using information gathered in the Grant Study.

CHILDHOOD FANTASIES INTERVIEW: Summary of the participant's childhood dreams, fears, and fantasies. Written by the researcher based on an interview with the subject.

PAST HISTORY INTERVIEW: A description of the subject's past, particularly his childhood and high school activities. Written by the researcher based on an interview with the subject.

PARENTAL RELATIONS INTERVIEW: Researcher's notes based on an interview with the subject, describing his interactions with and feelings toward his parents.

COLLEGE LIFE INTERVIEW: Researcher's notes based on a discussion with the subject about his involvement in college activities, especially in sports, clubs, artistic activities, and any leadership positions held.

INTERVIEW ON SENTIMENTS: An outline of the influence of family, neighborhood, and college on the development of the subject's sentiments and attitudes. Researcher's notes based on interview.

ORIGINAL STORY: A fictional story written by the subject.

INTERVIEW WITH ROOMMATE: Summary of roommate's observations of subject and his attitude toward the study.

ASPIRATIONS INTERVIEW: Subject is asked what he recalls of the abilities tests administered during the study, feelings of failure concerning those tests, and current self-image.

LETTERS: Letters from subjects to Dr. Murray, dated over a period of time.

DAILY HABITS AND GASTRO-INTESTINAL INTERVIEW: Interview with subject discussing his daily routine including eating, toilet, sleeping, and studying.

PROJECTIVE

W & R MODIFICATIONS OF TAT: Interview format for TAT-structured test.

MIND-READING TEST: Subject is shown a picture and is asked to give the possible thoughts of the person in the picture.

ODOR ASSOCIATION TEST: Subject creates a story based on his associations with given odors.

WORD ASSOCIATION TEST: Experimenter gives one word cues and the subject gives words of which he is reminded.

DRAMATIC PRODUCTIONS TEST: Same as Group I.

TAT I: Same as Group I.

SENTENCE MAKING TEST: Subject is given a word and makes three sentences using the given word in each.

REACTION TO CARTOONS: Subject is shown a series of cartoons and his reaction to each is recorded.

RORSCHACH TEST: Same as Group II.

ABBREVIATED TAT: Shortened version of TAT I.

ARGUMENT COMPLETION TEST: Subject is given a card on which is printed a brief description of two men (X and Y) who are engaged in an argument. The subject is asked to continue and finish the argument. Subject repeats this process for ten different cards.

PICTURE SELECTION TEST: Subject is presented with a set of 225 pictures depicting 45 foci of sentiments and is asked to select the pictures he most likes and most dislikes. Subject narrows these selections to the six most liked and most disliked, in order of preference.

TASK - MEETING AN IMAGINARY SITUATION: Subject is given an absurd situation and is asked to write a short essay detailing the consequences of this situation.

WYATT PICTURE TEST: Subject creates a story based on given picture cue.

MAKE INDETERMINANT PICTURES: Similar to the Perceptual Test of Group II. Subject is asked to create a scene out of indistinct forms.

WYATT FINGER PAINTING TEST: Subject creates pictures using finger paints. Both his reaction to the medium and the actual paintings are analyzed.

SENTENCE COMPLETION SPEED TEST: Subject is given the beginning of a sentence and is asked to complete it as rapidly as possible.

CLASSIFICATION EXPERIMENT: Subject is given a list of words which he must categorize into groups and eliminate if out of context with rest of group.

INTERACTION

REACTIONS TO FAILURE: Experiment designed to test subject's reaction to failure. Subject is given a task which he is told he has completed incorrectly, regardless of his actual performance. The subject's reactions to his failure are analyzed.

PRIDE EXPERIMENT: Subject's reactions to his successes and failures on a task are analyzed.

RATINGS

PRESSEY X-O TEST: Subject is given a list of words and is asked to eliminate those which he feels are unpleasant or improper.

COMMON FORMS OF BEHAVIOR: Subject rates how certain forms of behavior apply to him, using a five-point scale.

QUESTIONNAIRE ON APHORISMS: Subject is given a pack of 252 cards covering 63 foci of sentiment, and is asked to sort them according to the degree of his agreement or disagreement with each aphorism. The cards contain such statements as:

-The trouble with older men is their unshakable conviction that their judgment is unerring. Or -Look to older men for guidance and counsel, and you will be spared many mistakes.

SPECIAL ABILITIES: Same as Group IV.

SIMILES: Subject is given the first part of a simile and is asked to complete it in as many ways as possible during the time allotted.

LIST OF PERSONALITY VARIABLES: Subject is rated on personality variables such as aggression, dominance, and achievement.

A STUDY OF VALUES: Same as Group I.

AVERSIONS: Subject makes a list of attitudes and behaviors which he dislikes.

APTITUDE QUESTIONNAIRE: Subject responds to questions about his education, love, religion, and war.

ANALYSIS

CLASSIFICATION EXPERIMENT ANALYSIS: Analysis of classification experiment, including both completed test transcript and commentary by researcher.

SUMMARY OF INTERVIEW ON EMOTIONS AND CONTROL: Essay written by researcher which summarizes the interview on emotions.

SUMMARY OF INTERVIEW ON SPECIAL ABILITIES: Essay by researcher which comments on the subject's interview on his special abilities and intellectual interests.

SUMMARY OF TEST OF SENTIMENTS: Summary of interview with subject on his sentiments with respect to war, religion, personal enterprise, and family.

SUMMARY OF PRIDE EXPERIMENT: Analysis of subject's ability to perform under conditions of success and failure, as well as his reactions to these outcomes.

SUMMARY OF REACTIONS TO FAILURE: Summary of subject's reaction to experimentally- induced failure.

HARM AVOIDANCE EXPERIMENT: Summary of subject's behavior during a test in which he was punished for poor performance by electric shock.

PHYSICAL DATA SHEET: A description of the subject's physique and of the character attributes which might be associated with his body-type.

EMOTIONAL CONDITIONING: A transcript of a test in which the subject is given a list of words and is asked to describe them together using another word.

CONVERSATIONS: A record of informal contact with the interviewers by the subject throughout the period of the study.

REPEATED NEED QUESTIONNAIRE: Questionnaire containing 100 items of affiliation, rejection, dominance, and deference toward people. This questionnaire was administered repeatedly and was analyzed for reliability of self-ratings.

SUMMARY OF CHILDHOOD FANTASIES INTERVIEW: A summary of an interview in which the subject describes his childhood fantasies and fears.

OFFICIAL FINDINGS: A summary of the official findings for the subjects also in the Grant Study.

SUMMARY OF FAMILY HISTORY: A summary written by the researcher based on an interview with the subject about his family history and relationship with his parents.

SEX BACKGROUND: A summary of an interview in which the subject describes his sexual education and experiences.

Questions/Scales Designed by Others:

None noted by contributor.

Funding:

Unknown.

Acknowledgment:

The following acknowledgment of the use of these data must be included in any publication or presentation reporting analysis of these data, either as a footnote or in your acknowledgment section, in the following manner:

This research used the *Multiform Assessments of Personality Development Among Gifted College Men, 1941-1962 (Log# 0519)* data set [made accessible in 1981, raw data files]. These data were collected by Henry A. Murray and are available through the Henry A. Murray Research Archive of the Institute for Quantitative Social Science at Harvard University, Cambridge, Massachusetts [Producer and Distributor].

To cite this study as a bibliographic citation in the bibliography of a manuscript presents as follows:

Murray, Henry A., 1975-01-01, "*Multiform Assessments of Personality Development Among Gifted College Men, 1941-1962 (Log# 0519)*", hdl:1902.1/00519, Henry A. Murray Research Archive [distributor(DDI)].

Special Restrictions For Use:

Researchers who wish to follow-up this study and/or contact subjects, should submit a statement describing the proposed research to the director of the Murray Center, who will bring it to the attention of a designated review committee.

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Multiform Assessments of Personality Development Among Gifted College Men
Study Description

"00519Murray-Multiform_StudyDescription.pdf", Multiform Assessments of
Personality Development Among Gifted College Men, 1941-1965,
<doi.org/10.7910/DVN/NKTIZD/2LH9BR>, Harvard Dataverse, V8
Revised 3/12/98 (NDesai)

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