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BROWN, Eleanor Jessen, 1933-
SOME PSYCHOLOGICAL DIFFERENCES
BETWEEN NEGLECTED AND DELINQUENT
ADOLESCENT GIRLS.

The University of Oklahoma, Ph.D., 1968
Psychology, clinical

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

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AND DELINQUENT ADOLESCENT GIRLS


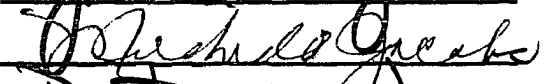
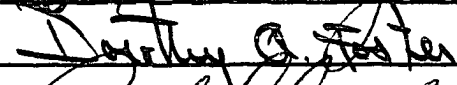


A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
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Norman, Oklahoma

1968

SOME PSYCHOLOGICAL DIFFERENCES BETWEEN NEGLECTED
AND DELINQUENT ADOLESCENT GIRLS

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

I should like to express my gratitude to all of the people who assisted in this study, particularly Dr. J. R. Morris, Jr., who served as major professor, and other members of the committee, Dr. Victor A. Elconin, Dr. Dorothy A. Foster, Dr. Mildred O. Jacobs, and Dr. Paul Jacobs. I also appreciate the generous cooperation of David Catlett and Mrs. Lodiska Cowan, superintendents of the institutions where the study was conducted, and of other administrators and staff members of all schools involved. Most especially, I wish to thank the young students who served as subjects, without whose cooperation this study would not have been possible.

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CHAPTER I

INTRODUCTION

Adolescence, as the last stage of childhood, is a period of taking stock of all that has gone before, of altering and consolidating past identifications and skills, gains and losses, and hopes and fears in such a way as to emerge from adolescence as a person whose niche, whose identity, "feels right" and is recognized as "right" for him by those who are community and society representatives. Such a period Erikson (1968) calls a "psychosocial moratorium."

A moratorium is a period of delay granted to somebody who is not ready to meet an obligation or forced on somebody who should give himself time. By psychosocial moratorium, then, we mean a delay of adult commitments, and yet it is not only a delay. It is a period that is characterized by a selective permissiveness on the part of society and of provocative playfulness on the part of youth, and yet it also leads to deep, if often transitory, commitment on the part of youth, and ends in a more or less ceremonial confirmation on the part of society [p. 157].

As such, adolescence is a time for restructuring a self for affirmation and finding (and to some degree creating) a role for confirmation.

From this point of view, it becomes clear that the

work of childhood must have been reasonably sound in order for a person to survive such disruption and at the same time to accomplish the work of adolescence in order to arrive, finally, at adulthood with a sense of vital wholeness. However, if being what he is supposed to be by the lights and values of his family and community is not within his means, the adolescent can escape the nearly unbearable anxiety of continuing failure by becoming actively what he is least supposed to be. Erikson describes the relief involved in embracing a "negative identity," quoting a young woman who said, "at least in the gutter I'm a genius" and a young man who said, "I would rather be quite insecure than a little secure." Erikson also speaks of a "lower lower" snobbism which is

. . . based on the pride of having achieved a semblance of nothingness. At any rate, many a sick or desperate late adolescent, if faced with continuing conflict, would rather be nobody or somebody totally bad or, indeed, dead--and this by free choice--than be not-quite-somebody [1968, p. 176].

What are they like, these youngsters who have not the psychological wherewithal to sustain themselves through the work of adolescence? Two groups who might increase the understanding of the nature of those who fail are delinquent adolescents and neglected adolescents. Delinquent adolescents appear to be a group among whom a number have laid claim to a negative identity. Neglected children who as adolescents have not become delinquent seem to be those

who, at least for the moment, settle for the felt status of being "not-quite-somebody." Indeed, this appears to be more than "felt" status, for while the delinquent can find some relief and confirmation in becoming a "bad somebody," there appears to be no immediate confirmation for the neglected but non-delinquent adolescent.

In order to evaluate the self structure and process of those who are failing or side-stepping the adolescent tasks, it is necessary to examine in more detail adolescence as it "usually" occurs or, as Erikson puts it, the "psychopathology of everyday adolescence" [1968, p. 169].

The "Normal" Adolescent. One of the major jolting features of this period is the change of body appearance and function (Blos, 1962; Ausubel, 1952; Erikson, 1963; Sullivan, 1963). The dramatic changes in body image, central to the experience of self (Ausubel, 1952), bring shift of self as its very base. Simultaneously, the sexual drive comes to the fore and becomes a major determinant of experience after a period of being held in abeyance (Erikson, 1963; Sullivan, 1953).

To further burden and confuse the adolescent, with these bodily changes come shifting family and community expectations which, in this society, are not so clear and unequivocal as in less fluid, less complex, more "primitive" societies (Erikson, 1963; Sullivan, 1953).

Erikson speaks of the role of the community in responding to the youth's need for a recognized function and status "as a person whose gradual growth and transformation make sense to those who begin to make sense to him" [1968, p. 156]. He expands, enumerating the tasks of the period:

. . . such recognition provides an entirely indispensable support to the ego in the specific tasks of adolescence, which are: to maintain the most important ego defenses against the vastly growing intensity of impulses (now invested in a matured genital apparatus and a powerful muscle system); to learn to consolidate the most important 'conflict-free' achievements in line with work opportunities; and to resynthesize all childhood identifications in some unique way and yet in concordance with the roles offered by some wider section of society--be that section the neighborhood block, an anticipated occupational field, an association of kindred minds, or perhaps . . . the 'mighty dead' [1968, p. 156].

In a not dissimilar vein, but anchored in his own theoretical framework, Ausubel (1952; 1954) views adolescence as a rigorous testing ground of the work of childhood, the personality structure so far evolved. How much disruption, and its nature, depend on the person's character to date and on his previous relationship to his family. If the child has been a "satellizer," a chaotic experience of self will result in adolescence as he "de-satellizes." If he has been a "non-satellizer," less upheaval occurs experientially. Ausubel defines a satellizer as one who has been in a psychologically dependent relationship to his parents, who has felt status and acceptance within the

family, and who has identified with his parents (at the price of his "omnipotence" which he "exercised" in early childhood).

The major maturational tasks of adolescence, in accord with cultural expectations, as Ausubel sees them, are (1) the acquisition of greater volitional independence (decision-making; more reliance on non-parental sources of support) and (2) higher goals and executive independence concomitant with a rise in self-estimate. In addition to these cultural pressures, the satellizer also must deal with the guilts which result from his shifting loyalties (Ausubel, 1952). He knows stress from the relative lack of communication between generations which exists in even the best of circumstances and from the expectation that he behave as an adult and yet continue to submit to authority as gracefully as a well-behaved child (Blos, 1962). As parents tend to withdraw emotional support in response to their child's physical change, the adolescent negates what support is forthcoming by his massive rejection of parents' external controls, controls which he interprets as injury to his autonomy (Blos, 1962). This, then, is a period of de-satellization from parents and a move toward satellization around other adults and the adolescent society (Ausubel, 1952).

These stresses can bring about brief but violent behavior which may be only transitory in nature (Erikson,

1968; Ausubel, 1952). The distinction between that which is transitory and that which reflects personality disturbance or defect is difficult to make at the time (Glueck and Glueck, 1964; Ausubel, 1954; Blos, 1962; Erikson, 1968).

Erikson puts the problem squarely:

The final assembly of all the converging elements at the end of childhood . . . appears to be a formidable task: how can a stage as 'abnormal' as adolescence be trusted to accomplish it? It is not always easy to recall that in spite of the similarity of adolescent 'symptoms' and episodes to neurotic and psychotic symptoms and episodes, adolescence is not an affliction but a normative crisis, i.e., a normal phase of increased conflict characterized by a seeming fluctuation in ego strength as well as by a high growth potential. . . . normative crises . . . are characterized by an abundance of available energy which . . . supports new and expanded ego functions. . . . [p. 163].

Ausubel agrees, insofar as the satellizer is concerned (1952), but posits that adolescence is a somewhat different experience for the non-satellizer, a child who has failed to identify with his parents and to make their values his own, and who therefore lacks the built-in reservoir of self esteem which accompanies the dependence and identification which are part of satellization. The non-satellizer faces less crisis during adolescence, for he already has accomplished some of the tasks which the satellizer undertakes. The non-satellizer does not need to de-satellize. For instance, he has never deviated from his volitional independence and therefore does not have to

regain it. The non-satellizer has long since learned to value external props to his self-esteem--he has sought them all along. Because he already prizes his skills, he tends to be more ambitious and more skilled in those ego functions related to coping with the world around him than is his satellizing counterpart (Ausubel, 1952; Baumberger, 1960). The danger of permanent dependence is the satellizer's, not the non-satellizer's, for the non-satellizer has never been psychologically dependent.

There are difficulties, however, which the non-satellizer faces. For example, if he has been an "extrinsically valued" child (valued for a positive reflection on his parents), the non-satellizer is likely to reach adolescence as an overbearing person with unrealistic expectations of praise. He will elicit the wrath and the eventual withdrawal of his adolescent peers, and his social adjustment will be inadequate.

The rejected non-satellizer, as opposed to the one who is extrinsically valued, however, may elicit some degree of acceptance from his peers because of his apparent amiability. Such acceptance can provide a positive experience in self-esteem and relief after the years of unaltered rejection. If the satellizing potential has not been destroyed, he may find adults or peers on whom he can depend and with whom he might be able to identify partially. However, his amiability may have an apologetic air which

invites poor treatment by others, in which case he will have further interpersonal difficulties.

Erikson (1957; 1963; 1968) writes about adolescence as the time of identity confusion. The youth seeks continuity and sameness but at the same time changes roles, trying them on to see if there is one which fits both in his eyes and in others'. He seeks confirmation. It is a period of paradoxes: while one adolescent may appear stubbornly sure of himself, he may be struggling to make some vestige of sense of himself, to others as well as to himself; another adolescent may feel out of step with himself and yet be well along in the task of establishing a clear identity (Erikson and Erikson, 1957).

It often takes considerable time--well into the early twenties--before an adolescent can make a workable whole out of all that became distinctive of him in the years of childhood. For what once was play and pretense, in adolescence becomes rehearsal with different ways of living until the main life performance, namely the individual's lasting identity with the adult world, is established [Erikson and Erikson, 1957, p. 16].

The Delinquent Adolescent. Because adolescence is a test of the foundations of personality, it is a period in which personality defect can seldom be hidden or compensated for.

. . . many earlier disturbances scarcely noted before, or thought to be benign, may suddenly flare up and become alarming. . . . once the adolescent is subjected to the multifarious stresses and strains associated with adolescent adjustment. . . . it is inconceivable that any boy or girl who has a basic personality defect

[could] continue successfully to mask its presence [Ausubel, 1954, p. 136].

Chronic delinquency can be a failure of the pre-adolescent period (Ausubel, 1952; Blos, 1962), a failure which becomes obvious only at adolescence, or it can be part of a failure in accomplishing the maturational tasks of adolescence (Ausubel, 1952; Erikson and Erikson, 1957; Erikson, 1968). It is clear, therefore, that delinquency has no single "cause" or one clearly defined set of causal factors. The causes are obviously multiple and varied (Glueck and Glueck, 1964). Regardless of etiology, there may be, however, some consistency of self view among delinquents.

Erikson and Erikson (1957) discuss delinquency as one avenue out of identity confusion. They point out that confirmation by self and by society as a delinquent has its acknowledgement in the children's chant "rich man, poor man, beggar man, thief" as a distinct occupational role with its own status and its accompanying manner and bearing. If he chooses delinquency as his role, it is because no other mode makes as much sense of himself and because others, too, recognize the "good fit." They respond to it as such, confirming the choice. Delinquency has community meaning, and delinquents

. . . are made, not born--and they are made slowly and gradually. Potentialities for goodness and badness are born in all; they grow to probabilities during childhood. But the certainty of a man's or

a woman's measure is not established before the end of his adolescence, and not without some kind of confirmation by the adult world. As Faulkner puts it starkly, 'it ain't none of us pure crazy and ain't none of us pure sane until the balance of us talks him that-a-way'¹ [Erikson and Erikson, 1957, p. 16].

Redl and Wineman (1951) have conceptualized delinquency in ego terminology, using "ego" to mean only the skills which mediate between internal and external realities. In their work with seriously delinquent boys in a residential treatment setting they observed ego failure and exaggerated ego functioning--dramatic strengths and weaknesses--within the same child. Their observations vividly illustrate the skewedness of delinquent functioning. For instance, while a delinquent child may lose control with only slight provocation (as a red traffic light), he can judge sensitively and accurately the moment to initiate delinquent fun within a group--skillful functioning. Redl and Wineman posit that the exaggerated skills maintain delinquent feelings and actions while simultaneously protecting the child from all guilt and shame. The shortened term for these select processes is "delinquent ego."

Glueck and Glueck are the outstanding contributors of social and psychological data which differentiate male delinquents from male non-delinquents. While few psychological studies of female delinquency have been conducted,

¹Quoting Cash in William Faulkner's As I Lay Dying, p. 510, The Modern Library, 1946.

several investigators have successfully differentiated between delinquent and non-delinquent girls in their psychological functioning.

One investigator, Purcell (1961), found that sexually delinquent subjects described themselves as less worthwhile and less important to others than did non-delinquent subjects. Capwell (1953) found that delinquent girls differed not only from non-delinquent girls but also from the normative sample on all but two scales of the Minnesota Multiphasic Personality Inventory (MMPI). Brown (1964) studied the self-concept of female delinquents. She reported that adolescent delinquent girls differed from their non-delinquent peers in being more entrenched in their view of themselves as hostile and untrusting people. That is, at two levels of self, delinquent girls, firmly planted in hostile ground, experienced less upheaval and less contradiction between the levels than did non-delinquent girls. Although not designed to test Ausubel's theory of development, the study lent support to his contention that adolescents who have not successfully satelized are prematurely settled in personality structure and do not experience the imbalances which accompany de-satelizing, the process of emancipation.

One study, made by Boynton and Walsworth (1943), was not able to distinguish between delinquent and non-delinquent girls with a battery of personality tests,

including the Rorschach.

Some theorists (as Jenkins, 1954) say that the delinquent can be, and perhaps frequently is, a well-integrated person who is well-adjusted to his delinquent subculture. Others (Ausubel, 1954; Blos, 1962; Redl, 1967) say that chronic delinquency is associated with personality defect which originated either in childhood or in adolescence in a failure to accomplish the adolescent jobs of selfhood. Redl comments on the so-called "healthy delinquent":

In work with children . . . I find we still sometimes try to smuggle in the obsolete concept of the 'cleanly sociological delinquent,' whose only difference from everybody else is that he has absorbed a delinquent value system as a legacy from his environment. . . . Unfortunately, I haven't yet found such a kid [1966, p. 474].

The Neglected Adolescent. The non-delinquent neglected child is a rejected child and, as such, fits more clearly into Ausubel's statements about personality development than does "the" delinquent child who cannot be so clearly typed.

Ausubel states (1952) that rejected children, non-satellizers by definition, react in different ways to the same feelings: the timid one withdraws and the more vigorous one vents his rage through delinquent channels (to which parents are indifferent or to which they give implicit approval). The more timid type of neglected child may well behave in socially acceptable ways for

temporary expedience, not because he finds it just and right. He maintains a core of mistrust and vengefulness.

. . . He not only ordinarily impresses others as adopting the interpersonal attitudes of a subdued little boy, but also . . . feels that he is truly incapable of feeling any other way. . . . Hence it is no accident that such individuals seem to be consistently on the short end of every bargain. Every action and mannerism betray them as persons unable to look out for themselves, thereby inviting aggression from others. . . . this aggression and domination are only outwardly accepted . . . [and he] gradually accumulates a reservoir of resentment and hostility which eventually overflows with such violence as to rupture existing relationships beyond repair [Ausubel, 1952, pp. 239-241].

Erikson, while discussing historical family factors in relation to symptomatology, touches on a theme which may be related to neglected children. He says:

. . . a weak ego seems to sell out to a compelling social prototype. A fake ego identity is established which suppresses rather than synthesizes those experiences and functions which endanger the 'front' [1968, p. 59].

He also writes about the excluded and the exploited at the societal level but in a way which could be equally applicable to the individual:

Therapeutic as well as reformist efforts verify the sad truth that in any system based on suppression, exclusion, and exploitation, the suppressed, excluded, and exploited unconsciously accept the evil image they are made to represent . . . [1968, p. 59].

This is a clear, testable statement, one which, if applied to individuals, is not essentially different from Ausubel's posited "reservoir of hostility" which

characterizes the unconscious, or at least suppressed, aspects of the rejected child.

Little direct investigation of the nature of the neglected child has been made, but there are two studies which are relevant here. Leontine Young (1964) surveyed social workers' reports of 300 families in which the children were either neglected or abused, gathering descriptive material about the two types of families. Although the study focuses on the neglecting rather than the neglected and on the abusing rather than the abused, it gives hints as to what the children are like. The neglected children are described as lonely, withdrawing people who sometimes over-extend themselves to assume responsibility for their younger siblings. These are children whose activities are of little or no interest to their parents so long as the activities are not annoying. Miss Young, along with Ausubel, notes that delinquent activity is either condoned or ignored as long as it does not interfere with the parents' activities and interests. The parents are described as child-like people who were themselves severely neglected children, who grew up with little care and less direction. She said they appear to be less anti-social or hostile than simply inadequate (Young, 1964). If the neglecting parents' histories as they report them are approximately accurate, it is apparent that a child can grow out of a neglected childhood

without solidly entrenched delinquent notions but with the feeling of being unable to cope with the exigencies of daily living. As adults they do, indeed, live in both physical and psychological confusion.

The other study, one which is psychological, has direct implications for the nature of the neglected child. Baumberger (1960) tested aspects of ego development as derived from Ausubel's theory of personality: he hypothesized that neglected, non-satellizing children from seven to nine years old would be better able to recognize cues from the external environment than would satellizing children of the same age, but less able to perform adequately when dependent on internal experience and integration. Using tests of perceptual skills, the hypothesis concerning external cues was supported. Further, blind global analyses of Rorschach protocols supported the hypothesis that non-satellizers would cope less effectively with lack of external structure than would satellizers. That is, when dependent upon their internal resources, satellizers were more effective and better integrated. These data can be interpreted to mean that watchfulness and skillful evaluation of things outside himself play a part in the functioning of the neglected child but that his self structure is defective in ways which hamper emotional maturing.

Because some children without a stable foundation of self become chronically delinquent in adolescence while

others do not, the differences between these groups appear to be a fruitful area for research. This study asks: how do delinquent adolescent girls and neglected adolescent girls differ from each other and from their more "normal" peers in their view and experience of self?

Generally, neglected and delinquent girls can be expected to be similar at levels of experience related to emotional background and to be different at levels more directly related to their behavior and, perhaps, to their perception of it.

Because of the delinquent's longstanding mistrust of others and because of the "normal" girl's de-satellizing attitudes of skepticism and cynicism, these two may see themselves similarly, as not entirely positive toward others, at the level of direct report. However, the neglected girl, who probably has more investment in being cooperative and tractable (Ausubel, 1952), can be expected to see herself as more loving toward others.

At another, more central, level of experience related to historical factors, it seems likely that delinquent and neglected girls will be hostile, vengeful people whereas the "normal" girl, more likely to be from a stable emotional background, will be a more affiliative, more cooperative person.

Most adolescents are in a state of flux (Ausubel, 1952; Blos, 1962; Erikson, 1963; Sullivan, 1953), but the

"normal" girl can be expected to be in a greater flux engendered by the de-satellizing process. The neglected girl, assumed to be a non-satellizer, can be expected not to have made a total commitment to either a social or an anti-social existence (Ausubel, 1952). That is, for different reasons, she may not have the experience of "wholeness" which all people, particularly adolescents, seek (Erikson, 1968). Thus, the "normal" and neglected girls can be expected to be in greater flux than the delinquent girl who has more likely made a more total commitment--this to a negative identity (Brown, 1964; Erikson, 1968).

Adolescents in this society can be described as extreme people (Ausubel, 1952; Erikson, 1968), living from crisis to crisis. However, because personality extremes might be related to impoverished or lopsided early emotional experience, it can be predicted that delinquent and neglected girls will appear more extreme than will the "normal" girl.

In the same vein, most adolescents are poorly integrated and poorly defended against unconscious material. There is typically so much slippage in ego processes that making a differential diagnosis concerning psychosis can be difficult (Erikson, 1968; Blos, 1962). However, "normal" adolescents, as a group, probably are somewhat more flexible and more accurate in their perceptions of their world than are delinquent or neglected

adolescents, for "normal" adolescents have had broader emotional experience--they know acceptance and kindness as well as rejection. Therefore, even during this age of disruption, a basic ability to integrate new experience probably would not be entirely impaired. But delinquent and neglected adolescents, in part because of less breadth of experience and the human predilection to distend both inner and outer reality to "fit" with past experience, can be expected to cope less effectively with novel, emotionally stimulating situations. Their judgment and integration of new experience can be expected to be poorer than that of the "normal" adolescent.

CHAPTER II

PROBLEM

This study is directed toward ferreting out some perhaps fine but distinct personality differences between the delinquent adolescent girl and the neglected adolescent girl.

The problem of finding such distinctions is approached through self attitudes which, because of their relation to historical factors, the specific tasks of adolescence, and current behavior (Ausubel, 1953; Erikson, 1963 and 1968), provide an avenue by which some psychological configurations can be measured and examined.

Because some of the differences might lie at different levels of personality and within resulting pattern of levels, a technique constructed to measure salient aspects of personality at various levels was particularly appropriate, and the Leary system was chosen. Leary (1957) made the unique contribution of constructing such a system, a multilevel measure of interpersonal behavior. It is based upon operationally defined levels, three of which were used in this study. They are derived from the MMPI

and the Interpersonal Check List (ICL).

Level I is known as the level of public communication. That is, it is a predictor of the impact a person makes on others, the impression given whether given consciously or not. Leary (1957) writes that the purposive behavior at this level, behavior which "pulls" complementary behavior from another, is more than simply a social facade but is close to Wilhelm Reich's concept of "character armor." It is a level which measures the kind of pressures one person puts on another, the "training" aspects of a relationship. For instance, a helpless, trusting person "pulls" nurturant, sympathetic communication from another, "trains" him to respond in this fashion. Sullen behavior "pulls" rejecting behavior. What is relevant is what is "done to" rather than what is said; the message is delivered through tone of voice, gesture, appearance, and general demeanor.

Level I is derived from symptomatic and validity scales of the MMPI. Dominance and Love scores can be plotted at a single point on the circular diagnostic grid (See Appendix B). The Dominance index is $Ma + Hs - D - Pt$; the Love index is $Hy + K - F - Sc$.

Level II is the level of conscious communication. It is how a person sees himself as relating toward others; it involves the interpersonal motives the subject attributes to himself, how he experiences his motives, and how

he perceives his behavior. Level II becomes most useful as a diagnostic tool in relation to other levels. For instance, if Levels I and II are similar, the person has a reasonably accurate notion of the messages he sends; if they are very dissimilar, he sends signals of which he is quite unaware, although he may be conscious of the feeling underlying the signals. Level II is derived from the ICL, a checklist of 128 words and phrases descriptive of interpersonal actions and attitudes (See Appendix C).

Level III is a level of private perception, the content of which may be in awareness at times and outside awareness at other times. In very constricted persons, the content of their private preoccupations may be outside awareness much of the time. Level III represents the expression of the imagined and the fantasied, and the communication is in the symbolic mode. As the level of private perception, it is a central (rather than character armor--Level I--or facade--Level II) level of self. As Leary expresses it:

. . . symbolic expression is not a response by which man deals with the challenging stimuli of the external environment; it is a response to internal ambiguity and tension [1957, p. 156].

Level III is derived by plotting T-scores of MMPI Pd and Mf scales by Leary's application (1956). Other ways of deriving Level III are through ratings of projective tests and ratings of dreams and fantasies. Derived

from the MMPI, Level III functions as a predictor of the kinds of themes which would emerge under the other circumstances.

The multilevel system lends itself to specific hypotheses to test for differences among neglected, delinquent, and "normal" girls, differences which can be expected on the basis of the theories and the previous work described in Chapter I.

These formal predictions are:

Hypothesis 1. At Level II, delinquent and control subjects will report themselves as more hostile toward others than will neglected subjects.

Hypothesis 2. At Level III, delinquent and neglected subjects will score as more hostile toward others than will control subjects.

Hypothesis 3. Individual scores of delinquent subjects will be similar at Levels II and III more often than will the scores of control and neglected subjects.

Hypothesis 4. Delinquent and neglected groups will show more extreme scores, as defined by Leary, at Levels I, II, and III than will the control group.

The multiple-choice Rorschach (Harrower and Steiner, 1951) provides a supplementary test, one of judgment and integration. The last hypothesis is related to this test.

Hypothesis 5. Groups will differ in regard to

good-form responses on the multiple-choice Rorschach, with control subjects scoring higher than either delinquent or neglected subjects.

Further analyses were planned to contribute to the understanding of the three groups, with exploratory work done on grid diagnoses (see Chapter III) and on Rorschach responses as applied to the three groups. Exploratory analyses also were designed to see what kind of relationship, if any, the multiple-choice Rorschach has to the Leary diagnostic system.

CHAPTER III

METHOD

Subjects. There were two experimental groups--delinquent and neglected--and one control group in this study. Two of the subject characteristics (age and race) were determined in large part by the neglected group, for there was a limited number of such subjects available. All subjects were from 13 to 17 years of age; all were white.

Neglected subjects were students at a state-supported institution for neglected and dependent children (Whitaker State Home, Pryor, Oklahoma). The subjects all had been placed in the institution by court order. Many of the adolescents committed to this institution come to the attention of the court through some delinquent activity¹ but are sent to Whitaker rather than to an institution for delinquent children because neglect is considered primary in that case by the committing judge. Therefore, it was necessary to screen the population for subjects who

¹Source: David Catlett, superintendent, Whitaker State Home.

were clearly non-delinquent within a setting where there are delinquent opportunities. Non-delinquency was determined by the amount and quality of delinquent behavior since commitment. If there had been little or no administrative difficulty with the child since her commitment, whatever delinquent activity there had been before was considered situational rather than characterological and she was accepted as a subject for this study. The administrative staff and the institutional psychologist rated each adolescent female student as to whether or not she was an administrative problem. Only those judged by all as clearly non-delinquent in that setting were subjects in this study. That is, all neglected subject consistently go to school, do not run away from the institution, and are not known to be problems to their houseparents. The neglected group then consisted of 29 girls.

The delinquent group consisted of 31 girls from the state-supported institution for delinquent girls at Tecumseh, Oklahoma. Because courts differ in their strictness of interpretation of delinquency and because the two institutions represented in this study overlap in the types of adolescents committed to them for care, a screening process for subjects also was necessary to select this group. The professional staff was asked to choose from the list of students all girls who were clearly delinquent, who create problems for the institution.

Although it was necessary to use nearly all of the younger students, insofar as it was possible the subjects represent the most seriously delinquent girls at that institution.

Control subjects were 62 female students at the Shawnee, Oklahoma, junior and senior high schools. School counselors were asked to screen out any girl who had been known to the court, who had been in a training school, who was a chronic truant from school, or who was a serious administrative problem to the school. In an effort to keep economic background somewhat homogeneous, upper middle-class children were excluded. Further, most of the subjects were described by the counselors as average or slightly-below-average students.

Table 1 gives group data concerning age. Appendix A includes information regarding age and education for each subject and, in the cases of the delinquent and neglected subjects, length of stay in the institutions, as well as individual grid diagnoses at the three levels.

Within the three basic groups, two divisions of subjects were established for an exploratory aspect of the study. Rather than exclude those girls who scored outside the usual acceptable limits of the F scale, a validating scale of the Minnesota Multiphasic Personality Inventory (MMPI), all subjects were placed in either High or Low F groups. "High" was defined as an F scale falling above a

Table 1

Means and Ranges of Age of Neglected, Delinquent
and Control Low F and High F Groups

		Neglected	Delinquent	Control
Low F	Mean	15.0	15.4	15.0
	Range	13.2 - 17.3	13.0 - 17.3	13.4 - 17.9
		(n = 24)	(n = 19)	(n = 52)
High F	Mean	15.0	15.2	14.4
	Range	13.5 - 15.7	13.7 - 17.4	13.1 - 16.9
		(n = 5)	(n = 12)	(n = 10)

T-score of 80, "low" as 80 or below. Results were analyzed separately in order to explore some personality characteristics associated with High and Low F within the adolescent female population. This additional grouping was made because High F is often associated with serious delinquency. With this division, the group populations were: Neglected Low F, 24, and High F, 5; Delinquent Low F, 19, and High F, 12; Control Low F, 52, and High F, 10. Altogether, Low F subjects numbered 95, High F, 27.

Procedure. Subjects were given three tests, with standard instructions for each. They were the MMPI, the ICL, and the multiple-choice Rorschach. Three levels of self description were derived (see Chapter II) and plotted on the diagnostic grid (Appendix B) for each subject. Hypotheses and exploratory questions related to Levels I, II, and III were analyzed by the Chi square technique.

The multiple-choice Rorschach provided an additional personality measure, one which is independent of the Leary system and is a supplementary measure of processes most closely related to Level III within the Leary framework. Because the unequal group sizes were a function of the variables under study, a least squares analysis of variance (Winer, 1962) was used. Exploratory questions relating the Rorschach to the grid diagnostic system were analyzed by the Chi square technique.

CHAPTER IV

RESULTS

Data pertaining to hypothesized relationships among the groups are presented first, with exploratory material following.

Hypothesis 1. At Level II, delinquent and control subjects will report themselves as more hostile toward others than will neglected subjects. "Hostile" vectors are 2345; "positive" vectors are 6781. The hypothesis was supported, with 26 per cent of delinquent and control subjects reporting themselves as hostile and 10 per cent of neglected subjects reporting themselves as hostile (Table 2).

Hypothesis 2. At Level III, delinquent and neglected subjects will score as more hostile toward others than will control subjects. The hypothesis was supported (Table 3).

Hypothesis 3. Individual scores of delinquent subjects will be similar at Levels II and III more often than will the scores of control and neglected subjects. Operationally, "similar" was defined as being in the same

Table 2

Distribution of Delinquent and Control vs. Neglected
Subjects on Positive-Negative Grid
Division at Level II*

	P	N
Neglected	26	3
[Delinquent	20	11]
[Control	49	13]
$\chi^2 = 3.07$ $P < .05$, one-tail test		

* Although scores are reported group by group for discussion purposes later, the analysis was applied to data pooled as indicated by the brackets.

Table 3

Distribution of Delinquent and Neglected vs. Control
Subjects on Positive-Negative Grid
Division at Level III*

	P	N
[Neglected	5	24]
[Delinquent	0	31]
Control	29	33
$\chi^2 = 22.41$ $P < .001$, one-tail test		

* Although scores are reported group by group for discussion purposes later, the analysis was applied to data pooled as indicated by the brackets.

or adjacent vectors at the two levels. The hypothesis was not supported (Table 4).

The negative findings of Hypothesis 3 raised a further question, particularly because this hypothesis was based in part on findings of a previous study (Brown, 1964). It was found in the 1964 study that delinquent girls showed less discrepancy between Levels II and III than did control subjects. In this study, the hypothesis included grouping the neglected with the delinquent subjects. In order to view the two findings more closely, the components were analyzed without pooling groups. With this application, the findings showed that control subjects showed more similarity of levels than did the delinquent or neglected groups (Table 5).

In order to explore further some facets which might help explain this finding, the data were viewed in regard to whether delinquent subjects behave (Level I) in a manner consonant with the fantasy level of self (Level III) while describing themselves (Level II) differently. Discrepancy scores, as computed by the Leary system (1956), were listed for Levels I and II, Levels II and III, and Levels I and III. Only those cases in which the discrepancy between Levels I and III was the least of the three discrepancy scores were subjects described as people who isolate Levels I and III from Level II. Because delinquent behavior often appears to be directly fantasy-related

Table 4

Distribution of Delinquent vs. Neglected and Control
Subjects in Similarity of Individual
Scores at Levels II and III

	Alike	Not-Alike
Delinquent	9	22
Neglected and Control	39	52
$\chi^2 = 1.85$		
Not Significant		

Table 5

Distribution of Delinquent, Neglected and Control
Subjects in Similarity of Individual
Scores at Levels II and III

	Alike	Not-Alike
Delinquent	9	22
Neglected	8	21
Control	31	31
$\chi^2 = 5.99$		
P = .05		

rather than sifted through integrative self processes (Blos, 1962), it was speculated that delinquents might be different from non-delinquent adolescents in respect to isolating Levels I and III from Level II. The results were significant in the predicted direction (Table 6). High F and Low F groups were examined for differences. The result was significant (Table 7), with High F subjects "isolating" more frequently than Low F subjects.

Hypothesis 4. Delinquent and neglected groups will show more extreme scores at Levels I, II and III than will the control group. "Extreme" is any score which falls outside the first standard deviation arrived at by Leary (1956). The hypothesis was supported at Levels I and II but not at Level III (Table 8).

Hypothesis 5. Groups will differ in regard to good-form responses on the multiple-choice Rorschach, with control subjects scoring higher than either delinquent or neglected subjects. One control subject was dropped from the Rorschach aspects of the study because of an incomplete answer sheet; the control group for these purposes numbered 61. A two-way analysis of variance applied to the Rorschach scores yielded a significant difference among the groups (Table 9). The control group had the highest mean of the three groups. T-tests for unequal N's (Winer, 1962) were applied, and the control group differed significantly from each of the other two groups; neglected and delinquent

Table 6

Distribution of Delinquent vs. Neglected and Control
Subjects Isolating Levels I and III from Level II

	Yes	No
Delinquent	22	9
Neglected and Control	39	52
$X^2 = 7.31$		
$P < .01$		

Table 7

Distribution of High and Low F Subjects Isolating
Levels I and III from Level II

	Yes	No
High F	19	8
Low F	42	53
$X^2 = 5.75$		
$P < .05$		

Table 8

Distribution of Delinquent and Neglected vs. Control
Subjects in Extreme or Moderate Grid Scores
at Levels I, II and III

		E	M	X ²	P*
Level I	Delinquent and Neglected	56	4		
	Control	50	12	4.31	< .05
Level II	Delinquent and Neglected	34	26		
	Control	25	37	3.26	< .05
Level III	Delinquent and Neglected	48	12		
	Control	47	15	0.31	NS

* One-tail test.

groups did not differ from each other (Table 9). The hypothesis thus was supported.

This statistical procedure also included the analysis of High F and Low F groups, with Low F subjects scoring higher in good form than High F subjects (Tables 9 and 10). It was necessary to use an analysis of variance with unequal N in which regression lines are estimated and the estimates tested (Winer, 1962). In the case of the High and Low F analysis, one group was small and the estimate perhaps less precise. Therefore, because the result is based on estimates, and because the significance level was only .05, interpretation must be cautious. There was no significant interaction between groups and High-Low F.

Exploratory Findings

Diagnostic Grid Data. The first general exploratory question was: Do delinquent, neglected, and normal adolescents score in different grids at Levels I, II, and III? The levels were analyzed separately with an eight-vector by three-group Chi square. At all three levels, cells with an expected frequency of less than five were greater than 20 per cent, a situation which tends to inflate the derived Chi square and which thus renders it invalid (Siegel, 1956). Therefore, in those cases where even the possibly inflated Chi square did not reach the significance level, analysis was dispensed with; in those

Table 9

Analysis of Variance of Delinquent, Neglected and
Control Groups by High and Low F Subjects on
Good-Form Rorschach Responses

Source of Variation	SS	df	MS	F	P
Total		120			
Groups (G)	350	2	175	7.61	< .01
F-groups (F)	89	1	89	3.92	< .05
G X F	56	2	28	1.22	NS
Error	2645	115	23		

Table 10

Rorschach Table of Means

	High F	Low F	Grand Mean
Delinquent	16.8	18.7	18.0
Neglected	22.8	17.5	18.4
Control	20.5	21.3	21.1
Mean	19.3	19.8	

cases where the resulting Chi square reached significance, further analysis was done by collapsing vectors within the grid to meet criteria for valid analysis. With the overall grid analysis, Chi squares were not significant for either Levels I or II, but results were significant for Level III (Table 11).

For analysis of where the significance lay, and for the requirements of the statistical technique, the grid was halved in four ways. Divisions were made to examine:

1. A Strong-Conventional (7812) versus Weak-Hostile (3456) orientation, with the Strong being interpreted as socially more adaptive than the Weak, although not necessarily less pathological.

2. Positive (6781) versus Negative (2345).

3. Dependent (5678) versus Non-Dependent (1234), interpreted as distinguishing between those persons who allow themselves to be dependent on others, at least at times, as opposed to those who do not, even when doing so would be appropriate.

4. Dominance (8123) versus Submission (4567).

Because social adaptivity seems to be the major factor in the Strong-Weak dimension, it was speculated that within Level III neglected and control group members would tend to fall in the Strong dimension. It was further speculated that delinquent group members would fall in the Weak vectors. Analysis demonstrated significant differences

Distribution of Grid Scores for Delinquent,
Neglected and Control Groups
at Levels I, II, and III

	Vectors										
	1	2	3	4	5	6	7	8	Tot.	X ²	P
Level I:											
Delinquent	5	10	15	1	0	0	0	0	31		
Neglected	7	8	10	0	1	0	0	3	29		
Control	<u>18</u>	<u>23</u>	<u>16</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>62</u>		
Total	30	41	41	3	1	0	1	5	122	14.35	NS (not valid)
Level II:											
Delinquent	3	2	5	2	2	3	7	7	31		
Neglected	8	1	1	0	0	1	4	14	29		
Control	<u>14</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>11</u>	<u>19</u>	<u>62</u>		
Total	25	5	9	4	7	10	22	40	122	16.56	NS (not valid)
Level III:											
Delinquent	0	9	15	5	2	0	0	0	31		
Neglected	3	17	5	0	3	1	0	0	29		
Control	<u>14</u>	<u>16</u>	<u>9</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>6</u>	<u>9</u>	<u>62</u>		
Total	17	42	29	7	10	2	6	9	122	49.19	< .001 (not valid)

in the predicted direction (Table 12). The Positive-Negative differentiation was reported above (Table 3). For the Dependent and Non-Dependent categories, delinquent and neglected subjects were pooled with the expectation that they, as a function of a basic mistrust of others, would score more often in the Non-Dependent vectors than would control subjects. This expectation was supported (Table 12). Because neglected girls were seen as least likely to have an investment in being dominating in interpersonal life, it was predicted that they would score oftener in Submissive vectors than would control and delinquent girls. There was no significant difference (Table 12).

High F - Low F. High F and Low F group differences also were explored to see if the subjects differed in the frequency with which they scored in different grids at the various levels. Because Level I grid diagnosis is derived in part on the basis of the MMPI F scale, analysis of Level I would have been circular and meaningless. However, Levels II and III are derived without reference to the F scale and were analyzed. High F and Low F groups did not differ at Level II but did differ significantly at Level III (Table 13). This again is a possibly inflated statistic; therefore, various vectors were collapsed for further analysis.

Three of the four divisions proved significant.

Table 12

Distribution of Delinquent, Neglected and Control
Groups by Grid Divisions at Level III

		S	W
a.	Delinquent	9	22
	Neglected and Control	65	26
	$X^2 = 17.42$		
	$P < .001$		
		P	N
b.	Delinquent and Neglected	5	55
	Control	29	33
	$X^2 = 22.41$		
	$P < .001$		
		D	N-D
c.	Delinquent and Neglected	6	54
	Control	21	41
	$X^2 = 10.08$		
	$P < .01$		
		D	S
d.	Delinquent and Control	71	22
	Neglected	25	4
	$X^2 = 1.28$		
	NS		

Table 13

Distribution of Grid Scores for High F and Low F Subjects at Levels II and III

	Vectors										
	1	2	3	4	5	6	7	8	Tot	X ²	P
Level II:											
High F	7	1	3	2	1	3	3	7	27		
Low F	18	4	6	2	6	7	19	33	95		
Total	25	5	9	4	7	10	22	40	122	4.90	NS (not valid)
Level III:											
High F	3	8	12	3	1	0	0	0	27		
Low F	14	34	17	4	9	2	6	9	95		
Total	17	42	29	7	10	2	6	9	122	14.40	<.05 (not valid)

Strong-Weak differentiated the groups, with High F subjects scoring more frequently in the Weak vectors and Low F subjects scoring more frequently in the Strong vectors (Table 14). The Positive-Negative dimension also differentiated the groups, with High F subjects scoring proportionately more often (93 per cent) in the Negative than Low F subjects (66 per cent) (Table 14). The dependent and Non-Dependent vectors also were significantly different, with High F subjects scoring more frequently (96 per cent) in the Non-Dependent vectors than Low F subjects (73 per cent) (Table 14). For these latter two tests the direction of both groups was the same, the proportion different. The Dominance-Submission division did not differentiate between High and Low F subjects (Table 14d).

Extreme and moderate scores were analyzed with reference to High F and Low F groups. At Level II the groups were not different (Table 15), but at Level III High F subjects scored in extreme parts of the grid more frequently than did Low F subjects (Table 15).

Rorschach data. The Rorschach tests were scored with a view to exploring relationships between the test and the groups and between the Rorschach and the Leary diagnostic grid system. The focus of these explorations was on the rejection of the Rorschach figures, two types of rejection being possible. There is unmodified rejection (R), "Nothing at all," and modified rejection (R-1),

Table 14
Distribution of High F and Low F
by Grid Divisions at Level III

		S	W
a.	High F	11	16
	Low F	63	32
	X^2	= 5.76	
	P	< .02	
		P	N
b.	High F	2	25
	Low F	32	63
	X^2	= 7.22	
	P	< .01	
		D	ND
c.	High F	1	26
	Low F	26	69
	X^2	= 6.83	
	P	< .01	
		D	S
d.	High F	22	5
	Low F	74	21
	X^2	= 0.16	
		NS	

Table 15

Distribution of Extreme and Moderate Scores
for F Groups at Levels II and III

	E	M	χ^2	P
Level II:				
High F	13	14		
Low F	46	49	0.00	NS
Level III:				
High F	25	2		
Low F	70	25	4.36	<.05

"a gray mess" or "colored blobs." Either kind of rejection permits scores up to 30.

The first question examined was whether delinquent and neglected subjects gave rejections (of either variety) more often than did control subjects. Delinquent and neglected groups were pooled because of the general prediction that these two groups can be expected to share a type of early experience and basic personality structure which is reflected in the Rorschach. Chi square yielded significant results in the predicted direction (Table 16).

All subjects, without regard to original group, were divided into Reject and No-reject groups to determine if a relationship exists between rejection of the Rorschach figures and types of personality as diagnosed by the Leary diagnostic grid. Grid diagnoses did not differentiate these groups at Levels I or II but did differentiate them at Level III (Table 17). Further analysis at Level III showed that the Positive-Negative dimension separated the groups (Table 18b); the Reject group scored in the Negative direction with the No-reject group about evenly divided. Halving the grid for Dependence and Non-Dependence again resulted in significant differences (Table 18c), with Reject subjects scoring in the Non-Dependent part of the grid oftener than did No-reject subjects. Strong-Weak and Dominance Submission dimensions yielded no significant differences (Table 18a and d). There were no significant

Table 16

Distribution of Delinquent and Neglected vs. Control
Subjects in Number of Rorschach Rejections

	Reject	No-reject
Delinquent and Neglected	54	6
Control	37	24

$$X^2 = 13.97$$

$$P < .001$$

Table 17

Distribution of Grid Scores for Reject and No-Reject Rorschach Groups at Levels I, II and III

	Vectors										
	1	2	3	4	5	6	7	8	Tot	X ²	P
Level I:											
Reject	18	37	31	3	1	0	1	4	95		
No-reject	<u>12</u>	<u>4</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>26</u>		
Total	30	41	40	3	1	0	1	5	121	11.3	NS (not valid)
Level II:											
Reject	22	5	7	2	7	5	17	30	95		
No-reject	<u>3</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>5</u>	<u>4</u>	<u>10</u>	<u>26</u>		
Total	25	5	9	4	7	10	21	40	121	11.85	NS (not valid)
Level III:											
Reject	11	36	26	6	7	1	5	3	95		
No-reject	<u>6</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>6</u>	<u>26</u>		
Total	17	41	29	7	10	2	6	9	121	19.07	<.01 (valid)

Table 18

Distribution of Reject and No-Reject Rorschach Groups
by Grid Divisions at Level III

		S	W
a.	Reject	55	40
	No-reject	18	8
	$\chi^2 = 1.10$		
NS			
		P	N
b.	Reject	20	75
	No-reject	14	12
	$\chi^2 = 10.87$		
P < .001			
		D	ND
c.	Reject	15	80
	No-reject	11	15
	$\chi^2 = 8.51$		
P < .01			
		D	S
d.	Reject	76	19
	No-reject	19	7
	$\chi^2 = 0.58$		
NS			

differences in extremeness of diagnosis at any of the three levels (Table 19).

Another question was raised regarding the kind of person who uses only unmodified rejection (R) or only the defensive, modified rejection (R-1). Of the 95 subjects who gave rejections, 54 used only one kind. Of these, 10 used R exclusively and 44 used R-1 exclusively. There was no significant difference in the use of R only or R-1 only among delinquent, neglected and control groups (Table 20). In addition, there were no significant differences in the exclusive use of one kind of rejection by High F and Low F subjects (Table 21).

Relating R and R-1 subjects to the diagnostic grid, it was found that they do not differ on any of the grid divisions at Level II (Table 22). However, two of the four divisions differentiated the groups at Level III (Table 23). The Positive-Negative division resulted in significant differences, with the R-1 group falling more in the Negative portion of the grid; the R group was evenly divided. The Dependence-Non-Dependence dimension also differentiated the groups, the R group scoring more frequently in Dependent and the R-1 group in the Non-Dependent sectors. Strong-Weak and Dominance-Submission dimensions yielded no significant differences (Table 23).

Table 19

Distribution of Reject and No-Reject Subjects in Extreme
or Moderate Scores at Levels I, II and III

	E	M	χ^2	P
Level I:				
Reject	83	12		
No-reject	22	4	0.13	NS
Level II:				
Reject	44	51		
No-reject	15	11	1.06	NS
Level III:				
Reject	75	20		
No-reject	20	6	0.05	NS

Table 20

Distribution of Delinquent, Neglected and Control
Subjects in Use of R Only or R-1 Only

	R only	R-1 only
Delinquent	3	11
Neglected	4	10
Control	3	23
$\chi^2 = 1.86$		
NS		

Table 21

Distribution of High F and Low F Subjects
in Use of R Only or R-1 Only

	R only	R-1 only
High F	2	9
Low F	8	35
$\chi^2 = 0.01$		
NS		

Table 22

Distribution of R Only and R-1 Only Groups
on Grid Divisions at Level II

		S	W
a.	R only	6	4
	R-1 only	37	7
	$\chi^2 = 2.92$		
NS			
		P	N
b.	R only	7	3
	R-1 only	36	8
	$\chi^2 = 0.70$		
NS			
		D	ND
c.	R only	6	4
	R-1 only	28	16
	$\chi^2 = 0.05$		
NS			
		D	S
d.	R only	6	4
	R-1 only	30	14
	$\chi^2 = 0.25$		
NS			

Table 23

Distribution of R Only and R-1 Only Subjects
on Grid Divisions at Level III

		S	W
a.	R only	8	2
	R-1 only	24	20
	$X^2 = 2.19$		
		NS	
		P	N
b.	R only	5	5
	R-1 only	7	37
	$X^2 = 5.48$		
		$P < .02$	
		D	ND
c.	R only	8	2
	R-1 only	10	34
	$X^2 = 12.03$		
		$P < .001$	
		D	S
d.	R only	8	2
	R-1 only	33	11
	$X^2 = 0.11$		
		NS	

CHAPTER V

DISCUSSION

The results of this study clearly support the idea that delinquent and neglected girls are similar people but with some slight and consistent differences which distinguish them from one another.

First, neglected girls tended to be more of a "type" than did delinquent girls. The most heterogeneous group of all was the control group; indeed, the heterogeneity of control subjects provided the basis of differentiation much of the time.

Neglected subjects were so consistent as to suggest a singularity of self structure and experience. Nearly all of these subjects scored positive at Level II and negative at Level III (Tables 2 and 3). This unequivocal position of the group as a whole suggests that part of what is involved in being a neglected (yet non-delinquent) girl is a cooperative, affiliative notion of herself, a notion which acts as armor against recognizing and integrating a substructure of hostile experience. The neglected girl apparently values social propriety for some expedient which

does not allow a basically vengeful orientation to become part of what she experiences as "me." This kind of structure is what Erikson (1968) calls a fake ego identity, one based on a "compelling social prototype," one which allows into awareness experience which would seriously endanger the "front."

Half of the neglected group (14 of the 29) provided a mode of bland conventionality (octants 7 and 8) at Level II and a fantasy life of narcissistic exploitation (octant 2) at Level III (Appendix A gives individual three-level diagnoses). Therefore, it appears that the neglected girl's fantasies of others' admiring and envying her (although not necessarily liking her) are experienced as a product of the external situation with little relevance to her typical way of organizing her experience. Perhaps the fantasy level of experience suffices for the moment to stave off the now-and-forever feeling of being "not-quite-somebody" which Erikson (1968) writes about in relation to adolescents who are failing in the tasks of the period.

The "reservoir of hostility" of the neglected and the delinquent child, as hypothesized by Ausubel, is clearly supported. It was refuted by not even one delinquent girl and by only a few neglected subjects (Table 3). Further, the data support his statement that those rejected children who do not become delinquent feel timid and helpless and do not recognize this growing vengefulness.

Delinquent girls appear to be less a single "type" of person than neglected girls, a result which meets the expectations based on Ausubel's statements about the various natures of children who become delinquent. Some are extrinsically valued children and some are rejected children, resulting in somewhat different kinds of people. In this study a majority of delinquent subjects were very like the neglected girls on the Positive-Negative dimension at Levels II and III (Tables 2 and 3), but more delinquent girls than neglected girls were aware of and identified with their hostility (Level II). Those are the delinquents who have chosen a negative identity as preferable to being "not-quite-somebody" (Erikson, 1968).

Whatever their "claimed" identity (Level II), however, delinquent and neglected subjects tend to reject the world around them more than do their "normal" counterparts. Substantiating the more negative aspects of their experience of self in fantasy (Level III) was the finding that delinquent and neglected subjects rejected Rorschach figures more often than did control group members (Table 16). Given a background of emotional deprivation or rejection, youngsters often discard what they see as useless or meaningless to them. More, perhaps, they project their negligible self-esteem in an effort to defend against experiencing these excruciating feelings directly. It is clear that for the neglected and the delinquent alike the world

is not a satisfying place.

The experience of not being able to make a welcome mark on the world seems to slip into the purpose, as the next best alternative, of leaving a bruise. For the delinquent child, this impulse moves quickly into behavior (and often without benefit of awareness and integration, Table 6) which so often seems to say, "I'll reject you before you can reject me." For the neglected child there appears to be a barrier which inhibits direct action of the fantasied vengeful self and which also inhibits the child's laying claim to the hostility at the level of conscious communication and identity (Level II).

However, because so few of the older girls at the institution for neglected were clearly non-delinquent (see Chapter III), the question arises as to whether the barrier continues to function so effectively as they reach the mid-teens. It seems likely that, whatever the expedencies of socially acceptable behavior on the part of the young neglected adolescent, the valence of "niceness" fades with time or with more rejecting experience, possibly with institutionalization itself as it interacts with the emerging mid-adolescent character. It is possible, too, that fantasy alone becomes insufficient in a period as lively as adolescence.

A slim but crucial difference between neglected and adolescent girls appears to lie in the slightly more

adaptive nature of the neglected girl at the level of fantasy (Table 11). The mode for the neglected girl was the competitive-narcissistic vector (octant 2); the mode for the delinquent girl was the aggressive-sadistic vector (octant 3), as shown in Table 11. The neglected girl appears to gain some satisfactions in fantasies of being admired and envied, indicating that she has some motivation toward social adeptness without jeopardizing her basic rejection of others. She does not need to be warmly disposed toward others in order to inveigle or coerce them into an admiring relationship with her. Indeed, it would be quite to her disadvantage to feel warmly. There is something of the self-righteous air about people who score in this vector (at Level I), an air which, if not too cold-hearted and rejecting, can be interpreted by others as firm and self-respecting (Leary, 1957). The delinquent girl, on the other hand, quiets her anxieties with fantasies of direct revenge, leaving her without any motivation toward social adroitness. She is walled off with her hostility--her fight with the world appears to be her major concern.

Few neglected and delinquent girls become dependent on others (Table 12) while more of the "normal" population tend to allow themselves to lean on others when it is necessary or appropriate. At the psychological level, this finding is related to the hostile stance of the two

experimental groups at the fantasied level of experience (Level III).

These findings form what is probably the most crucial similarity of the neglected and the delinquent girl. In a broad sense, hostile aggression (as in the delinquent) and its near relation, narcissism (as in the neglected), both are defenses against dependency. The findings lend support to what initially was an assumption that the majority of these two groups are non-satellizers. Here is substantiation that they defend against satellization and its attendant dependency and identification.

Erikson puts it in different language:

. . . only as a dependent does man develop conscience, that dependence on himself which makes him, in turn, dependable; and only when thoroughly dependable with regard to a number of fundamental values can he become independent and teach and develop tradition [1968, p. 75].

What has been called "Non-Dependence" in this study appears to pass for "independence" for both neglected and delinquent girls. The maneuver probably involves the rationale: "If I cannot depend, and if I can stand on my own, then I am independent." Erikson's concept of independence is a broader concept, one of socialization (through the levels of personality), one which carries with it the seeds of being one upon whom others can depend.

Erikson expands his thesis:

The contribution of man's extended childhood to . . . his capacity for sympathy and faith is well

known, but often too exclusively known. . . . The child's inborn proclivity for feeling powerless, deserted, ashamed, and guilty in relation to those on whom he depends is systematically utilized for his training, often to the point of exploitation . . . with the result that impotent rage is stored up where energy should be free for productive development [1968, pp. 75-76].

The histories of both groups represented here typically reflect exploitation or open rejection from those on whom the subjects needed to depend during childhood and later. What grows out of such interaction is profound fear of dependent relationships. The question that arises is: How much potential for dependency is there now, in adolescence? This study was not designed to answer such a question, but it can be speculated about in terms of the needs of the delinquent and the neglected adolescent as they are reflected here. Their needs are somewhat different: The solidly-entrenched delinquent cannot tolerate even the first twinge of the temptation to be friendly with an adult (Redl, 1951) and promptly resorts to delinquent skills and rejecting behavior in order to protect himself from such a relationship and its dependent, non-delinquent consequences. Insofar as delinquents have made a negative identity their own (Tables 2 and 3, and the aggressive mode at Level III), such defense is probably true of subjects here. The neglected girl, who is not so clear about her identity (Tables 2 and 3) and who is motivated to not displeasing others (the narcissistic

mode at Level III) is not so solidly hostile as some delinquent girls. To the extent that she is not, she may have more capacity for dependency yet intact than does the negatively identified delinquent girl.

Many neglected and delinquent adolescent girls can be described as feeling some confusion about their identity. Not only does the conflict between levels suggest such confusion (Tables 4 and 5), but also their impressing both themselves and others as being extreme (Table 8) lends support to the interpretation. Such extremeness appears to be related to Erikson's appraisal of identity as being something other than fully conscious when it is reasonably stable:

An optimal sense of identity . . . is experienced merely as a sense of psychological well-being. Its most obvious concomitants are a feeling of being at home in one's body, a sense of "knowing where one is going," and an inner assuredness of anticipated recognition from those who count [1968, p. 165].

The delinquent and neglected girls' awareness of being extreme, then, hints at a crisis situation in identity. It is interesting to note, however, that such over-reactivity is typical of all adolescent girls at the level of fantasy (Table 8). That is, the fantasied self goes into action with little stimulation. This finding concurs with common observation of the difficulty in making accurate diagnostic statements about adolescents (Erikson, 1968; Blos, 1962), much diagnostic work being based on

the organization of experience at the level of fantasy. (The relationship of Level III to the Rorschach as used here is discussed later.)

One of the striking features of the exploratory aspects of the study is that Dominance-Submission in no way differentiated the groups. Ninety-six per cent of all subjects scored Dominant at Level I, 65 per cent scored Dominant at Level II, and 80 per cent scored Dominant at Level III (Table 11). It appears, then, that adolescent girls in general have strong needs (Level III) to dominate others and do, indeed, impress others in this fashion (Level I). However, it is apparent that a large proportion (35 per cent) think that they do not actually dominate so much as they submit (Level II). Many of this 35 per cent, then, apparently recognize neither the need to dominate nor the interpersonal message they send. It seems likely that these adolescents feel that they are misunderstood and that people react to them without knowing their "intentions."

One hypothesis was not supported and, because it was based on previous findings (Brown, 1964), it might be well to discuss it specifically. The hypothesis was that delinquent subjects would be similar at Levels II and III more frequently than would neglected and control subjects. Neglected subjects fell in the predicted direction of dissimilarity between levels. The other groups not only did

not support the hypothesis, but, indeed, reversed it (Table 4). The most notable difference, and most likely explanation, lies in the age factor (Table 5). Subjects in this study are about 18 months younger, on the average, than subjects of the previous study, and it may be that that such time in early adolescence is of critical importance in self perception. Eighteen months for a young hostile girl may provide more recognition of her hostility, more alignment of the levels. Eighteen months also might be necessary to bring "normal" girls into the full swing of de-satellization; control subjects in this study did not appear as brash and hostile at Level II as did their older counterparts in the previous study.

Another difference between the subjects of the two studies is the inclusion of High F subjects here. In an attempt to make sense of findings related to the unsupported hypothesis, an analysis was made of the frequency that subjects isolate Levels I and III from Level II. Not only did delinquent subjects "isolate" more frequently than did non-delinquent subjects, but also High F subjects (of whom there were more proportionately in the delinquent group than in the other two groups) "isolated" more frequently than did Low F subjects. Because the 1964 study had no High F subjects, this finding in part explains the difference. However, any statement related to discrepancy between the levels for delinquent and "normal" girls

remains questionable.

Because it is prominent in both delinquent and High F adolescent girls, the "isolating" technique appears to be a useful construct. As a defense of pathological proportion, it deserves further consideration. People whose self-system is characterized by this defense make an impact on others (Level I) which is consistent with their fantasies (Level III) but not with what is integrated in awareness. These are people who do not have protective social facades, but facades only for themselves. Projection appears to be a major defense in maintaining this self structure.

Without exception, subjects who "isolated" were in the hostile vectors at Levels I and III and in positive vectors at Level II; so, in a general way, it can be interpreted that people with this type of self structure have difficulty integrating their hostility. "Isolating" people apparently are those who interpret others' behavior so rigidly in accord with their own expectations ("they hate me") that they not only misinterpret others' behavior when it is friendly but also precipitate hostile reaction, a reaction which then validates the assumption. "Isolators" probably alienate others consistently without a clear notion of the part they play in the process. The term "isolate" may be a fortunate choice, for it appears to be the psychological purpose and the social result as well as

a convenient term for the process itself. The structure represented by "isolating" thus signifies rigidity, a structure without the strength of flexibility but with the stubbornness born of a weak self system.

One major exploratory focus of this study was on the High F adolescent girl. High F scores, which in a general way reflect unconventionality, can be variously interpreted (Marks and Seeman, 1963). The person may not understand the questions; he may be falsifying his answers to "look bad"; he may be of an exaggerating nature; or he may be schizoid and indeed have had some odd experiences which result in a High F score.

Because in this study all subjects were able to read and to understand, and because at any obvious level there was nothing to be gained by "looking bad," the first two interpretations do not appear applicable. However, the over-reactive, exaggerating nature--with sometimes a strong schizoid flavor--is typical of some adolescents.

High F adolescent girls appear to be less concerned with meeting basic social demands at the level of fantasy than are their Low F counterparts (Table 14). They are, indeed, unconventional. These girls are more negative (Table 14) and also more mistrustful so far as dependency is concerned (Table 14). At this level, then, High F girls not only resemble each other but also resemble delinquent and neglected girls generally. It appears that

these are people with many of the same ways of organizing experience even though they handle their feelings differently enough in behavior to be subjects in different basic groups of this study. There was one distinction between High and Low F girls which did not hold among the basic groups, however. High F girls are more often extreme in fantasy (Level III, Table 1) than are Low F girls, suggesting a basic over-reactivity to their own emotions. Indeed, they could well be described as crisis-ridden, even more so than other adolescents. Because of a lack of difference in self-description (Level II, Table 13), it appears that High F girls have little idea that they are different from others. Further, the High F girl's judgment is not so accurate in the perceptual sphere as is the Low F girl's (Rorschach findings, Tables 9 and 10). Extending the interpretation, she cannot be expected to be so accurate, either, in interpersonal judgment. In this respect, again she resembles the delinquent and the neglected girls, whose judgment was distinctly poorer than the "normal" girls (Table 10).

The High F neglected girl appears to be exceptional. Although the sample was very small (only five subjects) and made no great impact on the findings as a whole, it appears that High F neglected girls tend to show better judgment (as indicated in their Rorschach performances) than any other of the six groups, with the possible

exception of Low F control girls. This is a hint of some kind of stability which is not characteristic of the High F group as a whole nor of the neglected group as a whole. Further, during the testing sessions not one High F neglected subject came to the special attention of the examiner. In the other groups, many High F subjects made their presence known. For example, one such subject in the control group sat apart from the general group and, although it was a spring-like day and she was sitting in the sunshine, kept on her coat for the entire two-hour testing; she did not look at the examiner in their brief contacts. Another was restless, the only foot-shuffler of the group. At the institution for delinquents, High F subjects tended to ask many questions, all with an insistent quality. An answer only brought another question. The purpose appeared less to meet the requirements of the task and more to reveal personal difficulties through the testing situation. A challenging air typically accompanied the questions, as did much laughing or exaggerated discouragement about completing the tests.

The test data, then, in combination with observational data, suggest that High F adolescent girls feel similarly about themselves and others but handle the feelings in dissimilar ways, at least at the behavioral level. They can fade into their surroundings by looking "average," as did several in the delinquent and control groups and

all in the neglected group; they can signal their withdrawal publicly, as did the girl with the coat; or they can be defensively aggressive with insistent and continuing questions. All are ways of keeping psychological distance from others.

Another exploratory aspect of the study was to see if the Rorschach relates to the Leary system at Level III. It is apparent that it does (Tables 17, 18, and 23). Although the approaches differ greatly, both appear to tap the same level of self functioning.

Data were examined without regard to the original groups (neglected, delinquent, and control) but only with regard to relating the Rorschach to the Leary grid system. Rejections were the focus of this aspect of the investigation. Girls who reject Rorschach figures are different diagnostically (at Level III only) from those who do not (Table 17). Those who reject any figure (in either a modified or unmodified manner) are frequently negative in attitudes toward others, and they tend not to allow themselves to depend on others (Table 18). In terms of vectors, 65 per cent of the Rejectors scored in the competitive and aggressive octants. Of those who did not reject, 65 per cent scored in the responsible, managerial, and competitive vectors. So, while there is overlap between the groups, the weight toward hostility and mistrust on the part of Rejectors is clear.

Examining the Rejectors alone, it was found that those who gave only "Nothing at all" rejections (R) tend to be hostile toward others less frequently than those who reject defensively (R-1, Table 21b). Further, girls who are matter-of-fact about rejecting (R) are less defensive about depending on others than are those who are more defensive in their rejections (Table 23c). It should be noted that R-1 responses tend to be insolent in tone, belittling the figures ("Just messy colors"). This kind of defense is designed to attenuate anxiety and probably is used by these nervous adolescents in interpersonal context, too. It seems to be used by those people who at a characterological level (III) have little sense of personal value and are mistrustful of others' capacity to be benign toward them.

This study, as a whole, indicates answers to some questions with clarity but raises still other questions. Further research is indicated, for instance, to answer the question as to whether satellizers do, indeed, experience more turmoil than do non-satellizers in the period of adolescence, as Ausubel states (1952). A longitudinal study of satellizers and non-satellizers would appear to be best suited to settle this question, for measuring the degree of satellization can be done most accurately during the years of satellization; Ausubel states the peak as being at about eight years of age. In addition, the

etiology of neglected and delinquent adolescents could be studied with such longitudinal work.

Further, the next logical extension appears to center on the kind of people neglected and delinquent adolescents become as adults. One question might be, for instance, whether Level III diagnoses indicate future change in that direction.

Finally, it would be interesting to see to what extent neglected and delinquent boys are similar to the girls on self measures. Ausubel (1952) makes little distinction between the sexes as he describes the processes of satellization, de-satellization, and non-satellization. Therefore, self structure as reflected in the levels as measured here could be expected to be similar. Again, a longitudinal study would be best suited to pin-pointing differences between different kinds of non-satellizers, those who become delinquent and those who do not. Social stratum~as it affects non-satellization is another dimension which could be investigated profitably.

CHAPTER VI

SUMMARY

The purpose of this study was to investigate some differences between the neglected girl and the delinquent girl. Levels of self were the focus of the differentiation because of the experiential validity of self and the predictive importance of it. Expectations were based primarily on Ausubel's theoretical formulations about satellizers (control group) and non-satellizers (neglected and delinquent groups), although it was recognized that the groups of this study do not represent "pure" types. Hypotheses about neglected girls were made on the basis of Ausubel's statements about rejected children. Both rejected and extrinsically valued types of non-satellizers were expected to make up the delinquent group, and hypotheses were made accordingly. For purposes of prediction and interpretation, it was assumed that the control group had a number of satellizers within it.

The subjects totalled 122, with 29 in the neglected group, 31 in the delinquent group, and 62 in the control group. The Interpersonal Check List, the MMPI, and the

multiple-choice Rorschach were administered to them. The first two tests were used to compute three levels of self as systematized by Leary. Level I is the level of public communication, those interpersonal messages which "pull" reciprocal behavior from another; Level II is the level of conscious communication, as the person describes himself interpersonally; Level III is the level of the fantasied self, what kind of role is usually played in fantasy. The third test, the Rorschach multiple-choice, was a supplementary measure of self functioning at a level similar to Level III.

The major findings were that the neglected girls reported themselves (Level II) as more positive than did delinquent girls and that both groups had scores which were overwhelmingly negative at Level III. These findings lend support to Ausubel's (1952) conceptualization of the rejected (here, neglected) child. Although the delinquent girls were not so clearly a "type," as can be expected on the basis of Ausubel's reasoning, a number among them clearly have committed themselves to a negative identity as described by Erikson (1968).

A slim but distinct difference was found between the groups at Level III where the neglected girl's fantasied self tends to stay within some bounds of meeting basic social demands (the Level III mode was the narcissistic-competitive), and the delinquent girl's fantasied

self tended to be more directly vengeful (the Level III mode was aggressive-sadistic).

A crucial similarity of the groups was seen in the two experimental groups being less able to be dependent on others than were their "normal" counterparts. The aggression and narcissism which characterize the two groups were viewed as defenses against dependency, defenses which tend to make it unlikely that they can grow into independent people who are dependable for others (Erikson, 1968).

On the Rorschach, control girls, as predicted, showed better judgment of form than did either neglected or delinquent girls. This finding can be interpreted to mean that neglected and delinquent girls cannot integrate new experience so well as "normal" girls and that neglected and delinquent girls do not show as sound judgment interpersonally as do their "normal" counterparts.

An exploratory aspect was the separating of subjects who had exaggerated F scales on the MMPI in order to ferret out some similarities of the High F person as opposed to the Low F person. High F subjects (27 in all) appeared to be over-reactive people who were not so strong in a socially adaptive orientation as Low F subjects (95). Further, they appeared to be more negative and more mistrusting of dependent relationships than were Low F subjects. High F subjects also tended to score alike at

Levels I and III and different at Level II oftener than did Low F subjects. People who "isolate" Levels I and III from Level II were discussed in terms of the kind of psychological processes entailed and in terms of their alienating others, a social result of this kind of self structure.

Rorschach rejections were explored, with the finding that more delinquent and neglected subjects responded with rejections than did control subjects. Specific kinds of rejections also were explored with a view to understanding the process of rejection as related to adolescent girls. Rorschach rejection was related to negative feelings and to reluctance to depend on others as reflected by Rejectors' grid diagnoses at Level III.

Suggestions for future research were indicated, with the emphasis on longitudinal research to delineate various kinds of non-satellizers more clearly.

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APPENDICES

Appendix A: Subject Data

	Subject No.	Age	Length of Institution- alization	Grade	Grid Diagnosis			Rorschach		
					I	II	III	Form	R	R-1
Neglected Low F	1	17.3	3.2	11	<u>1</u>	<u>8</u>	5	25	0	0
	2	17.3	3.1	12	8	6	1	17	10	0
	3	16.8	.6	11	5	<u>8</u>	<u>2</u>	10	8	7
	4	16.7	1.5	11	<u>1</u>	<u>1</u>	<u>2</u>	14	6	4
	5	16.6	.2	11	<u>1</u>	<u>1</u>	<u>2</u>	18	2	3
	6	16.3	.1	10	<u>2</u>	8	<u>3</u>	13	6	4
	7	15.8	.2	10	<u>2</u>	1	1	18	2	0
	8	15.7	1.1	9	<u>2</u>	7	5	19	0	2
	9	15.7	2.6	7	<u>2</u>	8	<u>2</u>	18	0	3
	10	15.6	.3	9	<u>3</u>	<u>8</u>	<u>2</u>	16	1	4
	11	15.5	1.3	10	<u>3</u>	<u>3</u>	<u>3</u>	10	3	1
	12	15.0	.2	9	<u>8</u>	<u>1</u>	6	16	2	0
	13	14.8	.9	9	<u>1</u>	<u>8</u>	<u>2</u>	27	0	0
	14	14.8	.1	9	<u>2</u>	<u>1</u>	3	23	0	2
	15	14.3	1.6	9	<u>1</u>	<u>8</u>	<u>3</u>	22	0	1
	16	14.3	6.8	8	<u>2</u>	7	2	12	7	0
	17	14.1	.3	8	<u>3</u>	<u>7</u>	5	27	0	0
	18	13.8	.2	8	<u>8</u>	<u>1</u>	<u>2</u>	15	0	3
	19	13.6	.3	8	3	7	<u>2</u>	22	0	1
	20	13.3	.9	7	<u>1</u>	<u>8</u>	<u>2</u>	22	0	0

	Subject No.	Age	Length of Institution- alization	Grade	Grid Diagnosis			Rorschach		
					I	II	III	Form	R	R-1
Neglected Low F (continued)	21	13.3	.5	9	<u>2</u>	<u>8</u>	<u>2</u>	18	2	4
	22	13.3	.6	9	<u>3</u>	<u>8</u>	<u>2</u>	15	7	5
	23	13.2	4.3	8	<u>2</u>	2	<u>3</u>	13	3	13
	24	13.2	.3	7	1	<u>8</u>	<u>2</u>	10	2	12

	Subject No.	Age	Length of Institution- alization	Grade	I	II	III	Form	R	R-1
Neglected High F	25	15.7	2.9	6	<u>3</u>	<u>8</u>	<u>2</u>	25	0	3
	26	15.7	.2	8	<u>3</u>	8	<u>2</u>	24	0	2
	27	14.9	.6	10	<u>3</u>	<u>1</u>	<u>2</u>	18	0	2
	28	14.9	.5	10	<u>3</u>	<u>8</u>	<u>2</u>	22	0	3
	29	13.5	2.7	6	<u>3</u>	1	<u>1</u>	25	1	0

	Subject No.	Age	Length of Institution- alization	Grade	Grid Diagnosis			Rorschach		
					I	II	III	Form	R	R-1
	*30	17.3	1.8	12	<u>3</u>	<u>5</u>	<u>2</u>	21	0	1
	31	17.3	.2	10	<u>2</u>	<u>4</u>	<u>3</u>	24	0	0
	32	17.1	.5	10	<u>3</u>	<u>8</u>	5	19	0	2
	33	16.9	.1	10	<u>1</u>	<u>1</u>	<u>2</u>	21	0	1
	*34	16.8	1.1	12	<u>1</u>	8	4	22	3	3
	35	16.2	.6	9	<u>2</u>	2	<u>2</u>	20	1	0
	36	16.2	.2	11	<u>1</u>	<u>3</u>	<u>5</u>	23	0	0
Delinquent	*37	16.0	1.3	9	<u>2</u>	<u>1</u>	<u>4</u>	9	6	8
Low F	38	15.3	.2	9	<u>3</u>	6	<u>2</u>	23	3	1
(*indicates	39	15.1	.6	10	<u>2</u>	7	<u>2</u>	22	0	5
repeated	40	15.0	.6	10	<u>1</u>	8	<u>4</u>	17	0	2
commitments)	*41	15.0	.8	10	<u>1</u>	<u>8</u>	<u>3</u>	17	0	4
	*42	14.5	.7	9	<u>2</u>	8	<u>3</u>	13	1	5
	43	14.7	.1	9	<u>3</u>	7	<u>3</u>	12	0	6
	44	14.3	.1	9	<u>2</u>	3	<u>4</u>	14	0	3
	45	14.3	.3	9	<u>3</u>	<u>8</u>	<u>3</u>	18	1	1
	46	14.1	.1	8	<u>3</u>	7	<u>2</u>	17	6	2
	47	13.5	.1	0	<u>2</u>	<u>8</u>	<u>2</u>	25	0	1
	48	13.0	.3	8	<u>4</u>	<u>7</u>	3	18	0	2

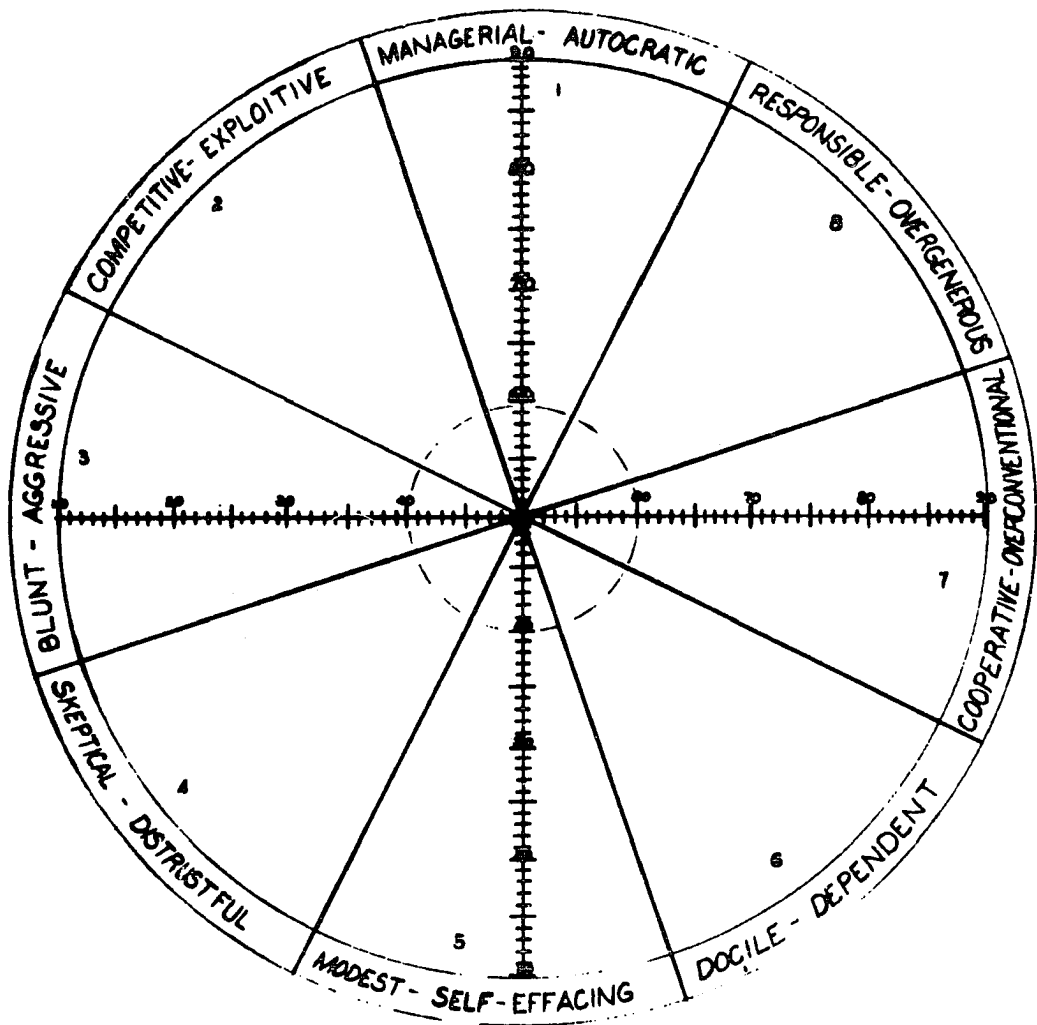
	Subject No.	Age	Length of Institution- alization	Grade	Grid Diagnosis			Rorschach		
					I	II	III	Form	R	R-1
	49	17.4	.3	12	<u>3</u>	<u>4</u>	<u>3</u>	7	15	6
	*50	16.1	1.8	11	<u>3</u>	2	<u>3</u>	19	2	2
	*51	15.9	2.2	10	<u>2</u>	5	<u>3</u>	11	1	11
	52	15.8	.4	10	<u>3</u>	<u>7</u>	<u>3</u>	22	3	1
	53	15.8	.1	9	<u>2</u>	6	2	26	1	0
Delinquent High F (*indicates repeated commitments)	*54	15.4	1.5	10	<u>3</u>	6	<u>4</u>	22	1	4
	55	14.6	.2	9	<u>3</u>	<u>1</u>	<u>3</u>	14	0	1
	56	14.5	.1	8	<u>3</u>	3	<u>3</u>	17	3	1
	57	14.3	1.2	8	<u>3</u>	3	<u>3</u>	9	9	0
	58	14.3	.4	8	<u>3</u>	<u>7</u>	<u>3</u>	26	1	1
	59	14.2	.1	8	<u>3</u>	<u>7</u>	<u>2</u>	15	10	3
	60	13.7	.8	8	<u>2</u>	3	<u>3</u>	14	2	4

	Subject	Age	Grade	Grid Diagnosis			Rorschach		
				I	II	III	Form	R	R-1
Control Low F	61	17.9	12	<u>1</u>	<u>1</u>	<u>2</u>	19	5	1
	62	17.8	12	<u>8</u>	<u>8</u>	<u>1</u>	28	0	0
	63	17.5	12	<u>2</u>	3	<u>2</u>	17	6	4
	64	17.5	12	<u>3</u>	7	<u>3</u>	20	0	1
	65	17.4	12	1	6	8	20	0	0
	66	17.3	12	1	5	<u>2</u>	25	0	1
	67	17.3	12	<u>1</u>	<u>8</u>	<u>7</u>	25	0	0
	68	16.8	11	<u>3</u>	7	5	20	0	6
	69	16.8	11	<u>1</u>	5	5	22	1	2
	70	16.6	11	1	<u>6</u>	<u>8</u>	23	0	0
	71	16.5	11	<u>2</u>	<u>7</u>	<u>8</u>	19	3	5
	72	16.3	11	<u>2</u>	6	<u>8</u>	29	0	0
	73	16.1	10	<u>1</u>	<u>8</u>	8	23	0	0
	74	15.8	10	<u>3</u>	7	<u>8</u>	24	0	1
	75	15.8	10	1	1	5	25	0	3
	76	15.8	10	<u>2</u>	6	<u>5</u>	15	9	1
	77	15.8	10	<u>1</u>	<u>8</u>	<u>8</u>	24	0	1
	78	15.6	10	<u>4</u>	5	<u>7</u>	23	0	1
	79	15.5	10	<u>3</u>	8	<u>2</u>	26	0	0
	80	15.4	10	7	8	<u>2</u>	28	1	0
	81	15.3	10	<u>2</u>	<u>4</u>	3	20	1	2
	82	15.3	10	3	<u>8</u>	<u>7</u>	20	5	0
	83	15.3	10	<u>2</u>	8	<u>1</u>	18	3	2

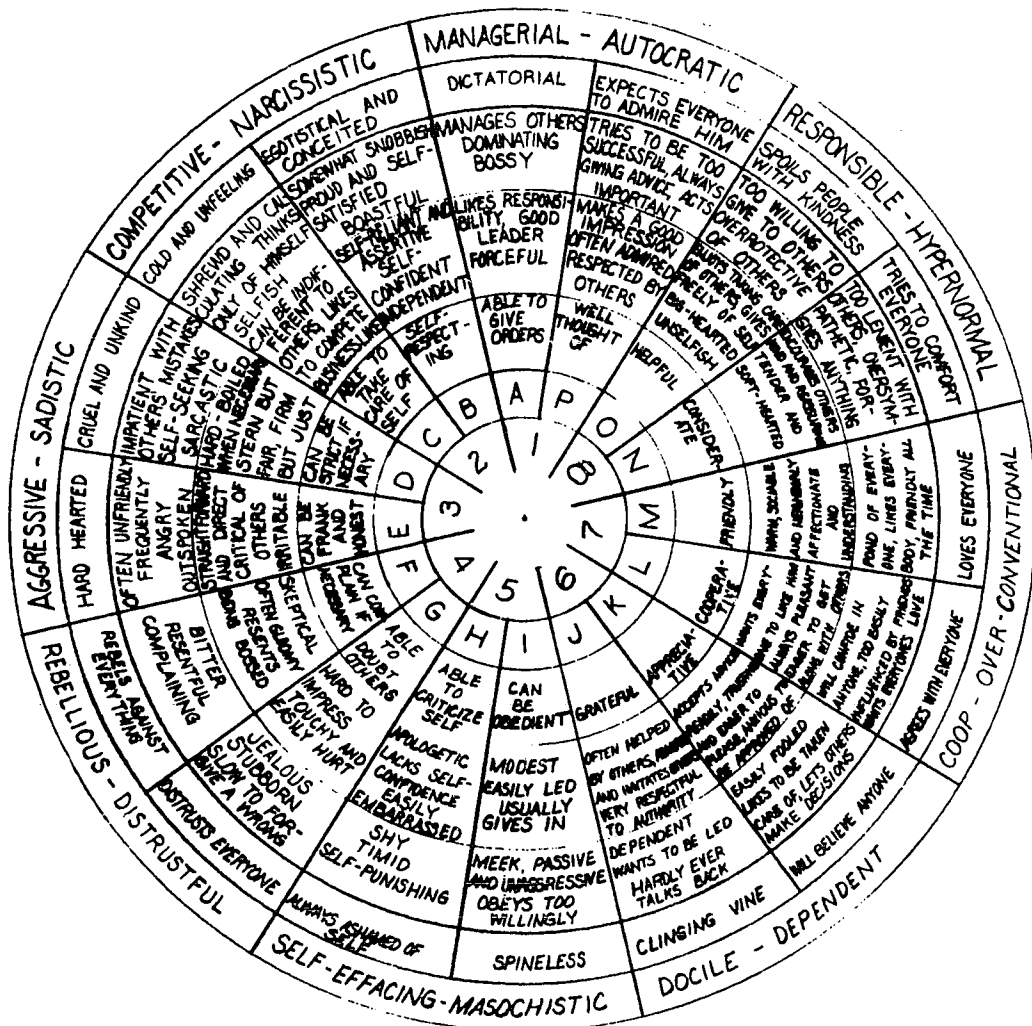
	Subject	Age	Grade	Grid Diagnosis			Rorschach		
				I	II	III	Form	R	R-1
	84	15.2	9	<u>2</u>	3	<u>2</u>	22	0	1
	85	15.2	9	<u>1</u>	1	<u>1</u>	20	2	3
	86	15.2	9	<u>3</u>	1	6	24	0	0
	87	15.1	9	2	7	<u>1</u>	16	1	6
	88	14.9	9	<u>2</u>	<u>8</u>	7	11	0	8
	89	14.7	9	<u>2</u>	2	<u>3</u>	22	0	4
	90	14.6	9	2	7	<u>7</u>	15	0	3
	91	14.5	9	<u>2</u>	<u>7</u>	<u>1</u>	21	0	6
	92	14.5	8	<u>1</u>	1	<u>1</u>	13	0	6
	93	14.5	9	<u>2</u>	<u>8</u>	<u>2</u>	24	0	0
Control Low F (continued)	94	14.4	9	<u>2</u>	<u>7</u>	<u>1</u>	23	0	0
	95	14.3	9	<u>2</u>	8	<u>2</u>	21	0	4
	96	14.3	9	4	<u>5</u>	1	17	4	0
	97	14.2	8	<u>1</u>	7	<u>8</u>	28	0	0
	98	14.0	8	<u>3</u>	6	<u>1</u>	26	0	0
	99	14.0	8	<u>2</u>	5	<u>3</u>	20	0	3
	100	14.0	9	<u>3</u>	1	<u>2</u>	20	0	0
	101	13.9	8	<u>3</u>	7	2	Incomplete		
	102	13.8	9	<u>1</u>	<u>1</u>	<u>2</u>	24	0	1
	103	13.8	8	8	8	<u>1</u>	18	3	3
	104	13.8	8	<u>1</u>	<u>3</u>	<u>1</u>	30	0	0
	105	13.7	8	1	7	8	25	0	0
	106	13.7	8	<u>1</u>	1	<u>7</u>	21	2	3

	Subject	Age	Grade	Grid Diagnosis			Rorschach		
				I	II	III	Form	R	R-1
Control Low F (continued)	107	13.6	8	<u>2</u>	<u>8</u>	3	10	0	11
	108	13.6	8	<u>2</u>	2	<u>2</u>	20	2	1
	109	13.6	9	<u>2</u>	1	3	18	0	4
	110	13.5	8	<u>2</u>	<u>1</u>	<u>2</u>	13	0	10
	111	13.4	8	1	<u>8</u>	<u>1</u>	27	0	0
	112	13.4	8	<u>1</u>	<u>8</u>	2	23	1	1
Control High F	113	16.9	11	<u>2</u>	<u>1</u>	<u>3</u>	20	0	1
	114	16.3	11	<u>3</u>	<u>1</u>	<u>4</u>	17	0	0
	115	15.4	10	<u>3</u>	6	<u>3</u>	16	0	0
	116	15.3	10	<u>3</u>	4	<u>3</u>	27	0	0
	117	15.1	9	<u>3</u>	<u>8</u>	1	23	1	1
	118	14.5	9	<u>3</u>	8	<u>2</u>	12	1	14
	119	13.7	8	<u>3</u>	8	<u>1</u>	23	0	0
	120	13.5	8	<u>2</u>	<u>1</u>	<u>2</u>	20	0	1
	121	13.3	8	<u>2</u>	<u>1</u>	<u>4</u>	21	0	2
	122	13.1	8	<u>3</u>	8	<u>2</u>	26	0	2

Note: Underline in grid diagnosis indicates extreme score as defined by Leary.



Appendix B: Illustration of the Leary diagnostic grid of eight vectors



Appendix C: Illustration of the Leary diagnostic grid defining specific interpersonal attitudes by vector