

THE PROJECTIVE TECHNIQUE OF PERSONALITY STUDY
AS ILLUSTRATED BY THE RORSCHACH TEST, ITS HISTORY,
ITS METHOD, AND ITS STATUS

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CHAPTER I

THE PROBLEM AND OBJECTIVES OF THIS THESIS

THE PROBLEM AND THE PROCEDURE

Statement of the problem. Since the techniques of personality study are becoming so important to the study of the normal and abnormal individual, the problem of this study is to investigate thoroughly the history of the movement, its method, and its present status through studying the outstanding example of projective measurement—the Rorschach Test.

Order of procedure. (1) To study all available data on the history of the Rorschach Test; (2) to study the test itself and the techniques for administering and interpreting the results; (3) to find as much available research as possible on the Rorschach Test including opinions of its value and experiments employing it, and through a study of these data, to arrive at conclusions as to its present status in the fields of psychiatry and psychology; (4) and finally, to present in this thesis the material thus discovered and accumulated, in a form of order similar to that of the procedure in the study.

INTRODUCTION AND STATEMENT OF OBJECTIVES

Projective testing, that omniscient and almost mystical tool of modern psychological science, used for bringing forth for analysis the differential parts of the personality, is becoming increasingly well known and celebrated in nearly all circles. Amazing achievements are claimed for it, and its potentialities are predicted as unlimited.

The notoriety of the method is unique in that it extends from the plane of the very learned to that of the very unlearned. Strangely, its name is almost as familiar with the general public as it is with the professional group, the psychologists and psychiatrists. The professional group esteems the method because of its achievements and efficiency. The lay group likes the method because of its qualities of scientific magic.

Because of its renown, the method has become important "news" in both professional and popular publications. Everyone is eager for further word of this entrancing instrument. Yet, at present, there are but two sources of information on the projective method. There is, as usual, the intricate and scientific approach of the professional publication. There is also the more sensational source of the popular magazine and newspaper. Very little material, however, can be found on the intermediate or semiprofessional

level. Thus without a source of information are such groups as teachers and educators, who need a more reliable knowledge of the method than can be gained from the popular magazine and who are baffled by the technicalities of the professional articles.

It is to fill this gap that this paper is being developed. It thus will be the goal of the writer to create and present here an accurate and concise source of semi-professional information on projective testing. It is especially desired that this work shall be of value to the members of the teaching profession, who do need a knowledge of such developments and who do not have time to study the complicated professional articles, which are both hard to understand and difficult to obtain.

Although the techniques of projective testing are several, each encompasses the basic principles of projection. That is, in each test the subject is asked to project himself mentally into a particular situation. The scoring of the test is then done with regard to the type of reaction made by the subject. Such things as ink blots, cartoons, and pictures are used as objects for the projections of the subject.

All of the techniques of projective testing are of nearly the same age. Also, they have similar backgrounds of development. In many cases, so close are the techniques

together in growth, that important advancements of the same nature have been reported for two or more of the techniques at the same time. Usually, where historical reference of one technique is found, mention of another projective method is made also. Therefore it can be said that the various types of projective tests are all of similar method and background.

It is because of the above stated fact that it has seemed best to attempt to describe projective testing by manner of recounting the data of an outstanding example of the method. The technique chosen for illustrative purposes is the ink blot test, better known as the Rorschach Test. It is felt, therefore, that by using the Rorschach Test as an example a more thorough background and understanding of the projective method of testing can be attained by the reader than could be gained by similar effort if all of the details of every projective testing device were presented. Such a development as the latter would tend toward a listing of many facts, leading perhaps more to confusion than to understanding.

The Rorschach Ink Blot Test is among the oldest of the projective methods. It is considered the most efficient. It uses large ink blots for the stimulative material in the projections of the subject. It is in this factor that the superiority of the test is gained. As will be explained more thoroughly in the following pages of this paper, by the use

of these ink blots the subject is prevented from attaching social significance to his reactions during the test. He, therefore, is kept from altering or muffing his test performance so that it will match socially accepted standards, as is so often done by subjects with tests more easily relatable to customs.

The Rorschach Test is not only the most efficient of the projective techniques but also the most authentic and the most difficult to administer and interpret of all the projective methods. It is for this reason that it has become so outstandingly popular. It is this also that causes the test to be such a tremendously interesting and valuable subject for study. Study of this test will, therefore, create a much richer knowledge of all projective testing than would the acquaintance with any of the more simple of the techniques.

ORGANIZATION OF THIS PAPER

To be included in this paper will be: (1) the historical background of the Rorschach Test, consisting of an account of the psychological experiments and developments which occurred before the actual advent of the Rorschach Test itself and which contributed to the development of the test; (2) a description of the method of the Rorschach Test, including the techniques of administration and interpretation;

(3) the developments, current uses, and opinions of the Rorschach Method, encompassing especially those developments of the past few years since the beginning of World War II; (4) a description of the procedure and technique of the Rorschach Group Method, with the details of the latest and most rapid of the group techniques and their use in establishing norms; (5) a summary of the material presented in this paper and conclusions as to the present and future status of the Rorschach Test and of projective testing, as based on the findings presented in this paper.

CHAPTER II

HISTORICAL BACKGROUND OF INK BLOT TESTING

INTRODUCTION

Before any momentous discovery can be made, much ground work must go into its foundation. All great discoveries are actually made by a person who puts the right known facts together in the right way at the right time. No experimenter can know when he is putting the facts together in just this way, and very often he finds that his combination of facts is actually just another stone in the arch of discovery and not the keystone. In this manner there may be many heart-breaking "near misses," for the stones next to the keystone must precede its entry into the structure, and though ever so close, they are not the all important final stone.

The story of Rorschach's Ink Blot Test discovery is found to be again of this pattern. From earliest time, men must have had thoughts about the shapes of particular stains or clouds. At first probably there was only mild interest in what each man saw. Then, as there always must be, some unsung early scientist made a discovery about the thoughts of men as they observed a stain. Thus, in the slow but rapidly accelerating manner of a geometric progression, each

discovery lighting the way for a few more, the tiny snowball of ink-blot testing began to roll down hill.

It is the story of the progress of this snowball which this chapter will cover. The development here, however, will include only the activity of this initial snowball from the time of its beginning to the time of its bursting into crowning glory, the Rorschach Test. Other chapters will tell the story of the snowballs formed by the bursting particles, as the developments of the many deviations in technique of the Rorschach Testing began.

DEVELOPMENT

Although investigation seems to indicate that the greatest swirl of interest--and thence writing--has occurred in the Rorschach Testing Field in the last decade, the idea of using ink blots for various types of psychoanalysis is not new. Of course the Rorschach Test itself began only as far back as 1921 when Herman Rorschach, a Swiss psychiatrist and psychoanalyst, brought out his book Psychodiagnostik, written in German. Before this, however, there was a period of over sixty years during which the idea appeared again and again, each time at shorter intervals and each time just a little more fully developed.

The earliest record of the use of ink blots in psychological study occurs in the book, Klexsographien,

published in 1857 in Tuebingen, Germany.¹ The author of the book is Justinus Kerner, often considered a pioneer in modern psychiatry. The time was approximately that of the dawn of modern psychology and was in the period during which medicine was developing the beginning of the specialty known today as psychiatry. In the book, Kerner recounts how he accidentally found the psychological possibilities inherent in the use of ink blots when he observed in some ink blots which he was toying with a number of strange and bizarre meanings. Thus occurred probably the first appearance of ink blots in the field of psychology and psychiatry.

Kerner's study of ink blots was, of course, very primitive compared to current study. He, however, did discover that ink blots could not be made according to any pre-conceived plan, such as calling up an image of a particular object, but rather that the ink blots developed and then tended to impose their meaning and significance upon the producer. Kerner apparently did not realize or discover that each person would see a different image in an ink blot according to the interplay of the objective features of the ink blot and the individual projections of the observer. This factor was to be later discovered.

¹Bruno Klopfer and Douglas Kelley, The Rorschach Technique, revised edition (New York: World Book Company, 1946), p. 1.

The next record of ink blots in relation to psychological study occurs in the paper, "La Psychologie Individuelle," by Binet and Henri.² Binet is known best in his relation to modern intelligence testing. In the paper it was suggested that ink blots might be used to study the various traits of personality. Thus the founder of modern intelligence testing provides another link in our chain of events in the growth and history of ink blot testing.

In 1897, G. V. Dearborn of Harvard, in an article titled, "Blots of Ink in Experimental Psychology," described a standardized method for making ink blots. Dearborn suggested using a piece of paper about "three centimeters" by "six centimeters" of a quality which would cause the ink to dry rapidly. The paper was to be folded partially, the ink dropped about the inner part of the fold, and the two halves of the paper then pressed together with the drops of ink in between. Several small drops of ink were recommended over one large drop of ink for developing the best and most interesting blots.³

Although the Rorschach Ink Blots of today are standardized and thus need not be made fresh for each set of

²S. E. Sharp, "Individual Psychology," Psychological Review, 10:329-91, 1899.

³G. V. Dearborn, "Blots of Ink in Experimental Psychology," Psychological Review, 4:390-91, 1897.

testing, often this same process is used to make practice blots for use in developing rapport and understanding before the administration of a Rorschach Test. The Rorschach Ink Blots are also much larger--seven by nine and one-half inches as to one and two-tenths by two and four-tenths inches--than those described by Dearborn. It might be assumed, however, that Rorschach made his original ink blots similar to those lines described by Dearborn.

Dearborn suggested that the ink blots might be used to:

1. Study the content of consciousness--in regard to ease of recognizing an object and its reverse.
2. Study memory--length of time to recognize a blot. Also, to later reproduce the outline of an "exposed character."
3. Study imagination both qualitatively and quantitatively.
4. Study "associational suggestiveness."⁴

In 1898 another article by Dearborn appeared titled, "A Study of Imagination." In this article Dearborn reported on an experiment that he had made with ink blot testing. In the experiment he used 120 different blots of ink which he had chosen from many more he had made. The blots were divided into twelve sets of ten blots each. The manner of the test was for the subject to look at an individual blot

⁴Dearborn, loc. cit.

until he had discovered an image in it, then tap the table' and the examiner would then immediately write down the idea reported by the subject. The length of time for the reaction was also noted and recorded by the examiner. Each subject worked on the entire group of blots, but was allowed to stop and rest when fatigue was evident. The subjects were of all ages and backgrounds. Each blot was used only once with a subject, and the image described was to be of the whole blot only and not of details of the blot. The blots were to be studied in one position only.

In this experiment, Dearborn decided that the experience and especially the early experience of the person, was an important influence on what the ink blots were called. He found, for instance, that a purely domestic woman was mostly reminded of domestic subjects, and an artist was mostly reminded of mythological subjects. Dearborn was not sure as to what concrete conclusions he might make on the basis of his experiment, but he did make a prediction as to what might come from such testing in the statement:

Laws of reproductive imagination, hidden in the neural paths, are substantial laws, which may one day be found out well enough to reduce them to words and mathematical certainty of statement.⁵

The experiment here reported by Dearborn is close to the

⁵G. V. Dearborn, "A Study of Imagination," American Journal of Psychology, 9:183-190, 1898.

first, if not the first actual experimental study of ink blots in the psychological field.

As described above, each time the idea of ink-blot testing appeared, it appeared at a shorter interval of time and a little more fully developed. Thus in 1899 we are able to add another link to the chain of historical development. In 1899 Miss S. E. Sharp presented an article titled, "Individual Psychology," which dealt with the various methods of testing the individual to study his psychology. She presented in the article a battery of tests which she had adapted for individual testing. Among the tests was an ink-blot test--the basic idea for which the author gave credit to Binet and Henri. The pattern of this ink-blot test was as follows: a set of ten ink blots was used; the subject might use a whole blot or any part of it; the cards could be turned into any position chosen for observation; the subject wrote down his own observations; and five minutes' time was allotted for the entire test. This test was applied to advanced students only, and was used to test the passive imagination of the individual. No conclusions were made by the author as to the particular importance of the test or as to its future use.

Another interesting note obtained from this article by Miss Sharp was the description which is perhaps an embryo form of another popular modern day projective type test. In

another part of the battery of tests, Miss Sharp described a test in which two pictures, "The Golden Wedding," and "The Interrupted Duel," were used. The idea of the test was for the subject to observe the pictures for a few moments and then describe what he believed had occurred in the picture. Of course this brings to mind almost immediately the Thematic Apperception Test (T.A.T.) developed recently at Harvard, another projective type test.⁶

Thus we can see that many of our modern day tests--and especially those of the projective group--did grow up together in the early days of the field of psychology.

In 1900 E. A. Kirkpatrick described the use of ink blots in a children's testing program in his article, "Individual Tests of School Children." He used four blots which he presented to the individual subjects with a period of one minute for reactions. He found the children to be very suggestible and imaginative. He noted that the younger and older children saw more images than the middle group--the groups were roughly composed of the children in grades 1-3, 4-6, and 7-8. He decided that the reason for this was that the middle group was in the growth stage of rebellion to authority and considered the test silly, whereas the others were before or beyond this stage. He also arrived at the

⁶S. E. Sharp, "Individual Psychology," American Journal of Psychology, 10:329-91, 1899.

general conclusion that maturity helped the child to develop images because of the greater background of experience from which to draw. He found too, that one idea seemed to follow through a group of blots, and thus perhaps indicate the thoughts of the subjects.⁷

In 1910 Whipple published the first standard series of ink blots. However, these blots were to be used primarily as stimulus material for free associations, to indicate the nature of the subject's imaginative activity rather than as test material for differentiating various individual characteristics or personality traits.⁸

In 1915 W. H. Pyle in his article, "The Mind of the Negro Child," described the use of ink blots for testing imagination and association.⁹ The ink blot was thus still in evidence in psychological testing and was growing larger and more mature toward the day when it would burst into full bloom as the now famous Rorschach Test.

In 1916 a Briton, F. C. Bartlett, published an article in the British Journal of Psychology, "An Experimental Study of Some Problems of Perceiving and Imaging," which added

⁷E. A. Kirkpatrick, "Individual Tests of School Children," Psychological Review, 7:274-381, 1900.

⁸Klopfer and Kelley, op. cit., p. 2.

⁹W. H. Pyle, "The Mind of the Negro Child," School and Society, 1:357-360, 1915.

appreciably to ink-blot lore. Of outstanding interest in the article was the accompaniment of two pages of ink blots of a very high calibre, both with coloring and in black and white. These blots are of much general similarity to the Rorschach Blots of five years later. The Bartlett Blots were thirty-six in number, variously shaded and colored, and were on what the author called "ordinary post-cards." The cards were then presented to the subject face down before him. Instructions were given: "Here is a number of ink blots. They represent nothing in particular, but might recall almost anything. See what you can make of them, as you sometimes find shapes for clouds or see faces in the fire." The subjects turned the cards over for themselves and were timed on the period it took for their reaction. The subjects were allowed to turn the cards around, to hold them at arm's length, and to give reactions for either the whole blot or a detail of the blot. Bartlett attempted to find out what the factor had been that determined each image choice. He found that sometimes it was the general shape of the blot and that at other times it was some outstanding feature of the blot as shading or coloring.

Bartlett found that subjects tended to "rummage through" their store of images and project an image on the blot to see if it fit. If it did, it was reported; if it did not, it was discarded. He found out that subjects liked to squint

or hold the card at arm's length so that the outlines of the blot were dimmed, a practice which allowed easier projection of images on to the blot. The blots were found to throw light on a person's interests, thoughts, worries, and occupation. (For instance Bartlett found one subject who was reminded of "Nebuchadnezzar's fiery furnace, with two men on either side at the top and two in the middle." The subject turned out to be a parson.) The subjects were placed in the particular categories according to the method used in calling up an image and according to the type image they called up, whether the image was of the whole blot or a detail of the blot, whether color entered in, and whether the image was well or poorly fitted to the blot.¹⁰

Bartlett's experiment shows its close resemblance to the Rorschach Test that we use today. Only a little growth was now necessary for the "flower to bloom."

In 1917 another Briton, Cicely J. Parsons described the interpretations of a large group of children of ink blots. Parsons made few if any great additions to the Rorschach Test, but he did present another method for giving the test and compiling records of the children's interpretations of the blots. He used ten blots which were shown to

¹⁰F. C. Bartlett, "An Experimental Study of Some Problems of Perceiving and Imaging," British Journal of Psychology, 8:222-266, 1916.

the subjects individually on two separate occasions, five cards each time with an interval of fourteen days between the two tests (to prevent fatigue). To create interest and rapport, practice cards were made by throwing ink on post-cards. Then after an explanation of the technique thus involved, the child was asked what the post-card's blots reminded him of. This procedure usually created an interest in the other cards and good rapport for the rest of the testing. The only general conclusion reached was that the boys tended to choose topics of interest to boys, and the girls those of interest to girls.¹¹

Finally in 1921, Herman Rorschach published his book, Psychodiagnostic, which presented the Rorschach Test in but only slightly different form from that used today.

Rorschach was born in Zurich, Switzerland, on November 8, 1884. He received his medical degree in 1910. He began working with ink blots in 1911 after studying medicine in various German and Swiss universities. He died on April 2, 1922, at the early age of thirty-seven, only a few months after the publication of Psychodiagnostic. Thus, Rorschach's book and a paper written just before his death and published posthumously in 1923 (and in 1924 in English in the United States) under the title, "The Application of the Interpreta-

¹¹C. J. Parsons, "Children's Interpretation of Ink Blots," British Journal of Psychology, 9:74-92, 1917.

tion on Form to Psychoanalysis," were his only writing on ink-blot testing. One of his closest medical co-workers, Emil Oberholzer, however, was able to add explanatory and supplementary footnotes and passages to the posthumous paper, and did himself publish a paper in 1923 on a number of amplifications and differentiations in the Rorschach technique.¹²

Rorschach developed his test on the basis of study and experimentation at various psychopathic hospitals. His book or monograph was to be considered, as he put it, a preliminary report on his findings rather than a system of theoretical conclusions. However his work penetrated even further than that and is today a handbook on the test. As one of his biographers said:

Rorschach combined, to a marked degree, the sound empirical realism of a clinician with the speculative acumen of an intuitive thinker.¹³

As a result of his ten years of experimentation, Rorschach was able to choose from thousands of trial blots a group of ten standard ink blots which he described in his book as the stimulus material for his diagnostic procedure. The blots were five in color and five in only black and white, all with various degrees of shading. They were to be repro-

¹²Klopfer and Kelley, op. cit., p. 3.

¹³Ibid., p. 3.

duced in the standard series for testing on cards seven by nine and one-half inches, and numbered from I to X.¹⁴

CONCLUSION

Thus in 1921, after a period of over sixty years the ink-blot testing procedure blossomed into its most useful form, the Rorschach Test. Who knows how many countless years before, men had looked at clouds, stains, smoke, and fire and seen images that they projected upon the outlines of the smudge they were observing. People still look at smudges and see marvelous and bizarre sights. Now, because of the efforts of many workers, the thoughts of a subject upon the images can be translated into definite scores which are exact and which will unwind his thoughts and help him to self-understanding, and finally ease of mind and happiness.

¹⁴Ibid., p. 3.

CHAPTER III

THE METHOD AND PROCEDURE OF THE RORSCHACH TEST

INTRODUCTION

In this section, the Rorschach Test will be described, its method explained in as non-technical fashion as possible, and the techniques for administering it and for interpreting its results presented. Although virtually no change has occurred in the test since it was presented by Rorschach in Psychodiagnostic, many slight variations in the techniques of administering, scoring, and interpreting have been advocated by various Rorschach workers. The test is yet in a stage of developmental growth. The material presented here has been gleaned mostly from the works of the foremost disciples of the test, Bruno Klopfer and Douglas Kelley,¹ and Samuel J. Beck.² Of course, here again as mentioned above, we find the particular flavoring of each author as he presents the ideas he believes most successful in the testing method.

BACKGROUND OF THE EXAMINER

It must first be established that the Rorschach Test

¹Klopfer and Kelley, op. cit., 475 pp.

²Samuel J. Beck, Rorschach's Test (New York: Green and Stratton, 1944), 223 pp.

is not a layman's test or even a test that may be given by a teacher with a few hours of study. The Rorschach Test is the tool only of a trained and experienced clinician. To present the test properly to a subject, establishing correct rapport and understanding, a person must have behind him several years of successful clinical work in testing and counseling, and several months of concentrated study of the Rorschach Method. With this background, a person may be termed a proficient "Rorschach Administrator." However, before the next step may be reached, that of "Rorschach Interpreter," the administrator must spend two or three years in a "learning stage" during which he develops his background of experience in psychopathology. Usually this learning period should be spent under the direction of masters of Rorschach Testing and clinical technique. The best Rorschach experts have the mellowness of twenty years' or more work in testing clinics and also in the use of the Rorschach Test. To interpret the test best requires a great understanding of human nature and perhaps a kind of intuition. The Rorschach Institute, an agency developed to act as a clearing house for Rorschach information, demands as a general prerequisite for Rorschach administrators at least three years of graduate experience in medicine, psychology, education, social work, or allied fields. The largest percentage of Rorschach workers are psychologists or psychiatrists with long years

of experience.³

Thus, to reiterate, the use of the Rorschach Test as a tool is reserved for those of specialized background. However, this statement does not mean that those in such fields as teaching need be ignorant of its general pattern of development and activity.

GENERAL METHOD AND VALUE

The fact that the Rorschach Test is a projective type test opens our understanding to a part of its basic principles. A projective type test is a test in which the subject is presented a particular situation, which has been standardized, and is allowed to project himself into that situation so that his actions with regard to the situation can be noted by an examiner. These reactions are then compared to the general reactions of groups of persons who have previously taken the test and were of a known normality or abnormality in the particular trait being tested. Thus a person may be placed in the general category toward which he tends. For instance, projective testing is generally used in personality diagnosis. The test records are filed according to particular personality traits, both good and bad. Groups are thus created of the normal and abnormal reactions. A

³Klopfer and Kelley, op. cit., pp. 21-24.

general reaction tendency for each group in regard to a trait is then established. By noting how an individual's reactions compare with the general reaction of the deviate group, a psychologist is then able to gain further understanding of the subject.⁴

The projective test is superior to a questionnaire in diagnosis of a subject because the subject is not aware that he is classifying himself by his reactions, as he so often is with the direct questioning method. The projective type test, while more subjective than the questionnaire, is also more objective than routine clinical observation. Thus this type of test covers that vague but important area between complete objectivity and complete subjectivity.⁵

The chief advantage of the Rorschach Test over other types of projective testing is that in using ink blots, it becomes the farthest removed from a relationship to social norms of action or speech. The Thematic Apperception Test, for instance, uses pictures of persons and real-life objects to create the situation into which the subject can project himself. As can be seen, there might be more connection with social standards, and thus inhibition of normal reaction in this type of situation than with a situation created only

⁴Ibid., pp. 12-18.

⁵Loc. cit.

with ink blots of unrelatable form. Each individual projects a different image upon the objective features of the ink blot according to the workings of his mind and the range of his past experiences.⁶

Perhaps L. K. Frank in his "Comments on the Proposed Standardization of the Rorschach Method," published in 1939 in the Rorschach Research Exchange, has best summarized the method and value of the Rorschach Test:

The Rorschach method offers a procedure through which the individual is induced to reveal his "private world" by telling what he "sees" in the several cards upon which he may project his meanings, significance, and feelings, just because they are not socially standardized objects or situations to which he must give culturally prescribed responses. The Rorschach method is essentially a procedure for revealing the personality of the individual as an individual, as contrasted with rating or assessing him in terms of his likeness or conformity to social norms of action and speech. It is just because a subject is not aware of what he is telling and has no cultural norms behind which to hide himself, that the Rorschach and other projective methods are so revealing.⁷

MATERIALS

The basic material of the Rorschach Test is the standard series of ten ink-blot pictures. These pictures are mounted on cards 7 x 9½ inches. The cards are numbered I to X and have markings on the back to indicate the side

⁶Ibid., pp. 1-4.

⁷Ibid., p. 12.

standardized as the top side. In five of the blots colored ink is used in addition to black ink, the other five are wholly in black ink. The cards are white except where stained for the blots, and shading appears in the blots (both chromatic and achromatic) according to the manner in which the ink has spread over the paper and has been absorbed. This standard series of blots was originally published as part of Rorschach's Psychodiagnostic.

The only further equipment usually standardized for the test is a stop watch of the silent kind, blank paper, and pen. However, this equipment may be and often is altered according to the type of administrative procedure of the examiner. For instance, some examiners use only a watch with a second hand instead of a stop watch, and others even estimate many of the time intervals. Some examiners use blank paper, but others use standard scoring sheets which vary from the quite simple to the very intricate. The scoring blank will be covered more fully in the description of the techniques of administration and interpretation which follows. Another item often used by examiners is a sheet of paper of normal letter size on which reproductions of the ten blots are printed in black and white and without color. This sheet is used as a location chart for determining the position of the details of images in the blot pictures. Such equipment as lantern slides of the blots and self-scoring

sheets are used in the newly developed group testing techniques.⁸

TECHNIQUES OF ADMINISTRATION

The two main objectives in the administration are:

- (1) To get as much rich projective material as possible.
- (2) To avoid any distortion of this material by influencing the subject during the administration.

The atmosphere best for attaining the two objectives is one of relaxation and rapport.⁹

Preparing the subject. The most important factor in preparing the subject is to develop in him a feeling of relaxation. Of course it is also useful to find out whether the subject has had any previous contact with the test. Thus an often-used opening is to develop conversation on the test itself. For instance, the examiner may explain that the test is one of the new testing devices used to uncover hidden interests. He may talk generally about the test and answer any questions which the subject may ask except those which would tell too much about the test and cause invalidation. As an example, no mention is made of the actual nature of the test or of such factors connected with the test as personality

⁸Beck, op. cit., pp. 2-3.

⁹Klopfer and Kelley, op. cit., p. 27.

and imagination. It may be stated that there are no wrong answers and that every answer is important. If the subject asks whether the test is an "I.Q." test, the answer should be that it is not, because tension is often created when the subject believes the test to be such that he may "fail."

Some examiners talk for several minutes before starting the test while others begin as soon as possible. One approach that has some popularity is a description by the examiner of how the original ink blots were made. In a few cases a trial ink blot has been used. This procedure is not generally popular but is advocated by some experts as an explanatory device with such subjects as young children.¹⁰ The introduction will vary with each subject according to his background, cultural achievements, and age.

It is recommended generally that the materials for the test, ink blot cards, stop watch, paper, location chart, and pen, be on the table in the examination room ready for use, but upside down, when the subject enters. The reason for this is that the materials will be thus more familiar to the subject when they are used and the examiner will not seem to be continually pulling out new apparatus.¹¹

¹⁰Mary Ford, The Application of the Rorschach Test to Young Children (Minneapolis: University of Minnesota Press, 1946).

¹¹Beck, op. cit., p. 8.

Seating arrangement. The seating of the subject in relation to the examiner is of importance. At the beginning of the test when the subject is ready to look at the test figures, he is seated in a chair in front of and with his back to the examiner. If he questions this arrangement, the answer can be made that it is always done this way and also the light is best at this angle. This explanation will nearly always be accepted. Of course the chairs should be arranged so the light is best at that angle. The light may be either artificial or natural. In some few very abnormal cases the subject will not sit as asked. Then the examiner must continue on as well as he can, for with such a case, most likely a mental deviate, he must get his answers "catch as catch can" anyway.¹² At the end of the "Free Association Period," which is the test itself, the subject should be told to turn around and face the examiner since during the "Inquiry" the face-to-face situation is best to facilitate confidence. With small children the subject may be allowed to face the examiner during the "Free Association Period."¹³

THE FREE ASSOCIATION PERIOD

This is the test proper. In it the subject looks at

¹²Ibid., p. 10.

¹³Ibid., pp. 2 and 11.

the cards given him by the examiner and makes his associations. To begin the testing period the examiner will give the subject instructions similar, though not necessarily verbatim, to the following statements:

You will be given a series of ten cards, one by one. The cards have on them designs made up out of inkblots. Look at each card, and tell the examiner what you see on each card, or anything that might be represented there. Look at each card as long as you like; only be sure to tell the examiner everything that you see on the card as you look at it. When you have finished with a card, give it to the examiner as a sign that you are through with it.¹⁴

The essence of the Rorschach Test is to leave the subject entirely free. Thus the beginning instructions to apply this factor should be paraphrased very liberally.

As the examiner gives the subject the first card, he starts his stop watch. As the subject gives his first response, the time is noted on paper by the examiner. The response must be an actual association and not a qualification, exclamation, or just plain conversation. In case the subject does make some remarks before he makes his first response, the time goes from the beginning to the first response, continuing thus through the remarks. This manner of timing is important because it indicates an interference in the subject's ability to state his associations and can be used later in the analysis of the subject. The time for

¹⁴Ibid., p. 2.

each first response is thus noted. The stop watch is run continuously throughout the association period, being stopped as the subject returns Card X to the examiner. The time thus noted is the total time T, another significant item in the test.

The examiner must be very careful in answering questions so that his answers are nonleading. For instance, if the subject should ask the question, "Am I supposed to look at all of it or just parts?" the answer might be, "Anywhere at all; no matter what you see, be sure to tell me."¹⁵ It is important that the answers be nonleading, and the essential need is to get the subject started in producing associations.

The examiner's duty in the test is to keep himself unobtrusive but ready with a new card as the subject is through with the one he has. He should be observant of the subject's actions, and if the subject starts to turn the card but seems uncertain, the examiner should tell him to turn the card if he desires. Also, the examiner should encourage the subject if he seems to be finding no answers on the first cards. He should induce him to get at least two or more associations and to keep the card at least two minutes before returning it, unless a large number of associations have already been made. However, the examiner must make his

¹⁵Ibid., p. 3.

encouragement of less and less degree as the test progresses, and as the last five cards are reached, he must make no further effort thus. If for instance on any card from VI through X the subject can find no associations, the examiner just waits and says nothing. In most cases a card may be removed from the subject after a period of ten minutes. Of course the removal must be done unobtrusively and diplomatically to prevent any prejudicing of his feelings of productivity in the cards following.¹⁶

As the associations are given, the examiner writes, if possible verbatim, the responses of the subject. In some cases an examiner may see fit to write in the scoring symbols instead of the subject's words. The safest method, however, is to record as many of the subject's own words as possible. Thus if a question arises on any point later, the examiner can better recall the exact situation. The symbols used in scoring will be given in a following paragraph.¹⁷

Since each card has a top side, the examiner must note also in what position the card is on a particular response. This notation may be done in short-hand method by making a symbol like this V with the apex indicating the top of the card. For example, in the notation just shown (V) the

¹⁶Ibid., pp. 3-5.

¹⁷Klopfer and Kelley, op. cit., p. 35.

card is top side down; and if the card were being held with the top at the side the apex would of course be pointing sideways, in the direction again of the top side. The cards are always presented to the subject with the top side at the top. The subject is then allowed to turn the card, but is not instructed to do so unless he has shown indications of that desire.¹⁸

THE INQUIRY

The inquiry is the period in which the examiner learns from the subject the location of the images found, and the factors which caused the subject to make the associations. This procedure is as important to the results of the test as the free association period itself. Without the information gained during the inquiry, the examiner would not know what to do with responses in the scoring and thus could not pattern out the personality structure.

The inquiry may be begun immediately after completion of the free association, or it may be started after a period of relaxation has been taken. For the inquiry the subject and examiner may face each other, for in this manner greater confidence can be gained by the subject as he tells why he saw such an image. Of course the keynote of the inquiry is

¹⁸Ibid., p. 39.

to keep rapport with the subject and not let him get any possible idea that what he has said is different or particularly outstanding.

The cards are usually presented to the subject in the same order as before, although this may be changed and the last card presented first. The questioning is simple as possible with the examiner asking the subject to help him see the various associations found. The subject may be asked to trace out the image with a pointer or his finger on the original blot, or with a pencil on a sheet of blot reproductions. As he does this, the examiner records in symbols the important factors. The examiner should be sure that he understands exactly what the subject is trying to show him and the manner in which the subject arrived at that conclusion. He should ask such questions as necessary to determine what the chief factors were in making the association. For instance, the examiner must determine whether it was the shading, the coloring, the shape, or the "Chiaroscuro"--diffusion--effect that determined the association for the subject. The examiner must learn what secondary factors entered into the development of the image. He must learn whether the subject was immediately aware of the whole image or whether the association was built detail by detail. Also, he must learn whether the whole image is actually seen by the subject, or whether one outstanding factor is determining

the association for the subject, and the other details of the association are just assumed to be present since the first factor is there. Since associations may include either the whole blot or only details of the blot, the examiner should learn also whether whole blot associations were found first or detail associations were found first.

Often subjects will give entirely new responses in the inquiry. The examiner must then determine whether this response was discovered during the free association period and withheld by the subject until the inquiry or is a new thought. Some Rorschach testers will present also associations that are usually given, but were not discovered by this subject. If the subject accepts one of these, he is given credit for it, also. This method is called "Testing the Limits" and is advocated by Klopfer.¹⁹ The idea behind this technique is to see whether a subject has really discovered such associations but has not revealed them for some reason, such as that he did not understand or that the images seemed too simple.

SCORING

There are three main scoring areas in the Rorschach Test. They are location, determinants, and content. Scoring

¹⁹Ibid., pp. 51-58.

is done with symbols which have been developed into a simple and logical system. The symbols are usually taken from the first letter of the word being represented. Capital and small letters are used to designate differential approaches to the ink blots which are basically similar. Combination symbols are devised to show new and distinct scoring categories and are not directly related to the categories from which the symbols making up the combination are taken.

Following is a list of these scoring symbols with notations of their definitions and uses. Although these symbols are in general those used by all Rorschach examiners, they have been taken chiefly from the works of Klopfer and will be found to contain nuances of that expert. Notations included in the list will describe some of the variations which other Rorschach experts have in regard to a particular symbol or group of symbols.

The Location Scoring Symbols are the following:

These symbols consist mainly of the three letters, W, D and S, used singly and in combinations in both their capital and small form.

- W Whole blot area...used when the entire ink blot is utilized by the subject in forming an association.
- D Large usual detail...used when a large section of the blot is utilized in forming the image, and when that large section is one often used by subjects in forming associations.
- d Small usual detail...used when a small section of the blot is utilized in forming the image, and when that small section is one often used by subjects in forming associations.

- S Space...used when a part of the white area in or about the blot is used in forming an image.
- Dd Unusual detail...used when a section not often used is utilized in forming the image.
- dd Tiny detail...used when a very small section is utilized in forming an image.
- de Edge detail...used when a small section on the blot's edge is utilized in forming an image.
- di Inside detail...used when an image is found in what seems to be an unbroken area (as when a very slight shading not usually noticed is called an eye).
- dr Rare detail...used when an unusual detail is given an elaborate but seldom used concept or association.²⁰

A number of Rorschach experts will include only the first five of these symbols in their scoring list, the last four being considered as facets of the Dd symbol. They have been included here, however, so that the reader may get a richer idea of the manner in which symbols can be combined to form a new category, a prerogative of the individual testing expert. Other such combinations include Klopfer's incomplete whole, cut-off whole, and whole tendency,²¹ and Beck's DW, DdW and secondary W's.²² Such categories are developed by the testing expert in liberal interpretation of Rorschach's Studies and from experimentally shown needs. They are not

²⁰Ibid., pp. 60-62.

²¹Ibid., pp. 82-91. The symbols for these may be seen in the Klopfer and Davidson Scoring Blank in the Appendix.

²²Beck, op. cit., pp. 10-15.

essential to this study and will thus not be further listed here.

The Determinant Scoring Symbols are the following:

Here again capitals and small letters make up the symbols. The symbols consist mainly of the four letters, M, F, C and K, in both forms and in combination. The determinant symbols are those which show the factors that caused the subject to form a particular association.

- M Movement...used when an image was called up in which movement is the outstanding factor. (This symbol is restricted to human movement, that is, when a human is seen in motion.)
- FM Animal movement...used to show that animal movement is seen as the determining factor.
- F Form...used to show that the image seen has a definite shape and that it is the deciding factor in forming the association.
- C Color...used to show that the color of the blot is the deciding factor in forming the association.
- C' C prime...used to show that black, gray, or white is the determining factor in the creation of the association.
- K "Chiaroscuro" or diffusion...used to show that a light and dark effect is the determining factor in the forming of the association. (For example, if an X-ray or relief map is seen.)
- m Minor movement...used to show that an abstract or inanimate movement is the determining factor in forming the association.
- k Toned down chiaroscuro...used to show that less obvious diffusion effects are the determining factor in forming the association.
- c Texture or surface appearance...used to show that the surface appearance of the ink blot is the determining factor in forming the association. (For example, if an animal skin is seen because of a furry appearance

of the blot.)²³

Again it should be recognized that these symbols will not all be used by every Rorschach expert. They have been taken, as previously mentioned, from the works of Klopfer and will thus be most strongly advocated by his followers.

The Content Scoring Symbols are the following:

These symbols are made up of the first letters of the most frequently chosen content categories. In other content categories less frequently used, the full name is used to show the content. The content symbols are used in scoring to record what was seen by the subject in his association.

- H Human figures...used to show that the image seen by the subject in his association is a human figure.
- Hd Human details...used to show that the image seen by the subject resembles a part or parts of a human figure.
- A Animal figures...used to show that the image seen by the subject is an animal figure.
- Ad Animal details...used to show that parts of animal figures are seen by the subject.
- Aobj Objects made from animal parts...used to show that the image seen contains objects made from animal parts. (For example, if skins or furpieces are seen.)
- Obj Other man-made objects...used to show that the image seen is a man-made object other than those previously covered.
- At Anatomy...used to show that the image is a part of the anatomy of a human but is not seen as an active part of the human body, being apart from the body as if from dissection or from decay

²³Klopfer and Kelley, op. cit., pp. 62-64.

setting in.

P1 Plant...used to show that the image seen is a type of plant.²⁴

This final group of symbols are also those most advocated by Klopfer.

By way of summary, it may be said that these three groups of symbols just given tell the where, the what and the why of the subject's associations. By using such symbols the Rorschach worker is able rapidly to bring his testing results to a point of mathematical objectiveness.²⁵

INTERPRETATION

As has been implied in an earlier part of this chapter, the interpretation of the Rorschach Test is a delicate and intricate process and should be attempted only after the proper training and background have been obtained. Thus a deep or thorough discussion of the methods of interpretation need not be developed here, for it would be of little value to the reader unless the proper background and experience were his. Since this paper is being written chiefly with the idea of enlightening the inexperienced in the use, method, and value of the Rorschach Test and projective testing in

²⁴Ibid., pp. 64-65.

²⁵Included in the Appendix is a Klopfer-Davidson test form. On this form can be found further scoring symbols and some formulas for bringing test scores down to various phases of personality analysis.

general, the number of such qualified readers would be so few that an intricate discussion of the method of interpretation here would be but wasted.

The interpretation process is in general the activity of combining the information given by the scores with such other case-history information as may be available and mixing both with the knowledge of years of counseling and clinical work on the part of the examiner so that a more definite understanding of the personality of the subject may be derived.

Norms for various types of personality deviates are being gradually accumulated for the Rorschach. When enough norms have been compiled, it will be possible for a Rorschach examiner merely to compare the general scores of a subject in a particular area--as: color responses, motion responses, or form responses--with the general Rorschach norms and find the direction of the personality trends shown. Rapid screening for deviate personalities will thus be possible, and the Rorschach will become useful over an even wider area. This phase of the subject will be more fully discussed in the following chapters on trends and group technique.

At first Rorschach interpretation seemed to be nearly all subjective and highly intuitive on the part of the examiner. Now with the aforementioned norms developing and experiments in greater and greater areas, it is becoming possible to peg the test down to near objectivity. In the

following chapter on trends will be shown a chart recently devised by Klopfer with which a subject may be determined as extravertive or introvertive. However, even with these valuable aids a large case history including the scores from several other tests must be available for comparative study. Using both the indicated trends of the Rorschach and the data from the case history, the examiner can then put the subject's personality together. The process is still greatly subjective but is decreasingly so and is much less cumbersome.

There are many devices now available for helping the examiner to get a better understanding of the Rorschach Test scores. For instance, the Klopfer and Davidson "Individual Record Blank," included in the Appendix, is such a tool. On this blank are included a "Scoring List," which is used to obtain a compact, concise, and simultaneous picture of what has been going on in the subject's mind and which permits a careful step-by-step analysis of the sequence in which the subject formed his concepts; a "Tabulation Sheet," which makes it possible to observe at a glance the distribution of the various scoring categories among the ten cards; and a page for summarizing the relationships among the various scoring categories and graphing the determinant categories. Also included in the blank, as will be noticed, is a page for personal information and a summary of the personality description as shown by the Rorschach. (On this page are instructions

to the examiner, which might be read by the reader with interest.) Further included in the blank is a page for the explanation of scoring symbols, which actually must be memorized by the Rorschach examiner, and a page often called the "Picture Sheet," or which we have been calling the location chart, which is used for the subject, or examiner, to indicate the areas chosen by the subject for various responses. Other devices, both similar to this blank and entirely different, are used in interpretation by Rorschach examiners.

By the use of such devices as the one described above, a Rorschach examiner may rapidly determine the personality structure of a subject. It is for this reason that the Rorschach Test is so valuable in treating such personality disturbances as alcoholism, where long periods of delay while study goes on seem to aggravate the conditions. Other personality disturbances in which the Rorschach Test has proved a valuable tool include intracranial organic pathology--when damage has occurred to a part of the brain by disease or other cause--dementia praecox, mental deficiency, convulsive states, psychoneurosis, depressive states, juvenile delinquency, and drug addition.²⁶

²⁶Klopfer and Kelley, op. cit., pp. 319-405.

GROUP METHOD OF ADMINISTRATION

In the past few years a development whereby a group of subjects may be given the Rorschach Test at the same time, together in the same room, by only one examiner, has become quite popular. It was especially important during the last war, in which it was used for the identification of satisfactory officer material and for the location of personalities too unstable to meet the rigors of military service. Harrower-Erickson developed one of the first successful group methods in 1941. (More will appear on the studies of this Rorschach expert in the following parts of this paper, with special emphasis being made in Chapter V, which is on group technique.) In the group technique the method of the test is in general the same, with the change that the subject marks his own reactions on the testing blank and sees the ink blots on slides projected on a screen from a lantern.

CONCLUSION

In this chapter (III) the Rorschach Test has been described in its many phases. It was expected to be not a layman's test, but instead one that must be given only by trained experts. Its activity and use as a projective type test were described. Its methods of administration, scoring, and interpretation were set forth, and a list of the scoring

symbols was given. A short discussion was included on the new group method of administration in areas where it related to the individual method. (A fuller discussion of the group method will be found in the chapters following.) The test in general was shown to be of increasing importance in the field of personality analysis.

If deeper study in the techniques of the test is desired the works of the experts, Klopfer and Kelley, and Beck are recommended. Beck's book, Rorschach's Test,²⁷ is an especially good source for studying interpretation techniques. This book is, however, written in rather technical language and style and would not be recommended for the beginner. The book by Klopfer and Kelley, The Rorschach Technique,²⁸ would be the better supplementary reading for the beginner, although it also tends toward the more technical side.

²⁷Beck, op. cit., 223 pp.

²⁸Klopfer and Kelley, op. cit., 475 pp.

CHAPTER IV

DEVELOPMENTS, CURRENT USES AND OPINIONS OF THE RORSCHACH METHOD

INTRODUCTION TO CHAPTER IV

When ink blot testing had developed into its most constructive form, the Rorschach Test, its experimental stage had only just begun. Since Rorschach's presentation of the test in Psychodiagnostic, in 1921, there has been continual work on the test by many experimenters. At first these early pioneers of the method had a difficult time in getting the test accepted by either psychologists or psychiatrists, particularly in the United States. Although a personality analysis tool was much needed, neither of the aforementioned groups would accept the test. The psychiatrists did not like the test's cumbersome method of scoring and tabulating and were even more troubled by the fact that it was almost impossible to discover how a Rorschach interpreter arrived at his findings. The psychologists did not trust the scientific value of a test which seemed to be applied in a subjective and experimentally uncontrolled manner.¹

In 1936, this doubt and mistrust were alleviated greatly by the event of the publication of the quarterly journal,

¹Klopfer and Kelley, op. cit., p. 8.

The Rorschach Research Exchange, and when in 1939 the Rorschach Institute was organized, the situation began to improve rapidly. In the eight years previous to 1948 because of these factors and the demands created by the war, tremendous advances were made in the Rorschach area. It will be chiefly these developments, how they are currently applied, and the opinions of the experts on these various advances and activities that will be discussed in this chapter.

POST-RORSCHACH ACTIVITIES

Emil Oberholzer, one of Rorschach's closest medical co-workers, began the task of carrying on Rorschach's study soon after his death. In 1923 he published a paper called, "The Application Of the Interpretation of Form to Psychoanalysis," describing a number of amplifications and differentiations in technique which Rorschach had developed before his death.² He was also responsible for training many of the first and now foremost Rorschach workers, including Samuel J. Beck, who was the first American psychologist to work with the Rorschach method.

Samuel J. Beck received his training from Oberholzer in 1928 and wrote the first American doctoral dissertation

²Ibid., p. 4.

on the Rorschach method. This was printed in 1930.³ Since then Beck has written many works on the method including his Rorschach's Test in 1944, which have been of invaluable assistance in collecting data for this paper. Any bibliography accompanying a paper on the Rorschach Test will include many Beck writings.

Since 1930 there have been many others who have worked steadily to familiarize interested persons with the Rorschach Test concepts. Foremost of this group have been Hertz, Klopfer, Munroe, Vernon, and Harrower-Erickson. In 1934 in Cleveland, Ohio, under the auspices of the Brush Foundation, Marguerite Hertz began her work on the study of the Rorschach Test in relation to adolescents and on validation procedures. Bruno Klopfer is of course known for his book, The Rorschach Technique, published in 1942, and his record and scoring blank (included in the appendix). Ruth Munroe has made many useful and important studies at Sarah Lawrence College. Phillip E. Vernon contributed many studies, including the first systematic surveys of the field in 1933. Mary R. Harrower-Erickson developed the group method in 1941. Of course there are many more who have contributed to the field of Rorschach study, but these are the most important of the workers and are the ones whose names have appeared most often

³Ibid., p. 7.

in the story of the development of the Rorschach Method.

The Rorschach Research Exchange is a quarterly publication of research findings and theoretical discussions bearing on various aspects of the Rorschach Method. It was established in 1936. Its contribution to the stabilization of the Rorschach field has been mentioned and the refined scoring system developed through it helped interested psychiatrists and psychologists to gain proficiency in the use of the method.⁴

The Rorschach Institute is an international professional organization of Rorschach workers. It was formed in 1939 and acts as a clearing house for research and a training center for Rorschach workers. It has changed the skepticism with which the Rorschach Method was often received as recently as ten years ago into widely interested and very often enthusiastic acceptance.⁵

CURRENT DEVELOPMENTS

In the past few years there has been less research on the objective and standardized approach to the Rorschach Test, but more effort has been turned toward the application of the method in various fields. The majority of the studies

⁴Ibid., p. 8.

⁵Loc. cit.

are of experiments which apply the Rorschach Test to a particular situation or area and develop norms or standards for that area. Norms have been devised for many age groups, mental levels, developmental levels, and different cultures. These norms are useful in interpretation and give best results when that norm most appropriate to the subject is used. There are yet serious omissions in the norms for certain age groups and personality pictures, but work in the direction of curing this ill is progressing rapidly.

The advances which have been made recently include:

1. More efficient methods for recording responses with advancement in code systems by Beck and Hertz.
2. The revision of the psychogram for summarizing Rorschach data has been affected by Hertz.
3. A revised and amplified edition of frequency tables has been developed by Hertz. They include code charts for locating responses and lists of normal details and popular and original responses.
4. Scoring criteria and other objective data for children have been presented by Vorhaus, and by Hertz and Ebert.
5. A new proposal for appraising the form level by means of rating scales has been published by Klopfer and Davidson, who expand the term "form level" to include three form qualities, accuracy,

specification and organization.

6. Beck with his "Z" factor and Hertz with her "G" factor have also contributed to the expansion of the above mentioned form levels.
7. Two valuable papers have been contributed by Schachtel: one on the dynamic relationships among color, feeling, emotion, and effect; the other on the significance of the subject's definition of the Rorschach situation in terms of personal and cultural patterns, which determine his attitudes and which affect his performance.⁶

Of course the foremost development which has been recently made in Rorschach Testing is that of the Group Method, devised by Harrower-Erickson. An entire chapter will be used to discuss the group testing technique later in this paper. The demands of the past war contributed greatly to the creation of the group method since by this technique many persons could be tested at once, and the test was thus more widely useful.

Another interesting development that seems to be growing to importance is that of the relation of motion, form and color responses to personality, a facet of interpretation

⁶M. R. Hertz and Others, "Rorschach Method and Other Projective Techniques," Review of Educational Research, 17:78-100, February, 1947.

technique. This phase of study has appeared recurrently, each time with greater progress accomplished. In 1932, O. E. Oeser in an article, "Some Experiments on the Abstractions of Form and Color," discussed the fact that certain persons seemed to be most interested or excited by color, while others seemed to be more stimulated by form when viewing ink blots.⁷ In 1933 H. A. Shuey in an article, "A New Interpretation of the Rorschach Test," went further with the study and concluded that color is noticed most often in ink blots by the extravert, while motion is the factor of interest most often for the introvert. The reason for this occurrence, he decided, is that the extravert is in closer contact with his environment and thus the presence of color is more often noticed by him. The introvert, on the other hand is more within himself and the color, though noticed, does not tend to make the impression on him that it does on the extravert because his mind is occupied by images that the ink blot may call up. These images are the product of the inner life--the introvert's thoughts within himself. Thus an extravert cannot possibly be as affected by the motion in an ink blot because he has no inner life from which he can draw images of relationship to the ink blot; his mind then being otherwise

⁷O. E. Oeser, "Some Experiments on the Abstraction of Form and Color," British Journal of Psychology, 22:287-323, 1932.

unoccupied is free to notice the color in the blots. Thus in short, while color is readily evident to all, motion must be imagined, and the extravert has much less imagination than the introvert. Being unable to imagine motion, the extravert then readily makes a color response to an ink blot. The introvert having imagination sees the color but passes it by for the interesting scene that he has projected upon the ink blot.⁸

In 1940, Hertz in an article, "The Shading Responses in the Rorschach Inkblot Test," describes the importance of the shading response to interpretation. She states that a need is known for a great number of personality types dealing with shading responses (that is, color responses) than the one that Rorschach gave. The reason for this need is that by the various shading responses a subject's manner of adaptation to his environment may be learned. For proof that the need is important and widely known, she describes the extra shading responses devised by other Rorschach experimenters. For instance, Beck has devised the scores for Y (for gray) and FY (F for form); Binder uses F(Fb)--(Form Farbe) and Fhd, hdF and hd; and Klopfer uses K, k, C, C', c, and combinations using these letters--as KF, FK, and cF--for his

⁸H. A. Shuey, "A New Interpretation of the Rorschach Test," Psychological Review, 40:213-15, 1933.

shading scores. The method of scoring used by Klopfer is of course the most familiar to the reader of this paper because of the description given of the Klopfer shading symbols in an earlier chapter. For further illustration of the manner in which the shading responses can be used in interpretation, Hertz included in her article an interpretation chart or scale with regard to shading utilizing the Klopfer symbols. Since the reader of this paper is probably most familiar with the Klopfer symbols because of earlier mention and description, this scale is shown and explained following:

KLOPFER'S SCALE

Introversion

Extraversion

M FM m K k FK F c FC' C'F C' FC CF C

The meaning of this scale may be explained as follows: When a subject has a majority of M (motion) responses, he may be considered introvertive with self consciousness or an awareness of what is going on in himself.

When a subject has a majority of C (color) responses, he is responsive to external stimuli or to things going on about him.

An F (form) response majority shows a degree of conscious control of personality.

As the subject tends toward one direction or the other he may be considered in various stages of the final or end interpretations. For instance, an FK response majority shows a definite awareness of self, tending towards introspection of self consciousness. A majority of K responses shows anxiety with accompanying awareness tending toward self consciousness.

When a subject of known introversive or extraversive qualities tends toward the opposite end of the scale from that in which he should be found, it is shown that he is making an attempt to balance himself by compensating effort in the area of his weakness. For example, a c response majority with an introversive personality shows an effort on the part of the subject to remain in contact with his environment.

By studying the interpretations of the above scale it is easy to agree with the idea, presented by Hertz in her article, that the shading category in general appears to represent a careful, cautious, highly sensitive emotional approach to the environment. It can reflect for the examiner the internal chaos, the deep anxieties, the depressions, the desire for contact with the surrounding environment, and the adaptability to others of the subject.⁹

⁹M. R. Hertz, "The Shading Response in the Rorschach Inkblot Test," Journal of General Psychology, 23:123-167, 1940.

NEW DEVELOPMENTS IN USAGE

The latest developments in the usage of the Rorschach Method indicate a spread of activity for the test from the field of mental hygiene to that of vocational guidance. In a recent summary of Rorschach uses Hertz included the areas of mental hygiene, school and public clinical services, and vocational guidance. Outstanding work has been done by Hertz herself in the mental hygiene area. Corwin was described by Hertz as the foremost worker in the development of the Rorschach for use in the schools. His chief use of the test is in school clinical services in which it is used for screening those who require study and treatment, in diagnostic study of the more seriously disturbed, in suggesting direction of treatment, and in evaluating the results of the treatment. In the area of vocational guidance and counseling the Rorschach, was said by Hertz in her summary, to be able to reveal specific abilities, aptitudes, and talents. The work of Prados in which he studied the Rorschach reactions of artists was described in the summary as an outstanding example of such use of the test. Hertz stated that it has been shown that the Rorschach test has its chief vocational counseling value in that it describes the kind of functioning personality an individual possesses and reveals those traits of personality which help or hinder vocational adjustment.

It was thus, according to Hertz, that Balinsky was guided in his counseling in a public service employment agency, where he used Piotrowski's Rorschach formula for revealing traits of personality essential to educational and vocational success.

Further recounted in Hertz's summary of Rorschach usage is the quite successful and extensive use in the psychopathological area. Here it is used, according to the summary, in the diagnosis of mental deficiency, neurosis, and inter-organic pathology. For instance, it may be employed as a means of rapproachment to the patient; it may be used as an aid for determining the accessibility of the patient to treatment; or since it permits emotional release, it may find usage as a therapeutic agent. It is also employed as a guide to the kind of treatment best fitted to the particular individual.

In the armed forces the Rorschach Test was used for research, diagnosis, and objective evaluation of therapeutic programs.¹⁰

Many other authors have included some or all of these uses in their articles, and some have included still other usages of the method. Thus the field of possible Rorschach utilization seems to be wide-open and growing. For instance,

¹⁰Hertz and others, op. cit.

two authors, Fritz Schmidl and Miriam G. Siegel, found uses for the test in anthropological and sociological studies and in social case-work. They found that the method could be used by a social agency in diagnostic procedure, in formulating of treatment plans, and in selecting clients for group therapy and evaluating their response to it.¹¹ and ¹²

PREVALENT OPINIONS

The prevalent opinions of the Rorschach Test seem to be well summed up by a statement in a recent paper by Hertz:

A majority (of psychologists) indicate that the Rorschach Method has a definite place in the field of general psychology and that it has clinical value if used by trained persons; but vigorous statements were made also in terms of lack of objectivity, reliance on personal norms, and subjective evaluation, lack of validation, limited clinical application, and 'cultism'.¹³

This general opinion was achieved after study of the questionnaire and survey reports of Kornhauser and Eaterson and Klopfer. Hertz in her article then goes on to give other opinions of the method which tend to answer the proscribed weaknesses. Munroe said, for instance, that the method is a dynamic technique and emphasized further the need for a

¹¹Fritz Schmidl, "The Rorschach Test in Family Case Work," The Family, 24:83-90, May, 1943.

¹²Miriam G. Siegel, "The Rorschach Test As An Aid in Selecting Clients for Group Therapy and Evaluating Progress," Mental Hygiene, 28:444-49, July, 1944.

¹³Hertz and others, op. cit.

fairer perspective and for more appropriate standards of value.¹⁴

In the following sections will be found various opinions on such phases of the test as reliability and validity.

RELIABILITY

Myers stated in 1941 that the reliabilities of the formal scoring categories may be considered satisfactory, being .70 to .96.¹⁵ Hertz stated in her article that where the Rorschach Test is repeated under experimentally varied conditions, the stability of the method is indicated. Reliability results on the test justify clinical use of the Rorschach Method. Even for the "test wise" subjects, fundamental Rorschach patterns were little altered. Subjects are not able successfully to fake results. With "test naive" subjects there was definitely no possibility of the method's being influenced, or its validity being questioned.¹⁶

VALIDITY

In regard to validity, Hertz describes studies where the Rorschach Test is given under experimentally altered

¹⁴Loc. cit.

¹⁵Claire M. Myers, "The Rorschach Method," Psychological Bulletin, 38:748-49, 1941.

¹⁶Hertz and others, op. cit.

conditions and the extreme sensitivity of the method to changing conditions, attitudes, or emotional states is shown. Thus experimental evidence is furnished as to its validity. Studies were made with widely varying cases, and the results were proved valid. For instance cases were used of all sorts of pre-school, pre-adolescent, and adolescent children: loved and unloved, brilliant and dull, from pleasant homes, foster homes, and institutions.¹⁷

Many case studies are described in Rorschach literature which demonstrate the close correspondence between Rorschach interpretation and validating material from non-Rorschach sources such as, case records, test data, teachers' reports, psychiatric diagnosis, various clinical data, and results from other projective techniques. An example of such validation can be found in the study of Ruth Munroe at Sarah Lawrence College, in which the Rorschach Test was used as a predictive device in regard to the future success of the students tested. In this study, in which the test was given to 348 entering students, predictions were made from the Rorschach as to future academic failures, problem behaviors, and cases which would likely require referrals to the psychiatrist. In a substantial majority these predictions were proved to be true in the next few years as the students

¹⁷Loc. cit.

advanced in college life.¹⁸ Thus either by planned prediction technique or by referral to the records and case histories of students who have been given the Rorschach, can validation material be obtained.

CONCLUSION

Thus, though many claims have been made both for and against the Rorschach Method, the majority of the claims are not yet definitely verified, showing that there is still much room for investigation in this field. The Rorschach cannot be used to predict intelligence (correlation between I.Q. and estimates of intelligence based on the Rorschach Method is positive but low according to Myers). Certain personality variables can be estimated satisfactorily through the use of the Rorschach. Cases of serious maladjustment can be selected in some cases, although about ten per cent of the cases give sterile records which are non interpretable according to Myers. The best scores are based on a combination of formal scores and content, although as yet the treatment of content is unqualified. Over all, however, the Rorschach is proclaimed as a needed personality analysis tool, and while needing much more experimentation and research study, it is already highly

¹⁸Ruth L. Munroe, Prediction of the Adjustment and Academic Performance of College Students By A Modification of the Rorschach Method (Stanford University, California: Stanford University Press, 1945), 155 pp.

useful and valuable to the fields of psychiatry and psychology. When more study is finished on the method and new conclusions are arrived at or old conclusions proved or further validated, the test will rise to even greater heights of importance.

CHAPTER V

PROCEDURE AND TECHNIQUE OF THE RORSCHACH GROUP METHOD

INTRODUCTION

No paper on the Rorschach Test at this period is complete without some mention of the group method. Some authors would and do make their complete dissertation on this tantalizing new tool for rapid personality analysis. Other authors write as little as possible on the movement and consider it rather as a type of cultism and at best the lazy man's short cut which will arrive at no ultimate good. Many of the old-school Rorschach experts consider the group method a war-born freak that can only lead to a bad name for all of Rorschach Testing. Regardless of which school a Rorschach worker may choose, the group method is a current development which must be recognized. For this reason the entire chapter to follow will be devoted to a discussion of the various facets of group testing.

THE HISTORY OF THE GROUP METHOD

The seed for thought that created the Rorschach child, the group method, was sown by Beck in 1930 when he spoke on the Rorschach Test before members of the American Ortho-

psychiatric.¹ In this talk Beck used lantern slides in order to illustrate various details of the responses which a group of his subjects had given to the ink blots. But three years later Vernon suggested that it should be theoretically possible to give the test in group form with the ink blot projected onto a screen epidiascopically or by appropriately colored lantern slides. Each ink blot would be exhibited long enough for every subject to write down all the interpretations he wished. The ink blot would be revolved slowly.² Thus the seed had begun to grow.

In 1939 the national emergency which preceded the Second World War caused great pressure to be exerted upon the Rorschach Method as a device for the selection of personalities particularly suited for specific tasks in relation to the emergency. For instance, the test was used for the identification of satisfactory officer material and for screening out personalities too unstable to withstand the rigors of army life.³ Application of the Rorschach method for such large scale purposes was hardly practical under the traditional techniques of administration. Therefore pressure

¹Goldie Ruth Kaback, Vocational Personalities (New York: Bureau of Publications, Teachers College, Columbia University, 1946), p. 12.

²Loc. cit.

³Klopfer and Kelley, op. cit., pp. 9-10.

was brought for a group technique.

Under the urgency of the situation the compunctions of the Rorschach experts were lessened or overcome in regard to the necessity of having face-to-face individual contact between the examiner and the subject. In 1941 M. R. Harrower-Erickson introduced her group method of administration. Since that introduction several other group methods of Rorschach Administration have been brought forth, although all are of similar general procedure. With changes in manner of administration and timing, the method has been used by Hertz, Hertzman, Linder and Chapman, and Sendor. St. Clair has also used a similar method of group technique. The chief difference in his method is that he used a set of cards for each individual--each individual recording his own responses--rather than using slides as did Harrower-Erickson. Also, another experimenter tried using huge posters of the ink blots, instead of the usual slides.⁴

Even with this evident popularity and importance of the group technique, many Rorschach experts were still dubious of its value and validity. In an article in 1943 Harrower-Erickson herself aptly summed up the evidence against the new method and then gave her own thoughts in regard to it. The following quotation from the article will show the tenor of

⁴Kaback, loc. cit.

her thoughts:

...I have assumed therefore, that the initial reaction to this proposed modification, particularly amongst those persons who have worked extensively with the Rorschach, will also be one of frank skepticism. Having approached the problem myself somewhat in that frame of mind, I feel that I should now state my belief that not only can the Rorschach method survive such a drastic modification, but that in its new form it offers us just as valid a tool for estimating certain aspects of personality as does the usual or Individual procedure. And while it obviously will not and should not supplant the Individual method, it has great advantages where a very large number of subjects are to be examined in that it is enormously time saving.⁵

Further along in the paper she continues:

While there remains a vast amount of material to be studied and facts to be learned from these records, it would seem that we are in a position at this stage to utilize the Group method in situations where it will have definite advantages over the Individual method. For while it is no short cut to Rorschach training, and no substitute for Rorschach experience it does eliminate the more mechanical aspects of the test, leaving the examiner with more time, interest, and energy to put into the study of the records per se. If the Rorschach Group method is to be used where staggering numbers of persons are to be tested, only by some such adaptation can it meet the demands which will be made of it.⁶

Thus it can be seen that even the originators of the group method had their doubts about it. However, as evidence has accumulated, a stronger and stronger case for the group method has begun to build up. Though ridiculed at first and

⁵M. R. Harrower-Erickson and M. E. Steiner, "Modification of the Rorschach Method for Use as a Group Test," Pedagogical Seminary and Journal of Genetic Psychology, 62:119-33, March, 1943.

⁶Loc. cit.

allowed forth only as a war time necessity, the group technique of administration of the Rorschach Test is now growing rapidly into an accepted aid to projective testing. A few administrators are holding out against it yet, but this number is being gradually lessened by the proof of data being acquired by those who are experimenting with the method. As the work progresses new adaptations are making the test of more and more value. Especially is this true in regard to those developments which make the test more rapid and less tedious in administration, scoring, and interpretation. The advancements in these areas have become great boons to the test and may be the factors which will lift it off the shelf and into more popular use for the fine tool that it is. These new advancements will be discussed in the following sections of this paper.

TECHNIQUES OF ADMINISTRATION

Since the Harrower-Erickson Method is the first proposed and most widely used and adapted of the Group Techniques, it will be the first and most fully discussed of the methods presented here.

Apparatus and physical setting. The standard university slide lantern is the most popular of the picture pro-

jecting instruments.⁷ However, recently many Rorschach group method administrators have been advocating the smaller 35 millimeter Kodaslide machines. Their reasons are that since these machines are smaller and easier to ship, an administrator may use the same machine on all tests and thus obtain more uniform conditions for the administration. Also, these smaller machines are cheaper and the slides less destructible.⁸

The other necessary materials include specially prepared booklets for the subject to record his answers in and, of course, pencils. These booklets contain special flaps on each page which cover the inquiry section of the blank. A new page is used for each blot.⁹

The type of screen, the type of seats, the arrangement of the seats, and the size of the room all depend upon the local situation. These recommendations are made, however: that the image on the screen be about 5 x 6 feet--of course this size will be dependent upon the size of the room; that the closest seats to the screen be at least 12 feet to prevent the subjects from feeling "dwarfed" by the slides; that the seats be of a type usable for writing, for the subjects

⁷Standard slide size is 3½" x 4".

⁸M. R. Harrower-Erickson, "Directions for Administration of the Rorschach Group Test," Pedagogical Seminary and Journal of Genetic Psychology, 62:105-17, March, 1943.

⁹Loc. cit.

to use in recording their responses; and that the room be darkened enough for good slide projection and also be so located as to present a minimum of outside disturbances. It is also recommended that a small light be provided in the back of the room to facilitate the subjects' recording. If this is provided, then no other lights are turned on during the test. Some administrators have found that the light from the slides themselves provide sufficient visibility for recording. Other administrators flash on all the lights for a thirty second recording period. This latter method however is generally deemed as poor and is not often recommended.¹⁰

Presentation procedure. The keynote of the administration is to keep the subjects on a relaxed and "free and easy" basis. The atmosphere should be simple and easy and as far as possible from austerity and ostentatiousness. The administrator should usually be previously acquainted with the group of subjects. During the period in which the subjects come into the room, the administrator should stand in the front of the room and talk and joke with the subjects. He will direct them to their seats and request that they do not open their booklets until told to do so. When the test is ready to begin and all the subjects are settled, an introductory statement should be made. This statement must be as

¹⁰Loc. cit.

carefully made as with the Individual Method, and care must be taken that no hints are given which would invalidate a portion of the test or cause the subjects to get a wrong idea as to the objectives of the test. Harrower-Erickson uses the following statement for an introduction:

The test in which you have been kind enough to participate is rather an amusing one and I think you will enjoy it. All you have to do is look at some slides which will be projected on the screen and write down what you see. Now the point about these slides is that they are nothing more or less than reproductions of ink blots. Probably all of you at one time or another have shaken your pen on a piece of paper, caused a blot of ink, and on folding the paper produced a weird splotch which may or may not have resembled something you recognized. Now these slides are nothing more than reproductions of ink blots formed in this way. Your task is simply to write down what these splotches remind you of, resemble, or might be. You will see each of these slides or blots for three minutes and you may write your answers at your own time.

Is that understood?¹¹

The lights are then turned down, and the slides are shown with the blots in their usual order. A three-minute exposure period is given each slide. The total test time is thus kept constant for all groups at approximately one hour. The slides are not turned. Some examiners do turn the slides so that the blots appear in different positions. For instance, the blots might be presented right side up for a period of two minutes and then upside down for another one minute period. However, Harrower-Erickson believes that

¹¹Loc. cit.

this extra work has not proved necessary because subjects will tilt their heads to see the blots from different positions, attaining thus the same effect. Also, the students seem not to like the change because it interrupts their observations. The recording of their impressions of the ink blots is done by the subjects themselves. A separate page is used for each blot; thus it is emphasized that a page be turned each time a slide is changed. The entire three-minute period is used for recording. Light for the recording is furnished, as previously mentioned, by either a small lamp in the back of the room or by light from the slides themselves. It has been found that to flash on all lights for a recording period of, for example, thirty seconds is not successful. The students using the semi-darkness of the single light or of the slides can as easily do their recording, and often like this procedure the better because they can record as they see the images and have a longer period of time for the recording. The flaps on either side of every page are not turned until the instructor says so. The flaps are used during the inquiry period, as will later be described.¹²

When the ten slides have been shown, each for the three-minute allotted period, the examiner goes to the front of the room to begin the inquiry period. The room remains

¹²Loc. cit.

lighted as it has been. The examiner then begins to describe the method for recording the data needed in the inquiry. Harrower-Erickson recommends a statement such as the one following:

Well, this is the first part of the experiment. Now we shall go on to the second. I'm sure you will have seen a lot of amusing and different things in these various ink blots, but one of the important aspects of the test is the fact that I must know as accurately as possible just what it is you have seen and where you have seen it. If you turn back the left flap opposite the first page where you recorded your answers, you will find a little diagram representing the slide. (At this point Slide I with various areas marked off on it was thrown on the screen and the examiner continued.) Now perhaps some of you saw on this particular slide a butterfly, and then perhaps you also saw the legs of some person in the center here, and perhaps a boxing glove in this little protuberance here or a dog's head here on the side. (While speaking of these objects the examiner showed with a pointer the areas referred to which were encircled by a dark line on the slide.) Your next task, therefore, is to number your own answers and then with your pencil to draw a line around the area where you saw it and attach to that area the number of the answer you are describing. For example, let us suppose you had just seen those four things which I mentioned. You would put a number 1 by 'a butterfly,' draw a line all the way around the miniature ink blot and put 1 beside this line. If 'somebody's legs' was your answer, you would number that 2, draw a careful pencil line around the area on the diagram and attach a number 2 to it. In other words you will do for all your answers what has been done for these hypothetical answers on the screen.¹³

Slide VIII is then thrown on the screen, and the subjects are told to look at the flaps on the right hand side of the page. Instructions are given for the recording of

¹³Loc. cit.

further information in regard to the determinants of the subjects' images--the preceding information, recorded on the left hand flaps was for the location of the images. Harrower-Erickson's recommended statement for these instructions is:

Now before you begin to mark off your answers there is something else you have to do for me. You have to help me reconstruct as accurately as possible the kind of experiences you have been having, or some of the characteristics of the things you saw. You might, for instance, have seen two bears or two animals here on the side. You might have seen two flags here in the center, or you might have called these same parts 'two cushions.' This part here (pink and orange) might have reminded you of some kind of flower. Now some of you have said, for example, that the bears looked as if they were climbing up, but it is also very possible that you did not put in that last bit of information. Now is your chance to do so if you want to. In other words, if you want to explain to me that the animals you saw looked as if they were stepping from one rock to another, put the number of that answer under the words movement and shape on the right hand side of the page. But perhaps you did not see them as if they were stepping. Fine. That is just as important. Perhaps they looked to you as if they were some kind of animal on a heraldic design. In that case put the number of the answer under the word shape alone. Now let us suppose that you not only saw cushions here but blue satin cushions. In this case you would put down the number of the answer under color, texture, and shape. Why? Because they were the shape of cushions, because they were blue cushions, and because, just from looking at the ink blot, you got the impression of the satiny or silky feel of the cushion. Now this flower may have impressed you because it was the color of the sweet peas in your back yard. In that case put down the number of that answer under the words color and shape, and if the color is more important, or shall we say, if it really was the color that attracted your attention and made you think of those sweet peas, put a ring around the number of the answer under the word color to show me¹⁴ that it was that in which you were most interested.

¹⁴Loc. cit.

The lights may then be turned up slightly to aid visibility for the writing to be required. Since the slides will again be shown, the lights should not be too bright during this period. The slides will be shown for a time of two minutes or less, as the time is needed. When this period is through, the test is complete as far as the subjects are concerned. The total time should be about one hour. A one-hour period is usually recommended because it is easier to get a group together and hold their attention for one hour than for a longer time. Less time would be impractical for proper administration of the test.¹⁵

SCORING

In the scoring, the answers are first looked at and scored without consulting the inquiry section. Then the scorer goes back and reads the information of the inquiry from under the flaps. Changes and additions to the scores are then made with the use of this additional material. Scoring was found to be either simple or difficult according to the subject and to the answer.¹⁶

Some of the difficulties found by Harrower-Erickson in scoring are that the subject may have placed the wrong

¹⁵Loc. cit.

¹⁶Loc. cit.

number under a given category, thereby making a nonsensical answer or a subject will occasionally seem to be determined to attribute every determinant to every answer. Thus with the group method, an interpreter must learn where to override the subject's information. Also, when the information does not seem to be running in true form, he must know which cases should be chosen for an individual inquiry. It is recommended by Harrower-Erickson that a check group of forty or so be given both the group inquiry and the individual inquiry, when a very large group has been tested. This plan presents an opportunity for checking the general reliability of the large group. The scoring and the interpretation are, other than the changes mentioned, carried on by the same method in the Harrower-Erickson group technique as in the individual technique already described.¹⁷

GROUP TECHNIQUE MODIFICATIONS

From this basic pattern of the group technique as described above, there have been many adaptations and modifications. Some are in the administration, and others are in the scoring and the interpretation. Often the situation in which the test is to be given will make a change necessary. For instance, in such places as penal institutions and mental

¹⁷Loc. cit.

hospitals, particular changes in administration must be made to fit the individual situation. Other changes are made as an experiment in making the test more rapid and less cumbersome, or more valid and reliable.

Some of these modifications are:

The Munroe Inspection Diagnosis, which consists essentially of a systematic review of each protocol, or the blanks filled in by each subject during the group testing, with special attention to twenty-four items known to be of significance in Rorschach diagnosis. Important deviations from the normal on any of these items are entered on a check list. An area is set aside on the record blank for notation of such observations or notations of particular idiosyncratic or eccentric patterns of performance. Thus with such notations as a basis, a rating as to the general adjustment of the subject is made, and a brief description of his personality is written. This modification will be generally used for screening out cases from large groups for further study. It was successfully used by Munroe with the freshman class at Sara Lawrence College. Its success was proved by time validation since predictions made on the basis of the testing were found to be true in a substantial number of cases as time passed.¹⁸

¹⁸Ruth L. Munroe, "An Experiment in Large Scale Testing by a Modification of the Rorschach Method," Journal of Psychology, 13:221-63, April, 1942.

The Multiple Choice Rorschach Test--as used and described by G. M. Blair. The chief modification here is that instead of the subject writing his reactions to the ink blots, he is instructed to choose the answer in each of three groups of possible answers which he believes the best description of the ink blot he has just viewed and underline it on the answer sheet. He may also check another answer in each group as a second choice. There are three groups of answers for each ink blot. The groups are lettered A, B, and C. There are ten possible answers in each of the three groups. The answers are those most often given in the Rorschach Test for that blot. Five of each ten answers are "good" answers, from the Rorschach records of normal subjects. The other five of the ten are "poor" answers, from abnormal subjects. The answers are scored by consulting a key. The second choices are used for additional interpretation material when needed. They are scored separately from the first choice answers.¹⁹

Blair, working with R. W. Clark, found that there was a high positive correlation in the percentages of similarity (good or poor) between first and second choices. That is, those subjects who had a large percentage of "poor" answers

¹⁹G. M. Blair, "Personality Adjustments of Teachers as Measured by the Multiple Choice Rorschach Test," Journal of Educational Research, 39:652-657, May, 1946.

on their first choices also had a similarly large percentage of "poor" answers on their second choices. This fact shows that the maladjustment of the subject, or adjustment, if the answers were "good," is as well defined in the second-choice answers as in the first-choice answers. Thus the second-choice answers would be quite valuable in checking first choice discrepancies, and could be used as a check on the test's reliability.²⁰

The Machine Scored Multiple Choice Rorschach Test-- as used and described by C. H. Lawshe and Max H. Forster. Here the chief modification is the development of a machine scored answer sheet for the multiple choice Rorschach Group Method Test. The importance of this adaptation is in rapidity of scoring. Also, this device can be used for charting large groups for particular traits. Finer developments in norms can be seen in the offing, too.

The answer sheet lists digits from one to ten horizontally in ten rows. These digits represent the ten standard answers for each ink blot. First choice answers are indicated by marks above the digit. Second choice answers (alternate choices) are indicated by marks below the digits.

²⁰G. M. Blair and R. W. Clark, "Personality Adjustments of Ninth Grade Pupils as Measured by the Multiple Choice Rorschach Test and the California Test of Personality," Journal of Educational Psychology, 37:13-20, January, 1946.

The ink blot is projected on the screen for thirty seconds, and the appropriate ten answers are projected immediately following for forty-five seconds. While the ink blots are being projected, the thirty-second interval, the auditorium is entirely darkened. Then when the answers are projected, the forty-five second interval, light is added to facilitate the subjects' recording.

Standard introductory statements are used. The scoring is done on International Business Machine Scorers.²¹

CONCLUSION

The group method is rapidly becoming a valuable tool for screening operations and for other uses where large numbers of persons are to be tested. Norms are being developed by its use for all Rorschach Testing. Much of the prohibitive cumbersomeness of the test has been alleviated by the use of the group method. From the time of its invention until the present, many useful and important modifications have been devised for this technique. Probably the adaptation that is the newest and most far removed from the original Rorschach style of administration is the last mentioned machine scored Group Rorschach Test.

²¹C. H. Lawshe, Jr. and Max H. Forster, "Studies in Projective Techniques: I. The Reliability of a Multiple Choice Group Rorschach Test," Journal of Applied Psychology, 31:199-211, 1947.

However, even though these radical changes have been wrought in the technique of administration of the Rorschach Test, the test is still proving itself valid, reliable, and highly useful. Its popularity is growing rapidly, and it is being especially enhanced by the developments that remove its chief obstacles: cumbersomeness in scoring and interpretation, and extreme length of time necessary for individual testing.

CHAPTER VI

SUMMARY AND CONCLUSIONS ON THE RORSCHACH TEST AND PROJECTIVE TESTING

SUMMARY

Projective testing is becoming quite noted in nearly every stratum of society. It is well worth one's while, therefore, to become acquainted with its various components. Since confusion might easily be the result of attempting to describe all of the techniques of projective testing, which are very similar, it seemed best to choose one projective technique for a thorough study and discussion. The Rorschach Ink Blot Test was chosen as the example. It is one of the oldest of the projective type tests and is the most difficult to administer and interpret.

The Rorschach Test was devised by a Swiss-born pioneer psychiatrist, Herman Rorschach. After several years of experimentation with ink-blot testing, Rorschach published the monograph, Psychodiagnostic, in 1921, in which he described his studies with ink-blot testing. He related in the monograph a method of personality analysis which he had devised, using a standardized set of ink blots which he had created. Pictures of these ink blots were included in the paper along with a description of the manner in which they were used in

testing a subject. The basic idea in giving the test was to get the subject to project himself mentally into the ink blots and tell what he saw. The test took hold and was successfully accepted despite the fact that its originator died within a year of the time it was published. It has now become a valuable psychological tool.

Rorschach was not the first person to become interested in the potentialities of ink blots as a testing device. Traces of the use of ink blots in testing can be found as far back as 1857, and several other well known testing experimenters left their mark on the ink blot test as it developed. One of these persons was Binet, founder of modern intelligence testing, who experimented with the test about the year 1895.

It was as a result of ten years of experimentation that Rorschach developed his standard series of ten ink-blot pictures. The blots now used are identical to those created by Rorschach. They are reproduced on cards 7 by 9½ inches. The cards are numbered from I to X. Five of the ink blots are in black ink on white cards. The other five are in both black and colored ink, and are also on white cards.

The chief factor to be observed in giving the test is to be certain to allow the subject plenty of freedom. The subject is asked to tell the examiner what he sees in the ink blots. The examiner takes notes, verbatim if possible, of

everything the subject says as he makes these associations. The time the subject spends with each blot is also noted. After the subject has made his associations with all of the blots, the examiner goes back over the blots with him to find out where the subject saw the image (location), what caused the subject to see the image (determinant), and exactly what the image was (content). This latter process is called the Inquiry. The former process is called the Free Association Period.

When the Free Association Period and the Inquiry are done, the examiner is through with the subject. The next part of the test is the job of scoring the subject's associations, which is done by the examiner. The scoring is usually done by the use of symbols, although the scoring procedure and the symbols used can vary with the examiner. There are several schools of Rorschach experts, each advocating a different set of scoring symbols. The symbols are in general, however, basically similar to those proposed by Rorschach.

The next and final step of the test is that of interpretation. It is in this step that the reactions of the subject are studied by a Rorschach expert, using the scores previously obtained, and an analysis of the personality is made. The interpretation is the most difficult part of the test to pin down and describe, because it tends greatly toward the subjective. It has only been with the advent of

norms in the recent years of Rorschach Testing that the test has been brought down to greater objectivity. To be a Rorschach Interpreter, a testing worker must have the mellow-ness of several years of clinical work or the equivalent, and must be well versed on the Rorschach Test.

The chief current developments of the Rorschach Test have been in the area of norms and in the area of group testing. Norms are rapidly being developed for many phases of personality structure. Although much more work is yet needed with norms, those that are now available are valuable immeasurably to the interpretation of the test. The development of the group method of the Rorschach Test has been accompanied by many statements pro and con as to its eventual success. Many feel that the group method is a war-born freak which has become almost a cultism and can end only in harm to the Rorschach Test. Others feel that the group method is the boon that Rorschach Testing has needed to take it off the shelf, for this new process relieves greatly the cumbersome-ness of the administration of the test.

Other new developments of the test are in rapid methods of interpretation and scoring, as the "Inspection Technique," or the I. B. M. machine scored test. High reliability and validity have been found for both the individual and group methods of the Rorschach Test.

CONCLUSIONS

From the facts accumulated in the development of this paper, it seems that the Rorschach Test is a psychological tool of great value and potentiality. The depth of its uses and achievements has not yet been sounded, nor does it seem likely that it will soon be.

With the development of the rapid scoring methods of the test, along with the several developments in the line of group testing, it seems as if the last barriers as far as cumbersomeness of the test have been removed. It will still be a problem to develop a supply of trained Rorschach Interpreters, but this will likely be eventually accomplished as all other of the Rorschach problems have been finally solved, especially if the spur of urgency developed in the past few years of war continues.

It is my prediction for the test that soon scoring and interpretation centers will be set up around the country with Rorschach experts in charge, and the test so developed that it may be administered by anyone with but a few hours' study and then sent to these centers for scoring and interpretation. If this development does occur, the test may become of value even into the high schools and elementary schools.

My greatest fear for the test is that as it becomes

popular and better known, its chief asset will be lost, that of its responses being unknown and thus unrelated to any social standard. Perhaps eventually it will be necessary to create a new set of alternate standardized blots. However, this fear may be proved groundless also, as have so many fears which have been held in the past about the Rorschach Test.

Looking at projective testing in general, I see many of the same hopes and fears which I have seen for the Rorschach Test. Projective testing will become important also in the analysis of personality as has been predicted for the Rorschach. As the Rorschach has gone and is going, so will go projective testing.

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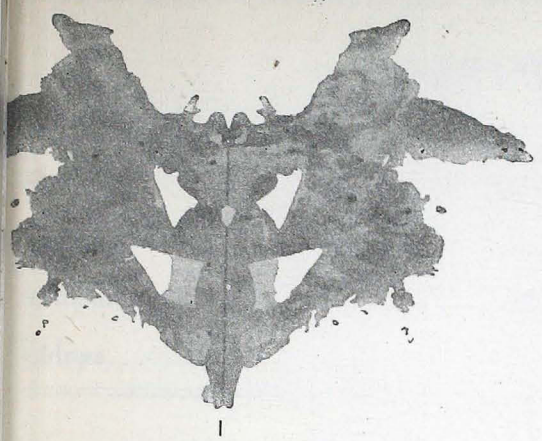
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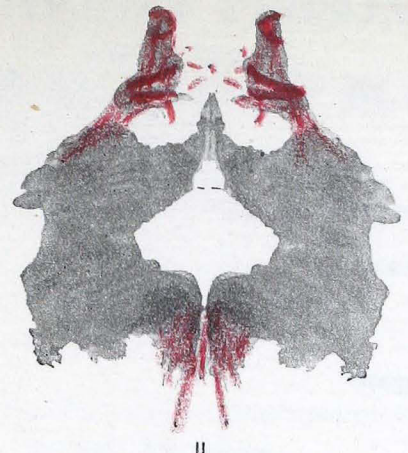
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APPENDIX



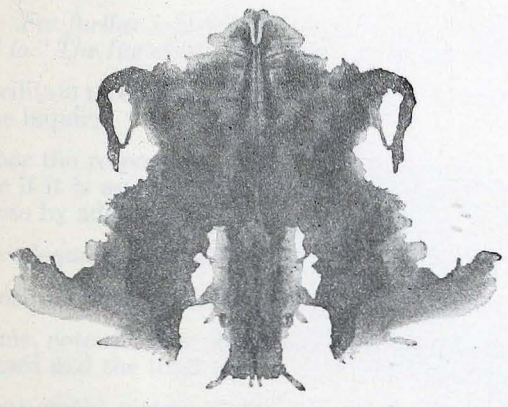
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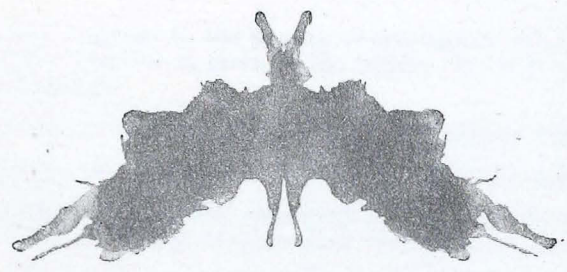
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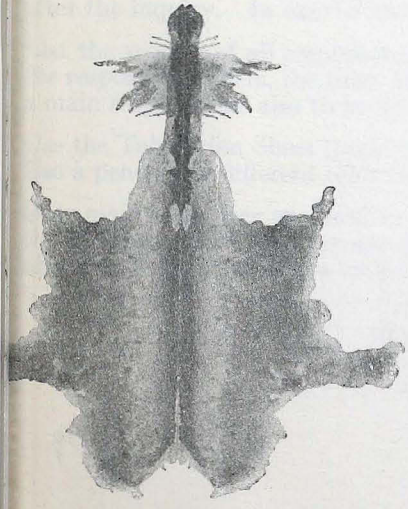
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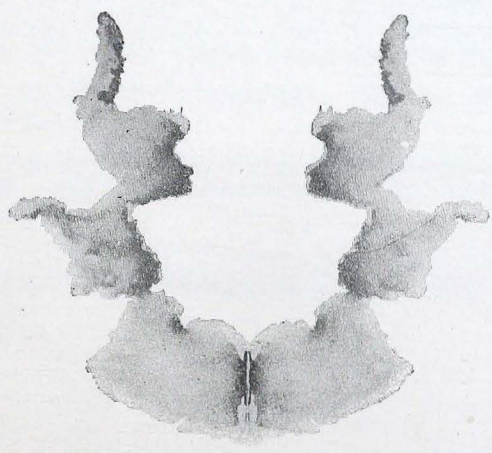
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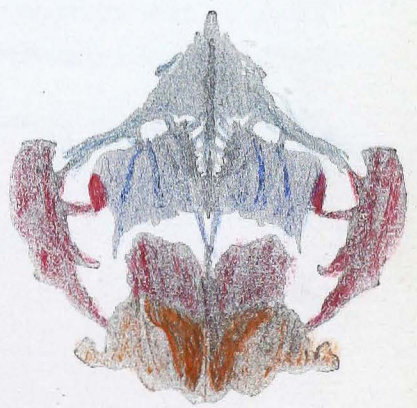
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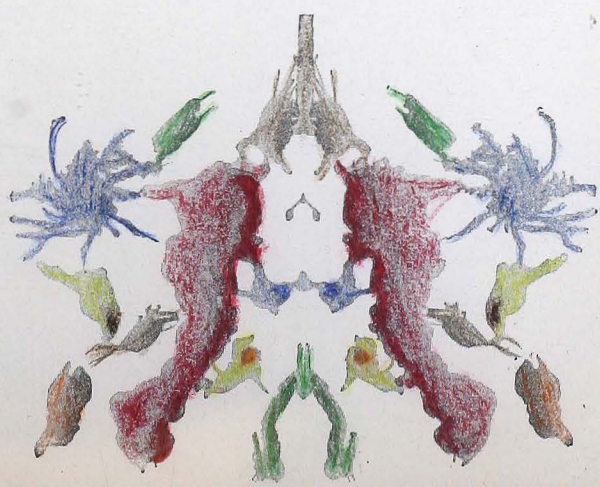
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VII



VIII



THE RORSCHACH METHOD OF PERSONALITY DIAGNOSIS

INDIVIDUAL RECORD BLANK

Developed for the Rorschach Institute, Inc.
By BRUNO KLOFFER and HELEN H. DAVIDSON

Name..... Sex..... Date..... Examiner.....
Birthdate..... Age..... School..... Grade.....
Address..... Occupation.....

TO THE EXAMINER

N.B. For further information about the use of this Record Blank, and scoring and interpretation of results, the examiner is referred to "The Rorschach Technique" by Bruno Klopfer and Douglas Kelley, published by World Book Company.

To facilitate recording of responses, divide your record sheet into two columns: one for the performance proper and one for the inquiry.

Number the responses to each card separately. Number each response in the inquiry to correspond with the main response if it is an elaboration of or an addition to it. If a new response is given in the inquiry, list it as an additional response by adding a letter to the number of the preceding response.

Leave adequate space after each response in case the inquiry should require more space than the original response.

For position of card, use symbols \wedge \vee $>$ $<$, the apex indicating the top of the card as presented to the subject.

For time, note the time when each card is presented and the time when the first response is given. Note the total time for each card and the total time for the performance proper. Time any delays of more than 10 seconds between responses.

Indicate on the picture sheet (page 5) the area chosen by outlining the part and numbering it with the same number as the response. If the whole blot is chosen, write "W" next to the number of the response. This can be done during or after the inquiry. In case of doubt, ask the subject to outline his concept on the picture sheet.

List the scoring of all responses in the form on page 2. Columns are provided for recording the number of the card and the response numbers, the time, the position of the card, and main and additional responses. Additional determinants to a main response are also to be listed in the "Add" column, listing these one below the other if there are several.

Use the Tabulation Sheet (page 3) for the tallying of all responses. Tabulate all additional scores in the "Add" columns. Use a pencil of a different color for this purpose.

Only *main* responses are used in determining the relationships among factors on page 4. Compute percentages only in the instances where they are specifically called for as indicated by the "%" symbol. In all other cases, simply record the absolute frequencies of the various categories.

SUMMARY OF PERSONALITY DESCRIPTION

TABULATION SHEET

Scoring Symbols	Number of Card																				Total	
	I		II		III		IV		V		VI		VII		VIII		IX		X		Main	Add
	Main	Add	Main	Add	Main	Add	Main	Add	Main	Add	Main	Add	Main	Add	Main	Add	Main	Add				
W	W																					
	W																					
	DW																					
D																						
d																						
Dd	dd																					
	de																					
	di																					
	dr																					
S																						
Main Total		+		+		+		+		+		+		+		+		+		+		=

M																						
FM																						
m(m,mF,Fm)																						
k(k,kF,Fk)																						
K(K,KF)																						
FK																						
F	F+																					
	F																					
	F-																					
Fc																						
c(cF,c)																						
C(FC,C'F,C)																						
FC	FC																					
	F/C																					
CF	CF																					
	C/F																					
C	C																					
	Cn																					
	Cdes																					
	Csym																					
Main Total		+		+		+		+		+		+		+		+		+		+		=

H																						
Hd																						
A																						
Ad																						
Aobj																						
At																						
Sex																						
Obj																						
Pl																						
N																						
Geo																						
Art and Des																						
Arch																						
Emblem																						
Clouds																						
Blood																						
Fire																						
Mask																						
Abstract																						
Main Total		+		+		+		+		+		+		+		+		+		+		=

P																						
O																						

LOCATION

DETERMINANT'S

CONTENT

ORIGINALITY

EXPLANATION OF SCORING SYMBOLS

LOCATION

- W Whole Blot**
- W** intended use of whole blot but part or parts omitted or cut off
- W,S** whole blot and white space used (tabulate as main W and additional S)
- DW** a detail interpreted, with its meaning assigned to the whole blot without justification (confabulation)
- D Large Usual Detail**
- D → W** detail interpreted and remainder of blot used as background or W tendency otherwise expressed (tabulate as main D and additional W)
- D,S** white space used in addition to D (tabulate as main D and additional S)
- d Small Usual Detail**
- Dd Unusual Detail**
- dd** tiny detail
- de** edge detail
- di** inside detail
- dr** large or small detail combined with rare adjacent areas, or parts of usual areas, or unusual combinations of usual areas
- S White Space**
- SD** a detail used in addition to S (tabulate as main S and additional D)

CONTENT

- H*** Human Figures
- Hd*** Parts of Human Figures, not Anatomical
- A*** Animal Figures
- Ad*** Parts of Living Animals
- Aobj** Fur Skins, Skulls, and the like
- At** Human Anatomy (dissected parts, x-rays, anatomical charts)
- Obj** All Kinds of Man-Made Objects
- N** Nature (landscapes, mountains, sunsets, rivers, and other scenery)
- Geo** Topographical and Outline Maps and Geographical Concepts like Islands, Gulfs, Channels, not seen in vista
- *Caricatures and mythological figures indicated by parentheses as (H) or (A)

NOTE. Other symbols like Arch (architecture) or Pl (plant) are self-explanatory.

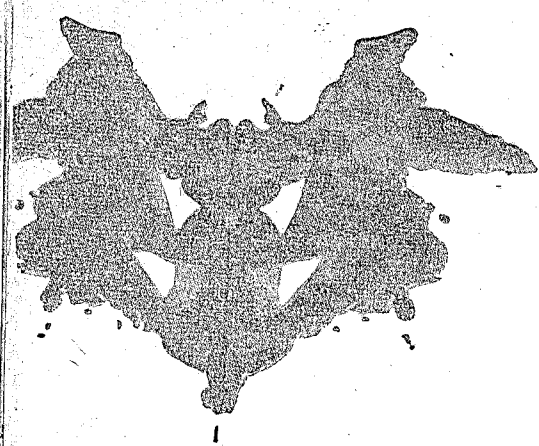
POPULARITY — ORIGINALITY

- P** Popular Responses
- O** Original Responses Found Not More Than Once in 100 Records

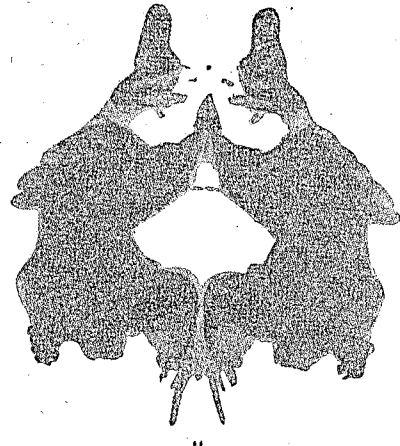
DETERMINANTS

- M Figures in Human-Like Action**
(human, mythological, or animal)
- FM Animals in Animal-Like Action**
- m Abstract or Inanimate Movement**
- m** form excluded from consideration
- mF** form indefinite
- Fm** definite form in inanimate motion
- k Shading as Three Dimensional Exp**
Projected on a Two Dimensional Pl
(x-ray, topographical map)
- k** form excluded from consideration
- kF** form indefinite
- Fk** definite form with k
- K Shading as Diffusion** (smoke, clouds)
- K** form excluded from consideration
- KF** form indefinite
- FK Shading as Three Dimensional Exp**
in Vista or Perspective
- F Form Only, Not Enlivened**
- F +** form more accurate than popular
- F** form on level of popular response
- F -** form less accurate than popular
- Fc Shading as Surface Appearance or**
ture, Differentiated
- c Shading as Texture (undifferentiated)**
- c** form excluded from consideration
- cF** form indefinite
- C' Achromatic Surface Color**
- FC'** definite form with C'
- C'/F** form indefinite
- C'** form excluded from consideration
- FC Definite Form with Bright Color**
- F/C** combination of F and C where the form is c and the color used merely to distinguish a
- CF Bright Color with Indefinite Form**
- C/F** combination of C and F where the color is merely to distinguish areas and the form indefinite (indefinite anatomical chart, political)
- C Color Only**
- C** concrete association to bright color; form and text disregarded (blue: sky or water, red: blood)
- C_n** color naming
- C_{des}** color description
- C_{sym}** color symbolism — abstract association to color (Spring, Fall, Gayety)

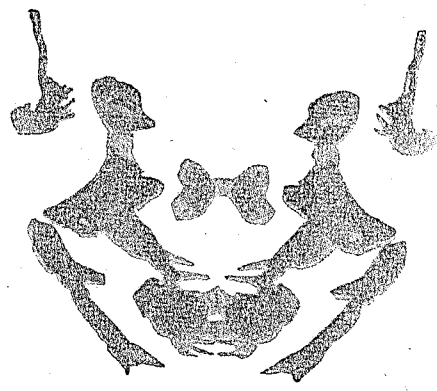
Human-Like Action
 (man, mythological, or animal)
 Animal-Like Action
 or Inanimate Movement
 (not from consideration)
 Inanimate motion
 Three Dimensional Expression
 on a Two Dimensional Plane
 (e.g., topographical map)
 (not from consideration)
 Diffusion (smoke, clouds)
 (not from consideration)
 Three Dimensional Expression
 in Vista or Perspective
 Not Entrenched
 (more than popular)
 (not of popular response)
 (more than popular)
 Surface Appearance or
 Texture, Differentiated
 Texture (undifferentiated)
 (not from consideration)
 Surface Color
 (not with C)
 (not from consideration)
 Form with Bright Color
 (not of F and C where the form is
 used merely to distinguish)
 Form with Indefinite Form
 (not of C and F where the color is
 distinguish areas and the form is
 quite anatomical chart, political
 variation to bright color; form and
 color (blue: sky or water, red:
 abstract association to
 (e.g., Fall, Gayety)



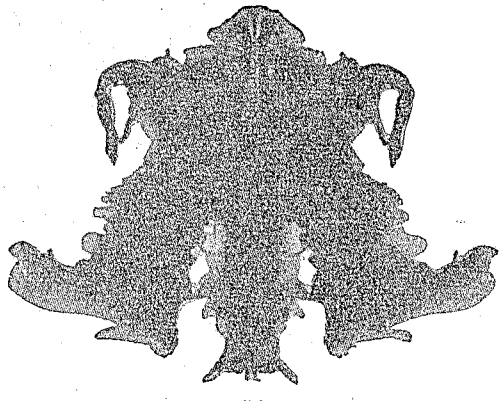
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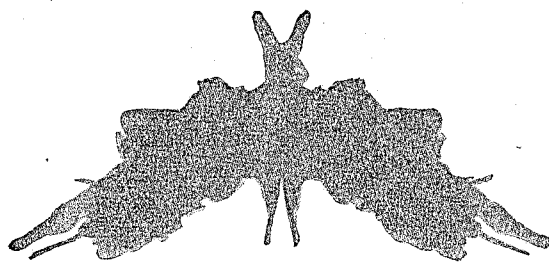
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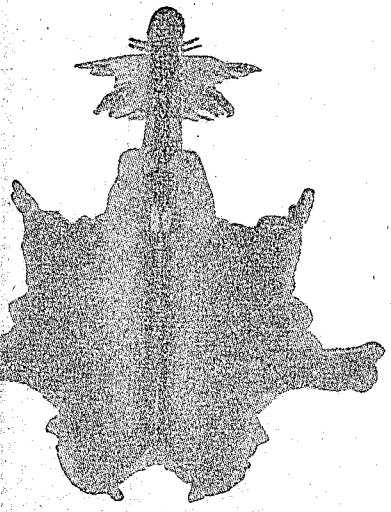
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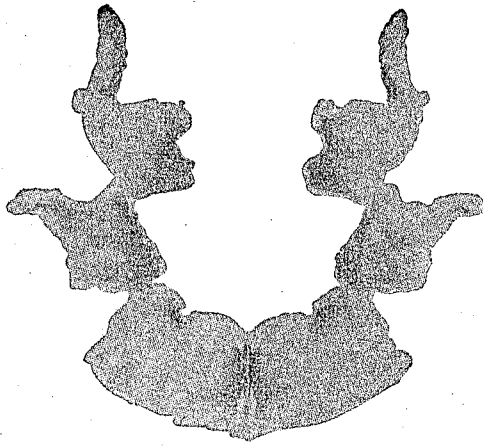
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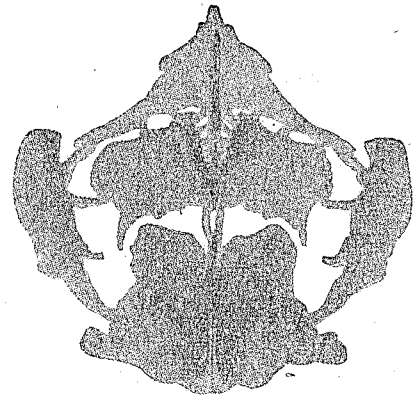
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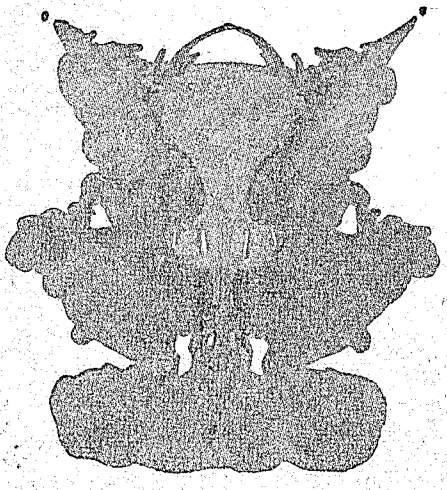
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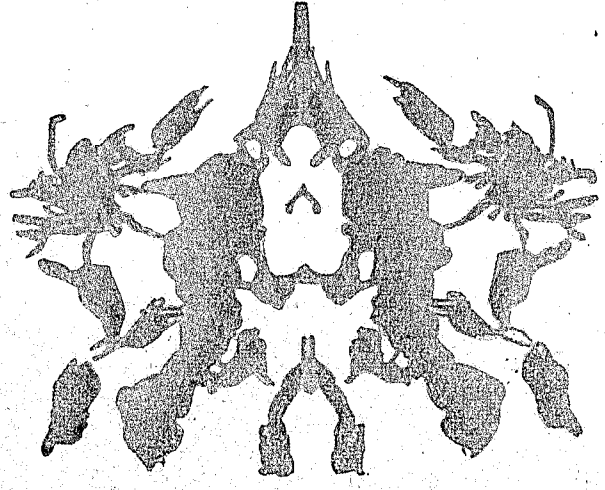
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VIII

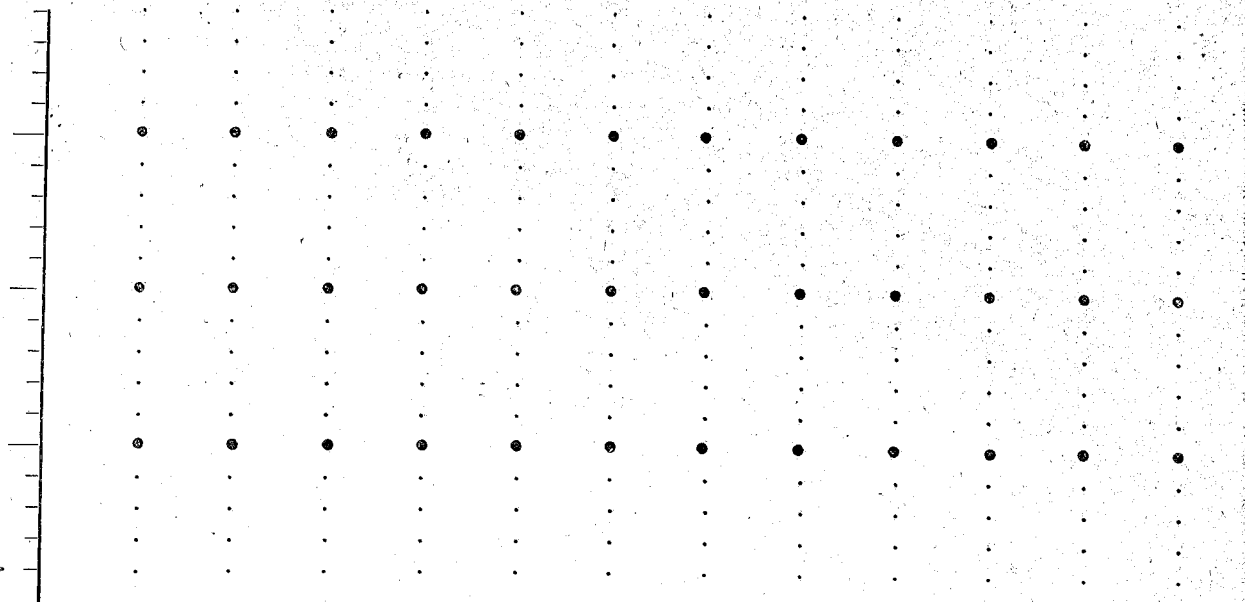


IX



X

Number of Responses
(To be filled in by Examiner)



M	FM	m	k	K	(Differentiated Shading) ↓ FK	F	Fc	c	C'	FC	CF	C
Movement			Diffusion—Vista			Form	Texture and Achromatic Color			Bright Color		

RELATIONSHIPS AMONG FACTORS

Total Responses (R) =

Total Time (T) =

Average time per response $\left(\frac{T}{R}\right) =$

Average reaction time for Cards I, IV, V, VI, VII =

Average reaction time for Cards II, III, VIII, IX, X =

$\frac{\text{Total F}}{R} =$ F%

$\frac{FK + F + Fc}{R} =$ %

$\frac{A + Ad}{R} =$ A%

Number of P =

Number of O =

(H + A) : (Hd + Ad) = :

sum C = $\frac{FC + 2 CF + 3 C}{2} =$

M : sum C = :

(FM + m) : (Fc + c + C') = :

No. of responses to Cards VIII, IX, X = %

W : M = :

Succession :

Rigid Orderly Loose Confused

(Place a check mark at the appropriate point on the scale above)

Estimate of Intellectual Level

Intellectual Capacity

Intellectual Efficiency

.... Very Superior

.... Very Superior

.... Superior

.... Superior

.... High Average

.... High Average

.... Low Average

.... Low Average

.... Dull Normal

.... Dull Normal

.... Feeble-minded

.... Feeble-minded

Note that this estimate is based mainly on the following:

number and quality of W

number and quality of M

level of form accuracy

number and quality of O

variety of content

succession

Manner of Approach

W(____%) D(____%) d(____%) Dd and S(____) or

Enter the location percentages in the spaces above. Compare the percentages with the norms shown in the box below, by placing a check opposite the appropriate range of percentages.

W	D	d	Dd and S
< 10% ((W))	< 30% ((D))		
10-20 (W)	30-45 (D)	< 5% (d)	
20-30 <u>W</u>	45-55 <u>D</u>	5-15 d	< 10%
30-45 <u>W</u>	55-65 <u>D</u>	15-25 <u>d</u>	10-15%
45-60 <u>W</u>	65-80 <u>D</u>	25-35 <u>d</u>	15-20%
> 60 <u>W</u>	> 80 <u>D</u>	35-45 <u>d</u>	20-25%
		> 45 <u>d</u>	> 25%