

**MANUAL FOR SCORING  
MOTIVE IMAGERY IN  
RUNNING TEXT**

(Version 4.2)

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Table of Contents:

Scoring Manual

Introduction	p. 1
Motive Imagery: Basic Definitions and Scoring Conventions	p. 4
Achievement Imagery	p. 8
Affiliation-Intimacy Imagery	p. 12
Power Imagery	p. 15
Use of the Scoring System with Different Kinds of Material	p. 21
How to Learn the Running Text Motive Scoring System	p. 28
Self-Test	p. 32
References	p. 33

Practice Materials for Learning to Score Running Text 106 pages

Set A (TAT stories)	p. 1
Set B (TAT stories)	p. 10
Set C (TAT stories)	p. 18
Set D (TAT stories)	p. 27
Set E (TAT stories)	p. 33
Set F (TAT stories)	p. 42
Set G (Interview-administered TAT stories)	p. 51
Set H (Political speech)	p. 68
Set I (Political speech)	p. 75
Set J (Political speech)	p. 81
Set K (Interview)	p. 85
Set L (Diplomatic documents)	p. 95
Set M (Diplomatic documents)	p. 98

Expert Scoring of Practice Materials (same pagination as practice) 106 pages

Calibration and Test Sets 17 pages  
(Expert scoring packaged separately)

Documentation: "Measuring Personality at a Distance: Development  
of an Integrated System for Scoring Motives in Running Text" 38 pages

Separately available: Videotape practice materials for scoring  
television programs

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Preparation of this manual was supported by a grant from the John and Mary R. Markle Foundation. The assistance of Joseph M. Healy, Jr., Abigail Stewart, Janet E. Malley, Nicholas Winter, Bill E. Peterson, Lauren Duncan, Wendy Welsh, and Eileen Zurbriggen is also gratefully acknowledged.



# Manual for Scoring Motive Imagery in Running Text

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## Introduction

This manual contains rules and instructions for scoring running text for imagery of the achievement, affiliation-intimacy and power motives. "Running text" is a collective term that includes speeches, interviews, literary works, and in fact almost any kind of material that is at least partly imaginative rather than purely factual and descriptive. This scoring system can be applied both to written material (or transcripts of spoken material) and directly to spoken material (or audio or videotapes of spoken material).

The section, "How to Learn the Running Text Motive Scoring System," beginning on page 28, describes how to use this manual and the practice materials in order to attain a level of scoring reliability sufficient for research. If you want to learn to score, you should go directly to that section after reading this introduction.

The scoring rules and definitions outlined here are adapted from the original systems for scoring the achievement, affiliation-intimacy and power motives in brief imaginative stories spoken or written by people who take the Thematic Apperception Test (TAT). (See Atkinson, 1958, chapters 12 and 13 and Appendix I; McAdams, 1980; and Winter, 1973, Appendix I for the original motive



scoring systems, which have also been also reprinted in Smith, 1992.) The development of the present integrated scoring system (Winter, 1991) is reprinted in the Documentation section at the end of this book, after the Calibration Sets. The most important change in the present scoring system is that only the basic imagery of each motive is scored; the subcategories are not used. Another change is that all three motives can be scored at once, so long as the scorer has thoroughly mastered each separate set of definitions and examines each sentence (or other scoring unit) carefully for each motive. Knowledge of the original scoring systems may be helpful to some scorers, but the present system does not presume such knowledge. It is a free-standing scoring system which can be learned by itself, on the basis of the materials included with this manual.

Many of the modifications described in this manual were first introduced by Donley (1968), Donley and Winter (1970), Winter and Stewart (1977), and Hermann (1980a, 1980b) for scoring political speeches. However, this manual can be used with any kind of verbal material including TAT stories, written text (e.g., speeches and literary works), written transcripts of spoken material (e.g., interviews, drama), actual spoken material, and audio tapes, videotapes, or films of spoken material.

This Scoring Manual section is divided into several parts. After an introductory discussion of the concept of motive image and some general rules applicable to all motives and all material, detailed scoring definitions for achievement, affiliation-intimacy and power motive imagery are given. After that, rules and conventions about units of scoring, calculating scores, and scoring different kinds of material are presented. Finally, the concluding section of the Scoring Manual gives instructions for learning to score and for evaluating inter-scorer reliability.

The Practice Materials section follows the Scoring Manual. It contains four kinds of practice materials for learning the scoring system and checking agreement with expert scoring: (1) TAT stories (Practice Sets A-G), (2) speeches (Practice Sets H-J), (3) a press conference interview (Practice Set K) and (4) diplomatic documents (Practice Sets L and M). In addition, a video cassette containing selected portions of three television programs is available separately.

If you want to learn to score, you should first read through and study the definitions and scoring rules for the three kinds of motive imagery. Then you should use the practice materials and check your accuracy against the expert scoring, following the steps suggested in "How to Learn the Running Text Motive Scoring System" section of this manual. Regardless of the kind of materials you plan to score in actual research, you should practice on all the different kinds of materials given, in order to gain maximum familiarity with the scoring system.

Motive Imagery: Basic Definitions and  
Scoring Conventions

Definition of Motive Imagery

In general, a motive image is an action (past, present, future or hypothetical), a wish or concern, or some other internal state which any speaker (writer, character in a TAT story or drama, author of a literary work, group, institution, or impersonal entity or abstraction that is personified) attributes to self, to some other person, to a group or institution (including colleagues or rivals), or to people in general.\* Detailed definitions for scoring achievement, affiliation and power motive imagery are given in the sections below. The validity of these definitions has been established by over forty years of psychological research.

Certain conventions and scoring rules apply to all three kinds of motive imagery. You should be careful to base your scoring decisions upon the exact content of what is written or said. You can use the context to understand the meaning of a word or phrase, but you should avoid deeper intuitions or inferences about what the author of the material might have meant or should have said. In general, verbal content should be taken seriously and literally. Phrases, slogans, or other material quoted from other sources should be scored just as if it were original. However, titles of books, laws, political programs, and so forth are an exception to this rule. Thus phrases such as "I want to create a great society," "We must be good neighbors," or "We shall forge an alliance for progress" are scored; but when these words occur as

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\* In scoring interviews, press conferences, and other kinds of dialogue, you may want to score only the words of one speaker or character, or at least analyze the scores of different speakers separately.

the titles of actual laws, programs, or the like ("Great Society," "Good Neighbor Policy," "Alliance for Progress") then the title content is not scored, unless there is some further elaboration of the motive image beyond the title.

### Negations and Questions

Motive images that are denied or negated are not scored. Motive images that are denied, either by the word "not" or (more hypothetically) by reference to a moral standard that restrains the actor or negates the action, are not scored. Thus the following examples would not be scored, because the power-related act is denied, restrained, or negated:

She did not murder him.  
 She did not want to murder him.  
 She did not murder him, because it was wrong.  
 She wanted to murder him, but knew it would be wrong.

On the other hand, a moral standard characterizing an action that has already taken place does not negate it. Thus the following examples would be scored:

She murdered him, and then realized it was wrong.  
 She wanted to murder him, even though it was wrong.

Motive imagery in the form of questions is a little more complicated. First, motive imagery in simple questions is not scored. On the other hand, images in hypothetical statements ("if . . . then . . ."), instrumental questions ("how to" as opposed to "whether"), and rhetorical questions are scored for motive imagery, even when they are used to elaborate a denial.

These scoring rules and conventions can be further illustrated by the following additional examples involving power motive imagery:

We will invade. [Simple declarative sentence; scored for Power Imagery]  
 Will you invade? [Simple question; not scored for Power Imagery]  
 He was wondering whether to invade. [Simple question; not scored for Power Imagery]  
 We will not invade. [Denial; not scored for Power Imagery]

Invading is wrong. [Mere characterization; no act; not scored for Power Imagery]  
Their invasion was wrong. ["Wrong" is a characterization, not a denial; scored for Power Imagery]  
If we invade, it would lead to all-out war. [Hypothetical statement; scored for Power Imagery]  
We will not invade [not scored], because it would lead to all-out war. [Hypothetical; scored for Power Imagery]  
How can we invade? [Instrumental question; scored for Power Imagery]  
Did the invasion shorten the war? [Rhetorical question; scored for Power Imagery]

These rules and conventions are designed to distinguish weak cases where a motive image is merely mentioned, or mentioned only to be denied, from stronger cases where the speaker or writer endorses the image or is preoccupied with it. These particular rules given here may seem arbitrary and arguable. (Many psychoanalytic theorists, for example, would ignore denials and negations; see Freud, 1925/1961). However, the present scoring conventions were developed by identifying the categories of verbal imagery that actually change as a result of motive arousal. (See Winter, 1973, pp. 37-40, and Atkinson, 1958, p. 182n on scoring largely negative affective concerns.)

#### Scoring Complex Material

Literary, philosophical, and political material is often difficult to score because it is so complex and abstract. In such cases, you should try to reduce complicated ideas and expressions to simpler terms in order to clarify scoring issues. One way to do this is to rephrase the abstractions as if they were parts of a TAT story. Consider the following sentence, which is taken from George Washington's first inaugural address:

The magnitude and difficulty of the trust to which the voice of my country had called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence one who (inheriting inferior endowments from nature and unpracticed in the duties of civil administration) ought to be peculiarly conscious of his own deficiencies.

For scoring purposes, this could be rephrased as if it were a TAT story:

When he heard what everyone wanted, George thought that even very wise and experienced people would doubt their qualifications. He was despondent because he realized how deficient he was.

In this rephrased form, the sentence would clearly be scored for achievement motive imagery, because the speaker feels negative affect at not meeting a standard of excellence (see the definitions in the following section).

#### Use of the Context

In general, scoring decisions should be based on actual words or phrases, keeping intuitions, inferences and embellishments from other parts of the story, or on the basis of the broader story context, to a minimum. However, the context can be used to "deconstruct" or figure out the precise meaning (that is, the denotative meaning) of a particular word or phrase that would otherwise be ambiguous. For example, the word "acquaintance" sometimes means "friend" (which would score for affiliation) and sometimes means "someone whose name and face I know" or "client" (neither of which would score for affiliation by itself). Here the context may be used to deconstruct or figure out what was meant in a particular occurrence of "acquaintance."

## Achievement Imagery

Achievement Imagery is scored for any indication of a standard of excellence. Such standards are usually expressed in one of the following five forms:

1. Adjectives that positively evaluate performances (or the outcomes of implicit performances), such as "good," "better," or "best."

"She wanted to find a better way."

"Our government must express the best ideals."

Sometimes, however, the word "best" means "most likely" rather than an evaluation of performance, as in the phrase "the best bet." Such cases are not scored for Achievement Imagery. Also, "good" in the sense of "morally good" is not scored.

When "success" indicates positive evaluation of a performance, it is scored. Sometimes, though, "success" merely describes the conclusion of a routine action (as in the sentence, "After several minutes he succeeded in starting the car") or the attainment of some other goal that does not involve excellence ("She succeeded in convincing the jury."). These latter two cases are not scored for Achievement Imagery. Thus "He wants love, and succeeded in getting it" would not be scored for Achievement Imagery, because the goal is clearly affiliative. (It would be scored for Affiliation Imagery; see below.) "We have succeeded in smashing the enemy forces" would only be scored for Power Imagery (see below), but "Against great odds, we have succeeded in the difficult task of smashing the enemy" would also be scored for Achievement Imagery, since success at a difficult task involves excellence.

2. Goals or performances that are described in ways that suggest positive evaluation. For example, an action could be described as thorough or

careful, where thoroughness or care clearly contribute to the excellence of the result. In this connection, working "hard" or even working "thoroughly" would be scored only when the connection between hard work or thoroughness and excellence is clear. By itself, mere hard work only suggests a concern for the task rather than for the result. This could be called "task imagery" rather than Achievement Imagery. Thus you should score Achievement Imagery only when working "hard" (or any other quality of performance) means working well.

"The surgeon had to work fast, without any mistakes." [Speed and accuracy are relevant to being a good surgeon.]

"Our policies are advanced and far-sighted."

"Our ancestors had the strength to endure the hardships of life in the wilderness." [Here endurance suggests excellence.]

Not scored:

"The man's car broke down, and he has spent a long time trying to fix it." [Spending a long time doesn't necessarily mean doing a good or efficient repair job.]

"We have endured the storm." [Here there is no suggestion of excellence.]

"We have worked long hours to put together this program." [Only task imagery]

"Progress" or "economic growth," as goals, can be assumed to involve excellence, and so are scored for Achievement Imagery.\*

3. Mention of winning or competing with others, so long as winning is a reflection of excellence rather than of pure aggression or power.

"We have sustained a higher growth rate in recent years than any other nation."

To be scored for Achievement Imagery, however, any mention of "success" must involve some standard of excellence in the outcome, not just the positive

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\* In political material, "progressive," is sometimes used ideologically as a synonym for "socialist" or "Marxist." As a scoring convention, "progressive" can be scored for Achievement Imagery when it refers to policies or actions, but not when it refers to countries or political groups without reference to specific actions or policy.



outcome of an action that involves some goal other than achievement (see criterion 1 above).

4. Failure, doing badly, or other lack of excellence, so long as there is at least some sadness, negative feeling, or concern to do better. Negative feelings about an obstacle to achievement or excellence can be scored under this criterion.

"She was angry that the bad weather slowed down her time in the race."

"Every citizen must feel shame that our country is only second-best."

5. Unique accomplishment--any action or goal that is unprecedented, new, unusual, or extraordinary, thereby suggesting an implicit standard of excellence.

"She will discover a cure for cancer."

"Ours was the first society to combine spirituality and liberty."

#### An Issue in Scoring Achievement Imagery

Verbal content that refers to past or present "dreams," goals, or aspirations of a person or a group should be examined carefully. Mere reference to a "dream," without further evidence that the content of the dream involves achievement, is not scored for Achievement Imagery. If the content is spelled out in achievement terms, however, then Achievement Imagery can be scored.

"We rejoice in the ever-expanding dream of our country." [Not scored; content of the dream is not specified and "expanding" does not necessarily indicate excellence.]

"Our ancestors came with dreams that we still share." [Not scored; content is not specific.]

"I dream of revitalizing this university." [Scored; "revitalize" suggests improvement.]

"In those times no prize was beyond our grasp." [Scored; the past memory involves a "prize," which suggests success in competition and excellence.]

*REVIEW EXAMPLES*

The following examples are scored for Achievement Imagery:

"She graduated from college with high honors."

"We, as a people, aren't happy if we aren't moving forward."

"There can be no nobler nor more ambitious task than to shape a just and peaceful world." [A "just" and "peaceful" world seems to be a "better" world, thus suggesting a standard of excellence.]

"Our country can be better."

"We need a revolutionary policy that will deal effectively with the problems." ["Revolutionary" suggests uniqueness; also, "effectively" suggests a standard of excellence.]

The following examples are not scored for Achievement Imagery:

"Because he didn't study, he did badly on the exam." [Not scored, since there is no sign of negative emotion or determination to do better.]

"It is time for a change." [No mention of improvement or a change for the better.]

"Further action is needed to render the reforms lasting." [Only task imagery.]

"The answers that we seek must be arrived at openly and honestly." [Openness and honesty are not necessarily standards of excellence; "improved openness and honesty" would be scored.]

### Affiliation-Intimacy Imagery

Affiliation-Intimacy Imagery is scored for any indication of establishing, maintaining or restoring friendship or friendly relations among persons, groups, nations, and so forth. Mere connection, association, or even common activities are not enough; there must also be a warm, friendly quality about the relationship. There are four basic forms of Affiliation-Intimacy Imagery:

1. Expression of positive, friendly, or intimate feelings toward other persons, nations, and so forth. Use of terms such as "friend," "friendship," "lover," or "getting married" is almost always scored, unless the warm feelings are negated or denied. Also scored are signs of warmth, sharing, or mutuality between people. Mention of sexual activity or sexual interest can be scored if warmth or love are implied. Mention of "unity," in the sense of one people, group, or nation being closely connected with another, is scored:

"Two college friends are glad to see each other."  
"We wish for friendship between our two countries."  
"A sense of common humanity has united us."

Certain formulaic expressions, such as "comrade," "brother," or "sister," used either in address or in reference to another person, are not scored if they are used in a wholly routine way required by the speaker's ideology, unless there is additional evidence of affiliative warmth, closeness, or unity of people. Similarly, the mere word "ally" or "allies" is not always scored, but "good allies," "close allies" or some similar affiliation-tinged reference would be scored for Affiliation-Intimacy Imagery.

2. Sadness or other negative feeling about separation or disruption of a friendly relationship, or wanting to restore it. The negative feeling must be connected to the affiliation loss entailed by separation and not to

some other consequence. The word "lonely" is usually scored, because it suggests a negative feeling about being alone or lacking friends.

"He was sad when his friend went away on vacation."

"The cancellation of my visit is deplorable, since it keeps us from furthering our relationship."

3. Affiliative, companionate activities such as people spending friendly time together, parties, reunions, other social occasions, or just friendly small talk. In fact, doing almost any activity together can be scored under this criterion, if there is a warm, affiliative quality to the activity. Thus sharing time and space, or wandering and noninstrumental talk, by people who have some past, present or future relationship is scored. Sexual activity can be scored, but only if it involves affiliation and warmth. The suggestion of shared existence or interdependence can be scored, so long as cooperation and friendship are implied.

"Peace" among nations or people can be scored if it is mentioned in an affiliative way--emphasizing warmth, emotional commitment, bringing people together or preserving good relations among them, or unity (versus a mere cessation or absence of war). Thus a "victory for peace" is not by itself scorable. References to conferences among nations would not by themselves be scored, unless they contain overtones of affiliation or cooperation.

"After dinner, everybody sat around chatting and laughing together."

"Let our two nations work together to establish this program."

"We will work for peace among all people."

Reference to "good relations" or "improved relations" between or among nations is scorable, but mention of "correct relations" or "normal relations," without further evidence of affiliative concern, is not.

Words of welcome to another person are scored if they are elaborated in an affiliative way, but not if they are only formal, or if the affiliative theme is ignored or denied.

- "Welcome to our country." [Not scored]
- "Welcome to our country, dear brother." [Scored]
- "Welcome to our country; we hope you will feel at home." [Scored]

4. Friendly nurturant acts such as helping, consoling, sympathetic concern, and so forth, so long as they are done for the sake of affiliation or empathy and not solely out of duty, role obligation, or rational calculation. (Such helping actions are often scored for Power Imagery as well, as described in the next section.) Help that is merely one unemphasized element in a long list of nonaffiliative goals, or help that really involves only power and not affiliation is not scored for Affiliation-Intimacy Imagery.

#### An Issue in Scoring Affiliation-Intimacy Imagery

In political speeches or documents, affiliation cues are usually less obvious or strong than in TAT stories, so you should be alert to more subtle indications of warmth, unity, or companionate activity.

#### *REVIEW EXAMPLES*

The following examples are scored for Affiliation-Intimacy Imagery:

- "They were young and in love."
- "I ask you to join with me."
- "Let us enjoy ourselves as well as consider business during my visit."
- "Our government must be compassionate."
- "She wanted to give her grandson a present on his birthday." [Even if birthday gifts are a role obligation, her "wanting" makes this clearly affiliative.]
- "If we meet, I am sure we can settle our disagreements." [Overcoming separation and disunity]
- "Government must be put at the service of humanity, safeguarding the health of its women, men, and children." [Nurturant helping act.]

The following examples are not scored for Affiliation-Intimacy Imagery:

- "We must find productive work for those who can do it, and strengthen the family, which is the basis of our society." [Not clearly warm and nurturant]
- "Seeking to preserve peace, we have had to fight three wars." [Peace can involve affiliation, but here it is the fighting of wars that is elaborated.]
- "Mary agreed to work with her in organizing the business." [Routine, no warmth or affiliative overtone]

## Power Imagery

Power Imagery is scored for any indication that one person, group, institution, country, or other person-like entity has impact, control or influence on another person, group, institution, country, or the world at large. There are six basic forms of Power Imagery:

1. Strong, forceful actions which inherently have impact on other people or the world at large, such as attacks, assaults, threats, accusations, chases, insults, exploitation, taking advantage of, gaining the upper hand, demanding, having a major effect on others' lives, and so forth.

"We can certainly wipe them out."

"The company representative criticized the manager."

"Corporations have used their monopoly power to squeeze out competitors."

Wholly routine, everyday actions are not scored (e.g., a teacher teaching or a soldier giving routine orders). However, actions which are routine or in other ways not inherently or directly forceful can be scored if the extent of their impact on others is clearly elaborated, as in the following example:

"I am proposing a new policy [a routine act so far], which will transform people's lives" [Extent of impact is elaborated so as to be scorable for Power Imagery].

Under this criterion, words such as "oppose" or "reject" are not necessarily scored, since opposition or even rejection could signify the actor's attempt to avoid others' impact rather than to have impact. "Oppose" can also mean an internal attitude or disposition without any actual opposing action. Phrases such as "condemn," "reject with contempt," or to "vigorously oppose," however, elaborate the actor's own impact and so would be scored for Power Imagery.

In general, concern with autonomy or controlling one's own destiny, not accepting interference, and so forth are not by themselves scored, unless there is additional evidence of the concern for impact. Thus "we do not accept interference in our affairs" is not scored, but "we will certainly resist any interference" is scored because such "resisting" suggests having impact on others.

2. Control or regulation, especially through gathering information or checking up on others. Wholly routine or impersonal activities (controlling or checking on things, rather than on people) are not scored under this criterion.

"The reporter is trying to get the lowdown on the politician."  
"We are trying to determine whether they need the aid money."  
"The credibility of this government must be carefully assessed."  
"The technician is giving the airplane crew members a drug test."

Not scored:

"The technician is X-raying the steel beam." [By itself, this inspection is purely impersonal.]

3. Attempts to influence, persuade, convince, make or prove a point, argue, and so forth, so long as the concern is to affect others and not to reach agreement or avoid misunderstanding. Once again, wholly routine actions are not usually scored under this criterion. Thus words signifying a person or role, such as "leader" or even "president," would not necessarily be scored if no actual leading or impact were involved.

"Carolyn's mother is trying to interest her in auto mechanics."  
"We shall try to convince him of the importance of the talks."  
"I shall urge these measures on the legislature."

4. Giving help, advice, or support that is not explicitly solicited. Either specific assistance or more general support can be scored, so long as nurturance and help are implied. (Help can also be scored for Affiliation-Intimacy Imagery if it involves warmth or affiliation. Indeed,

sometimes "helping" really means co-acting, as in "helping dad do the housework," rather than impact, as in "helping dad by doing the housework." In these cases, Affiliation-Intimacy would be scored but not necessarily power.)

Teaching is scored, unless it is wholly routine (e.g., a teacher in a routine classroom situation).

"She is giving advice to the manager."  
 "He is consoling the orphan."

"Supplying arms" might signify a business transaction and would not be scored without further indication of impact, but "giving arms help" would be scored. "Support" in the sense of concrete help is scored; but "support" in the sense of mere agreement with policy is not. Many cases are ambiguous, as in the following example: "The U.S. supports Kuwait." In such cases, whether "support" can be presumed to have a major effect (and so be scored) depends on the relative strength and prestige of the two parties. Thus "The U.S. supports Kuwait" or "The father supported his son" [presumed large impact] would be scored; but "Tom supports his party's policies" [presumed small impact] would not be scored.

Help, advice, or support must be unsolicited to be scored; Power Imagery is not scored under this criterion if the help has been requested. Of course if the help is solicited but the impact of the help is further elaborated, then Power Imagery could be scored under the first criterion.

5. Impressing others or the world at large; mention of (or concern about) fame, prestige, reputation. Subjective pleasure at one's own glory or prestige, or pain at the lack or loss of prestige, as well as efforts to overcome prestige-loss, can also be scored. No specific actions need be mentioned for Power Imagery to be scored under this criterion.

"He wants to appear urbane and sophisticated."  
 "Sadly, our national prestige is at an all-time low."  
 "By taking this step we will impress them with our capabilities."



6. Any strong (positive or negative) emotional reaction in one person (group, nation, etc.) to the action of another person, etc. The action must be intentional (not accidental), but the emotional effect need not be intended; thus accidents, natural disasters, and the like are not scored.

"When she took him out to dinner, he was enchanted by the evening."

"The country is looking for leaders who will stir new hope in our cities."

"After the speech, a wave of enthusiasm swept the crowd."

To be scored for Power Imagery, these emotional effects must be transitive rather than mutual and companionate. That is, the person whose act creates the emotional effect must not at the same time be affected by the other person. Thus when two people are having a mutual, simultaneous and companionate emotional effect on each other (e.g., lovers emotionally reacting to each other), Power Imagery is not scored. However, if the two people or groups have a serial effect on each other (e.g., one person speaks, then the crowd applauds, then the applause makes the speaker laugh or cry), Power Imagery is scored.

#### Four Issues in Scoring Power Imagery

When scoring Power Imagery, you should be especially careful to make three distinctions.

(1) Power as capacity versus power as effect. The words "power" and "strength" are sometimes used in the sense of "ability," "capacity," or "faculty" rather than in the sense of having an effect on others. These "capacity" uses are not scored for Power Imagery. Examples:

"He did not have very great powers of reasoning."

"She lost the power of speech."

"From the losses of war, we have emerged with increased strength."

"This philosophy means a return to the most basic source of our national strength."

Power Imagery is not scored in these cases because the focus is on inner capacity instead of outer effect. On the other hand, the following passage is scored because the inner strength is explicitly linked to outer prestige:

"Upon our strength of purpose at home [not scored] depends our position in the world [scored]."

(2) Power versus achievement. What is the difference between achievement and power? Sometimes the two concerns may occur together, but they are conceptually quite distinct and should not be confused. Doing something with excellence is not the same thing as gaining impact or prestige. In terms of the old saying: "Build a better mousetrap . . ." is achievement, while ". . . and the world will beat a path to your door!" is power. Another example:

"If we do our best [achievement], we shall cover ourselves with glory [power]."

As suggested above, competition with another person, country, and so forth could involve either achievement or power, or both. Thus "Let us take pride that the campaign was well-run and that the better candidate won" suggests standards of excellence and is scored for Achievement Imagery; but "Let us take pride that the battle was proudly waged and honorably won" focuses on pride and honor (forms of prestige) and so is scored for Power Imagery.

(3) The word "great." "Great" often presents a scoring problem. Is it achievement or power? The context and elaboration should be carefully considered. When "great" is used (often by itself) to suggest excellence, it is an achievement image; but if the context mentions or implies fame or public attention, then it is power. Thus the simple phrase "this great country" would usually be scored for achievement, but "thousands watched the great performance" would be scored for power.

Similarly, words such as "star" or "important" could be scored either way, depending on nuances and context. As a rough guide, "star student" is probably achievement, while "movie star" is usually power. An "important discovery" is probably achievement, but an "important person" suggests prestige and power.

(4) Power in routine political contexts. Finally, certain actions which might connote power for an ordinary person are not scored for Power Imagery if they are wholly routine for persons in the general position of the actor, speaker, or writer. Thus a politician who makes a speech announcing her candidacy might say "I announce my candidacy" or "I seek the nomination." A legislator might say "I will introduce a bill" or "we will pass a law." In context, these are routine. However, with extra emphasis on impact, Power Imagery could be scored, as in the following: "I will fight for the nomination down to the last delegate."

#### REVIEW EXAMPLES

The following examples are scored for Power Imagery:

- "She demanded something better than the existing working conditions."
- "We must prevent other nations from taking advantage of us, and assert our rights with a strong hand." [Either clause is scorable.]
- "As Prime Minister, she enabled people to be proud of their government." ["Pride" is a strong emotion]
- "The president has used unemployment to fight inflation." ["Fight" suggests forcefulness or impact beyond routine economic policy.]
- "This policy will release the energy that is our national spirit." [Widespread public impact]
- "She encouraged the student to go to college."

The following examples are not scored for Power Imagery:

- "Reading Wollstonecraft's writings gave her a feeling of strength." [Concern is with inner strength.]
- "Before the election I will campaign in the district." [Routine action for a candidate]
- "John finished last and was sad." [Concern is for achievement; if John had been "humiliated," then Power Imagery could be scored.]

Use of the Scoring System with  
Different Kinds of Material

Written Text

When the running text scoring system is applied to written text of any kind (literature, speeches, interviews, TAT stories, and so forth), the individual sentence is the unit for scoring motive imagery, although sometimes the context of adjacent sentences must be looked at in order to understand the meaning of a sentence and so make a scoring decision. In principle, any sentence can be scored for motive imagery, but there are several more precise rules:

(1) A single sentence can be scored only once for the imagery of any particular motive, though it can be scored for imagery of two or more different motives.

(2) If imagery for the same motive occurs in two separate but consecutive sentences, it can be scored only once. If, however, it also occurs in a third consecutive sentence, then it can be scored in the first and third sentences, and so forth. (You should keep to this rule regardless of variations in sentence length.) As a scoring convention, cases of power imagery involving a strong emotional reaction to another person's act (criterion 6) are considered to occur in the sentence describing the emotional reaction.

(3) However, if the same motive appears more than once--in the same sentence or in two consecutive sentences--but the separate occurrences are separated by the imagery of another, different motive, then both occurrences can be scored. In fact, two images of the same motive in the same sentence that are separated by imagery of another motive can both be scored. (For this

reason, researchers who are only interested in a single motive should nevertheless have all three motives scored.)

(4) In interviews, each separate question and answer constitute a separate text. Thus the last sentence of one response and the first sentence of the next response could both be scored for imagery of the same motive, so long as a question (or comment from another person) intervened between the two.

(5) Ignore the following kinds of utterances in interviews, both in scoring motive imagery and calculating length of text:

"Please repeat the question."  
"I'm sorry, I didn't hear you."  
"No comment."  
"I think I've already answered that."

(6) In transcripts of interview-based TAT stories, a pause (signified by the word "pause" or an ellipsis [ . . . ]) can indicate the end of a sentence, for scoring purposes, if it occurs at the end of a sentence-like unit of thought--that is, if it could be replaced with a period. Do not count an ellipsis or pause as a period if it occurs in the middle of a sentence-like unit of thought--that is, if replacing it with a period would create a sentence fragment. Examples:

"Maybe she has lost something . . . [pauses] I don't know, maybe she lost a watch while she was hiking" [The pause occurs at the end of a sentence-like unit, and so can be replaced by a period.]

"Maybe he loves . . . I don't know, maybe a friend or something" [Here the ellipsis occurs in the middle of a sentence-like unit, and so cannot be replaced by a period.]

All of these rules are intended to distinguish between imagery that is repeated merely to clarify the speaker's or writer's stand (or for technical reasons involving the format used) from imagery that is repeated because the speaker or writer is especially concerned about a certain motive.

Overall motive scores for a given text are expressed in terms of images per 1,000 words. Of course you can calculate separate scores for different speakers in a discussion, different characters in a play, or different topics or parts of a single speech or literary passage.

#### Spoken, Audio, Video, and Film Material

When the scoring system is applied to spoken, audio, video, or film material, whether live or on tape, the unit of scoring is defined by time rather than by sentence. The entire audio or video sequence (program, speech, film) is first broken down into 15-second units. Every other 15-second unit is scored for motive imagery. These scorable units are called scoring frames. Within each scoring frame, imagery for each motive is scored as present or absent. You can use the time between scoring frames to make decisions about scoring, rest, and prepare for the next frame. The overall score for each motive is the proportion of frames in which imagery for that motive is present.

When scoring audio or videotaped material, it is sometimes useful to go over a scoring frame two or three times to be sure of frame boundaries or to resolve difficult scoring decisions. (Of course you can't do this with "live" scoring.) In order to preserve the exact same frame boundaries on each "pass" through the sequence, the whole sequence should first be recorded with some kind of time markers written on the tape to indicate frame boundaries. (The television program excerpts used in the practice materials, for example, were first recorded with a 1000 cps tone (on for 15 seconds and then off for 15 seconds) superimposed on the program's audio. Other markers, such as a superimposed video time generator, could be used. Markers can be written on the audio or video tape either at the time of original recording or else when copying or editing the tape.)

Each frame is scored solely on the basis of its contents. Where a sentence or passage of speech straddles a frame boundary, only the part falling within the frame can be scored. Incomplete sentences, with a beginning or end outside the frame, can be completed with neutral words such as "there is," "it will," and so forth. Thus, for example, given the phrase " . . . to improve economic performance," you can supply "it will" to begin the sentence, making it clear that Achievement Imagery is scored. However, if the frame began with the words ". . . economic performance," then a neutral phrase such as "There is . . . " would not make the frame scorable for Achievement Imagery.

When television, film, or some other video material is scored, nonverbal behavior (visual material without corresponding audio or verbal material) can be scored according to the following convention. First, describe nonverbal behavior and actions in simple, ordinary "neutral" language; then score that description for motive imagery. In making these descriptions, you can include any known facts about a particular character (for example, that the character is a police officer) or the relationship between two or more characters (for example, parent and child). Some examples of such implicit descriptions may illustrate this technique:

The child went up to the man [= his father] and put his arms around him. [Scored for Affiliation-Intimacy Imagery]  
The people [= police officers] were chasing the other person [= criminal]. [Scored for Power Imagery]  
A man was running away from the explosion and several other people were following him. [No suggestion that the first man's action caused the others to run; not scored]

Another problem involves subtitles, signs, labels on objects, and so forth. Here the scoring convention is that any title, subtitle, sign, label, or other nonspoken written material can be scored if it draws the viewer's attention--that is, if it is prominent enough or emphasized enough so that it would be read by the average viewer. Thus, for example, if the contents of a

letter, note, or newspaper headline are visible to the viewer during a scoring frame, then they can be scored for motive imagery.

For scoring films and television programs, there are also some additions to the definitions of motive imagery.

Achievement Imagery can be scored for any commercial claim that a product is "better" than another product, or that it possesses some quality that is a standard of excellence for that product. For example:

"Stays dry longer" [of deodorants]  
"Professionally formulated" [of patent medicines]  
"Delicious" [of foods]  
"Unique," "terrific," or "great"  
By itself, "new" is not scorable unless it clearly means "better."

Obviously commercials are generally quite high in Achievement Imagery, but by no means is every frame of every commercial scored.

Affiliation-Intimacy Imagery can be scored for conversations that are not instrumental to some other purpose such as giving or getting information, so long as the conversations have a warm, friendly quality. The best sign of these affiliation-tinged conversations is that the topic is either unclear or else is constantly changing. A lengthy conversation (such as on a talk show) can have both "affiliative" and "nonaffiliative" phrases, extending over several frames. Physical touching that is warm and not instrumental to some other goal (such as power) is scorable. Terms of endearment which are obviously sarcastic or ironic are not scored.

Power Imagery can be scored for a joke, a simple appearance, or any other specifiable act that is clearly followed by laughter or applause from a live audience, so long as the action and the audience response occur within the same frame. The laughter or applause must clearly stand out from the ongoing level of background and audience noise. Whatever appears to be "canned" laughter and applause are not scored, both because the "audience" is not



integral to the program, and also because canned laughter and applause are often so distorted that they are more of a background sound-lubricant rather than a clear audience response. Persuasion in commercials is scored if one character is persuading another, but direct appeals to the viewer ("Buy X") are not, unless a character explicitly describes it as persuasion (e.g., "I'm going to persuade you to buy X.").

Finally, television programs can be divided into three different kinds of material: the program itself, commercials, and station "breaks" (for station identification, news or weather bulletins, brief segments of future episodes or other programs, or network and station self-advertisements). If two different kinds of material (program and commercial, for example) occur within a single scoring frame, either can be scored if it is more than half the frame time, or if it contains scorable motive imagery. You can calculate separate scores for each type of material. These separate scores can be aggregated to give a measure of the total actual motive imagery "impact" a television program, or kept separate as to compare the contents of different programs themselves, excluding commercials and breaks.

One convenient way of recording scores is to mark the end of each scoring frame with a slash, writing in scored motive images before the slash. Commercial frames can be circled, and "break" frames underlined, as in the following example:

//Pow ///Ach Pow /Aff /// (Ach) / (Ach) / //Ach / Pow //

These scores could be aggregated as follows:

Program: 15 frames:	Achievement	= 2/15 = .13
	Affiliation-Intimacy	= 1/15 = .07
	Power	= 3/15 = .20
Commercial: 2 frames:	Achievement	= 2/2 = 1.00
	Affiliation-Intimacy	= 0/2 = .00
	Power	= 0/2 = .00
Total: 17 frames	Achievement	= 4/17 = .24
	Affiliation-Intimacy	= 1/17 = .06
	Power	= 3/17 = .17

Practice materials for scoring television programs (a videotape with three television programs, together with expert scoring) are separately available from the author.

## How to Learn the Running Text

### Motive Scoring System

Careful use of this manual and the associated practice materials should enable scorers to learn to score motive imagery in running text, with reliability acceptable for research purposes, after about 25-30 hours of practice.

#### Preparation

Read the scoring manual, and study it carefully. Without consulting the manual, answer the questions on the "Self-Test" (contained in the next section); then check your answers carefully with the manual. It is important to learn the basic scoring definitions before you actually begin to score stories or other material.

#### Scoring--Set A (TAT Stories)

After you have learned the basic scoring definitions, score the 30 stories in Set A, one story at a time. Scores can be noted in the left-hand margin, and it is a good idea to underline the actual words or phrases which are the basis of scoring a motive image. Check your scoring with the expert scoring after each story; note the explanations (where given), and keep a record of your errors. At all times in scoring, refer to the scoring manual, previously scored stories, and your own notes and record of errors whenever necessary. Do not trust your memory or impressions.

#### Scoring--Sets B through M

Stories from Set B should be scored at the next session, a day or two after scoring Set A. Score the 30 stories ten stories at a time. Check with the expert scoring after the first ten stories, the second ten, and the final ten. Again, notice carefully your errors. Calculate your scoring reliability.

separately for each motive, with the Category Agreement formula (see the next section below).

Set C should be scored at a later session. Score all 30 stories, and at the end of the set, check with the expert scoring. Refer to the manual and previous materials whenever necessary. Again, calculate your scoring reliability, separately for each motive, with the Category Agreement formula. Before going on to the next set or so (and anytime you have a problem), you should check back over your errors. Reread the expert scoring explanations and the relevant sections of the manual. Note carefully the kinds of decisions where you have consistent difficulty. Follow the same procedure for the rest of the TAT stories practice sets D through G.

The stories of sets D through F are less selected and more typical of the usual range of TAT stories told by college students and adults, compared to the stories of sets A through C. For that reason, they may be less saturated with motive imagery. You may find them harder to figure out, and your scoring reliability may be somewhat lower at first.

The stories of set G were spoken aloud as part of individually-administered clinical interviews, recorded, and then transcribed. They are longer and more wandering than the usual written stories.

You will only need to score the remaining sets--Sets H through J (political speeches), L (political press conference interview), and L and M (diplomatic documents)--if you plan to score those kinds of materials for research purposes. This material is very different from the TAT stories of sets A-G. Be sure to re-read the manual before you start to score this material. Even so, you should expect that your scoring reliability will probably drop at first.

Do not score more than one (or at the most two) sets per day. Even if you attain high reliability after the first few sets, you should try to score all the sets. They give you practice with different kinds of material, and help to insure speed and accuracy.

Finally, a video cassette with three 30-minute television program excerpts, together with expert scoring, is available at cost from the author. These three excerpts should be scored one at a time, checking your scoring after each excerpt.

#### Calibration and Test Sets

Calibration sets A (TAT stories) and B (political speech) can be used as a final check on your scoring reliability, to make sure that it is sufficient for research purposes and to get a precise number for reporting scoring reliability in a research report or paper (see below). The expert scoring for these two sets is packaged separately. If you are training someone else to score, keep these yourself until after the trainee has finished the two sets. If you yourself are learning to score, ask a friend to keep them until after you have scored the two sets.

#### How to Check Your Reliability and Progress

For each set, you can compute percentage agreement (Category Agreement, or C.A.) with the expert scoring of each motive by the following formula:

$$2 \times \frac{\text{Number of agreements between yourself and expert on the presence of motive imagery}}{(\text{Number of times you scored motive imagery}) + (\text{Number of times expert scored motive imagery})}$$

This formula is conservative, in that it does not count agreements on the absence of imagery. By the time you have finished the five TAT story sets, your C.A. for each motive should be .85; by the end, you should try to reach .90 or above. Separate C.A.'s can be calculated for each motive, and a

combined C.A. can be calculated by summing agreements and scorings across all three motives (not by averaging the three separate C.A.'s).

What is an "agreement?" In written material, contiguous sentences cannot be scored for the same motive image unless imagery for another motive intervenes. Usually the expert scoring is the first image that occurs, although sometimes a later image may be scored instead if this would lead to a higher overall score in a passage densely packed with motive images. Furthermore, a particular sentence or pair of sentences can often be scored for motive imagery on the basis of different overlapping phrases or clauses. Therefore, if both you and the expert score the same motive in the same sentence (or in the same pair of contiguous sentences), this can be considered an agreement even if the exact phrase or criterion scored is not the same. (In the expert scoring of practice materials, this is usually--but not always--indicated by the parenthetical note that "either phrase" could be scored.) In audio or video material, whenever you and the expert score the same motive in the same frame, it is an agreement.

### Scoring in Research

When you are regularly scoring for research, you should occasionally go back over a practice set to make sure that you are still applying the scoring system accurately. If you return to scoring after not having scored for several weeks or months, you should carefully review the manual and rescore a practice set or two.

Category Agreement figures for the Calibration and Test sets can be used to report scoring reliability in a research report or paper with a sentence such as the following:

"Materials were scored by a trained scorer (trained scorers) who had previously demonstrated category agreement of .85 or above with calibration materials pre-scored by experts."

## Self-Test

### Achievement Imagery

What is the general basis for scoring Achievement Imagery? What are the five more specific criteria for scoring Achievement Imagery? Under what circumstances can failure or lack of success be scored? What is the rule about scoring dreams or aspirations? What kinds of stories are called "task imagery" and not scored for Achievement Imagery?

### Affiliation-Intimacy Imagery

What is the general basis for scoring Affiliation-Intimacy Imagery? What are the four more specific criteria for scoring Affiliation-Intimacy Imagery? What is the rule about scoring social activities? About scoring helping?

### Power Imagery

What is the general basis for scoring Power Imagery? What are the six more specific criteria for scoring Power Imagery? How is a concern for autonomy or independence scored? What is the rule about scoring arguments? Solicited help? Support? How is power in the sense of "ability" or "capacity" treated? What is the difference between power and achievement?

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## Practice Materials for Scoring Motive Imagery

### Practice Set A (TAT Stories)

A-1 The ship's captain, Capt. J. D. Riley, is replying hotly to some of the accusations of a Mr. Joseph Morse, chief supervisor for the Trans-Atlantic Steamship Company. There have been a great number of petty complaints about the service on the ship. Of course, they were logged by wealthy, eccentric passengers who were not easily pleased. The captain had just about had enough of the criticism directed at him by the company, and has told the supervisor so. The captain will be reprimanded for his outburst by being demoted to first mate.

A-2 A smuggler is being apprehended. The people are the smuggler, himself, and the captain of the ship, who has decided to handle the episode personally. An international smuggler has tried to sneak a fortune in diamonds on to a ship from Paris to New York. Unfortunately for him, a steward overheard his bragging while drunk at the bar, and an investigation turned up the diamonds. The captain is telling the smuggler he will have the book thrown at him, while the smuggler protests his innocence.

A-3 Captain Jones of the *U.S.S. United States* is explaining ship procedures to Mr. J. W. Matthews, a businessman going to England. Mr. Matthews has no confidence in ships and in the past has refused to sail them. So the captain's explaining the safety factors. Mr. Matthews is not too sure about the ship, and he wants to gain confidence in ships. Mr. Matthews has a safe trip and reaches England.

A-4 A famous European pianist is a passenger on the ship which has just docked in America from Europe. A passenger is trying to get an interview with him before visitors are legally admitted on the ship. Therefore he is arguing with the captain. The reporter would like to scoop his rival papers. The captain is hesitant since he has been instructed to allow no one on board. The captain will finally accept a monetary bribe and the reporter will get his interview.

A-5 The man in uniform is captain of the boat. He is greeting the other man who has just boarded the boat. The second man is a pilot to guide the boat into the harbor. The slightly anguished look on the captain's face is because he is late in arriving due to a severe hurricane which he encountered at sea. He has been up for two days straight guiding the boat trying to find the calmest waters. The captain is tired; he wants to leave the crowds. The pilot will come on and as soon as they dock the captain will retire and get some sleep.

A-6 One man is the captain of a large luxury vessel; the other is a businessman who frequently travels the route. The two are old acquaintances. When they met on the dock by chance a lively conversation began. On past voyages the two struck up a friendship born out of common experience. They philosophize and discuss the behavior of the tourists as observers, above the common crowd. Both are happy to know they will have a close companion on the coming voyage. They will continue their close but sporadic friendship until an unforeseen calamity suddenly removes one.

A-7 Admiral Scrowlsy Gafoon is discussing with his personal bodyguard, Smugs McKingle, the plans of the coming night--the plot to sink the capitalist regime's flagship and largest destroyer by an "accidental" collision. Scrowlsy Gafoon is a personal enemy of the capitalist Admiral Bones McKid and wants to get even with him for nothing at all. Gafoon wants a good job and wants to make sure no one in the crew "squeals." Gafoon's ship will sink.

A-8 Jack the knife is being bawled out by the captain of the good ship *Arkansas*. The captain says, "No, you bastard, I won't pay a cent!" Jack (the knife) and his buddies have Irma, the captain's daughter, tied up in the cellar. Jack has asked for \$20,000 from the captain for his daughter's release. Jack thinks the captain is foolish. The captain doesn't care. His daughter has run away with a musician from a side-show, and her father has formally disowned her. Irma will escape probably.

A-9 The people are as follows: a passenger on a passenger ship in Paris about to leave for the U.S., and a customs officer in Paris. The passenger has just been told that he cannot take a suitcase full of bananas on board with him. The passenger wants the bananas to take home to his pet chimpanzee, which is starving because it won't eat anything except bananas cooked in Charlie's Banana Shop in Paris. The man thinks he should be allowed to do it not for himself but to be humane. The officer would like to help but can't.

A-10 This is a sea captain talking to the president of his line. He is angry for reasons described below. The line president has forced the captain to bring his boat into port a day early. The captain is angry because he has just received a ticket for double-parking his boat and since there was no other available pier, the captain wants the president to pay the fine. The president wants to go home. The president will go home, and pay the fine. The boat will be moved.

A-11 A husband and wife have stopped during one of their Sunday promenades. The man, smiling so casually, obviously has a great deal of love for the woman whose back we can only see. But they have known each other for years, and are not like the other couples seen sitting by the edge of the Seine. They don't feel that overwhelming compulsion to touch that young lovers do.

It wasn't always like that though, as the man is now remembering. Those winter days by the river, the spring days in the fields.

The man and woman will continue in their life of contentment they have found.

A-12 We sat bundled up on a wooden bench, talking to keep warm, and watching the immobile scene of deserted frozen water caught beneath ice and between the piers of a stone bridge. Paris was empty, as far as we were concerned. Only John and I were left to take in the dead sights and talk and talk and talk endlessly. We would never leave the bench. We too would be frozen into the scene.

A-13 Sam and Martha are very good friends. They haven't seen each other for awhile because Sam was in jail for killing his wife. He just got out of prison yesterday and immediately went to see Martha, one of his best and closest friends. He stayed at her apartment last night, and they made love, since Martha felt obligated to, in a way, because Sam had been without companionship for such a long time. Today they decided to go for a walk along the river. They thought it would be a good opportunity to get re-acquainted. They talked about old times and the future and just things in general. Little did Martha suspect that Sam had deep psychological problems and was in the process of plotting his next murder--hers. Sam is a psychopathic killer, as well as a woman-hater.

A-14 "What's the matter?"

"I don't know, I just don't think that you're the kind of person I want to spend all my time with, Richard."

"Well, what did I do? It didn't have anything to do with my getting too drunk the night before, did it?"

"No, it's just your personality. You aren't ever relaxed and easygoing. Just the fact that you immediately thought something was wrong just because I wasn't cheerful. How come you automatically assumed it had something to do with you?"

"Well, I just thought that since you weren't glad to see me that there was something wrong."

A-15 It was the first snow fall of winter. It was odd coming back to Cambridge after so many years away. We sat there by the bridge, Mary and I, and reminisced about our now distant childhood. The recollection of skating on the Charles, and the time she had pushed me through the ice, brought a laugh to the conversation; but it quickly faded in the murky waters of the river that could no longer freeze over. The town that had been an enormous playground for us years before was now a polluted city on the move. Being away had frozen Cambridge. . . .

A-16 The girl is very upset; she is on the verge of tears.

He is quite cool, happy-go-lucky. He is detached, doesn't want to be involved. He takes her hand, he listens to her problems and questions about life and their probable future relationship, but he doesn't really care. He is selfish and wants to keep things light.

She feels foolish, wants to run away, but is in conflict over what to do. She gets no support from the creep.

A-17 A woman walked down to the river side to be alone and get things straightened out in her mind. However, once she got there and was sitting watching the boats pass for awhile, her ex-boyfriend happened to come by. He speaks to her with much feeling, animation, and sincerity. But no longer can she bear to hear his plans for the future together. He persists in discussing it, their old memories together, and their plans, but she sits quietly, thinking only of how she wished he would leave so she could be alone again. Finally, realizing her disinterest, the ex-boyfriend walks away, down the river a bit, and jumps in. Hearing the splash, she runs down to find him but it was too late--he was caught in seaweed under a tugboat, never to reappear.

A-18 Along the scenic, but nice to look at, banks of the River Charles in homey, but quaint Cambridge Mass. Cuthbert and Aldonza set on a bench counting the pollution fragments and bodies of drowned crew people from last year's regatta.

They are two youths from the university. He is majoring in Egyptology and she is majoring in Hebrew. How can two people like this get along? But they do. They spend their reckless times going to places like the Coop, the Wursthau and the Brattle Theatre. On occasion, these people dare to go to Boston.

As they sit they think how pointless their lives are since they missed the Mae West film festival.

They die in the midst of a battle between Gov. Smith and his rival.

A-19 The man is an FBI agent who is pretending to be a potential agent of the American Communist Party. The woman is an actual active member of the party. She originally joined the party after her brother, who was a labor activist, was sent to jail for life after being framed by the government. She wants to carry on his work. Since then the FBI had been tailing for they suspected that she might become involved in some espionage activities. The FBI agent is pretending to be a man who wants to join the party. Actually while she was unaware, he placed a "bug" on her.

A-20 Mr. Parker has been worried. Worried about what? Well, his daughter Sally is now 14 and she will soon be going out and exploring life on her own; college, marriage, etc. Yes, she's 14 and the time is coming near.

One day he pulls her away from her schoolwork and says, "Let's take a walk." She says, "Why sure, father, I'd love to. . . ." It is a beautiful day so they take a walk by the Shooney River. The water is calm and the air is brisk. Father and Sally sit down on the bench and talk. He wants to explain life to her. He wants to do so much for her. But time is passing.

A-21 Where has the world gone? Two women the only persons in sight in a laboratory of science? What will be next?

No matter that she is merely transferring one saline solution for another.

These women obviously take a great deal of stock in what they are doing, and, no doubt, do it well. Engaged in research, it is most probably not of imminent importance, but may lay the groundwork for a new breakthrough. Whether isolating a virus, or merely repeating a text experiment, all must be done right or the results will be wrong. Thus, the concentration.



A-22 Mary and Alice are liberated women. They have been very active in the women's movement for a long time. They are also well-known research scientists and are quite talented in this field.

Being such active feminists, Mary and Alice have been concerned with birth control methods for women. They decided to pool their resources and use their research knowledge to develop a new, more effective contraceptive for women that would be more convenient and fool-proof than any other form of birth control. They have been working on the project for 1-1/2 years now, and every day they are hoping that they will eventually come up with the right formula. So far they've only come up with the answers that are not quite what they're looking for.

A-23 What was the mysterious disease that was ravaging the land? Person after person was being infected, breath was growing short, obituary lists long. The doctors were totally baffled, but could offer no cure to the frightened masses. Slow, careful isolation of the disease (was it bacteria or virus?) was necessary . . . control, patience. It was hard to be calm, though, with all the rest of the world dying, dying, agonizingly dying. Families were wiped out, doctors could not even take the time to bury their own parents, their own children, their own lovers. Still the panic spread, time grew shorter and shorter, the infection more powerful, less resistant to any treatment. Doctors became infected, whole laboratories closed. There was no hope . . . in the desperation of a dead end, the world died, conquered by a mysterious germ that was all-powerful, all-destructive.

A-24 The woman standing in the lab with her hands in her pockets is the same woman that was sitting on the bench. As I have already said, she is a member of the American Communist Party. The woman standing next to her is a Russian scientist who defected to America, but is actually a spy for the Communists. They are working in their secret laboratory trying to develop a substance that they can use to poison the water supply in Washington. They hope that this will then cause chaos in the U.S. and thus, a good situation for a Communist takeover of the U.S.

A-25 In this scene, two women scientists, who are both highly intelligent and educated in their fields, are in some type of conflict. The one on the left has a happy home and family, she is a leader among women and very independent. She has a higher position than the woman on the right. The woman on the right is, due to her lower position (in the company, lab, etc.) somewhat bitter and has a type of grudge for the other. This woman (on the right) is not happy with her life and envious of the other. She has buried her time into science thus magnifying her feelings toward the other more well-rounded person. The two women are about to do something important for science and they do not know right now that the repressed conflict will rise up.

A-26 Two examples of perpetual students; they finished college ten years ago and are still puttering around in an academic manner. Woman on left is an activist with no finesse and a lot more bitterness than convictions. Other woman has no opinions (although she occasionally borrows one, just in case somebody should ask) and rarely does or says anything without realizing immediately that it was inappropriate. The two share an apartment.

A-27 She had always wanted to be a chemist. Her parents had told her to get married, have children, and just be a housewife--but she wanted something more. She went to college and graduated magna cum laude, and then on to grad school. In the 1950's attitudes towards the liberated woman were not as free and open as today. She met with much opposition and ridicule, and for years remained a lonely woman against society. Today, she is completely accepted.

A-28 The two women are scientists. It appears that they are conducting an experiment. By their facial expressions it is clear that neither has held fulfilling lives. Their work appears to be monotonous now. Neither smiles. Perhaps their total dedication to science has left them unacceptable to all the chauvinists. Each will continue working because of a lack of anything else. Not that their work isn't important, but they should have had time to live.

A-29 Marie Lillsten began her life contained in a N. Y. City ghetto. Only out of the generosity of her aunt could she receive proper high school education in Syracuse, N. Y. where she breathed every scent of fresh clean air. Hard work resulted in success, but Marie's days were packed with academic studies and financial endeavors. Her goal was to become a biological researcher for her mom had died at 38 of cancer, leaving 6 children younger than Marie's mere 14 years.

An absence from school was necessary for six months in 1971 while Marie worked 10 hours daily waitressing and studying at night. She returned home too, to assist in raising the other children. And finally now, the epitome of her efforts culminated in an opportunity to receive the highest form of education available, a chance Marie cherished and many tossed away. Marie would succeed and Aunt Bertha helped and assisted always. Someone really cared and that was great to know.

A-30 There are two women in this picture--in a laboratory doing research. One is performing an experiment--teaching the other, who is merely looking on at this point, how to do this particular experiment.

It looks like an old picture--something out of a Russian text book--one can imagine the description below it. Women are treated as equals--the women's liberation movement is a thing of the past in their country. The experiment they are doing is very important and the results will have influence on the lives of many people. It is a tedious chore, but must be done.

The woman who is looking on has great respect for the woman working. She is thinking that there is so much to learn--not only from the experiment, but from people--from life, itself. She perhaps regrets that she is not younger.

Practice Set B

B-1 The people are the captain of a ship suspected of carrying drugs into this country and the local chief of police. The police chief is questioning the captain and is getting rather forceful. The captain tells the police chief in no uncertain terms what's what. There was an anonymous phone call and several rumors that this ship was bringing drugs into this country. The captain thinks the police chief is trying to be a little Caesar in his questioning and resents this. The captain will be fairly uncooperative and the chief will question others. It will touch off enmity between the two.

B-2 A businessman whose son is an ensign in the Navy is boarding his son's ship to visit with his son and to have his son show him about. The father very sincerely hoped that the son would go into his business. He was deeply disappointed when his son chose a Naval career. Encouraged by his son's pride, yet still skeptical, he visits the ship. The father, very skeptical about the Navy, is talking to the skipper, who praises his son as an excellent man with a promising future. The father sees the son and, after seeing the ship, changes his attitude from skepticism to pride.

B-3 Mr. X has unfortunately been unable to locate a friend of his departing for Europe aboard the S. S. *Potter*. The boat's purser is on hand for some advice. Mr. X has wandered through all decks of the ship in a vain effort to find his friend. Exasperated, he has sought help. Mr. X is concerned lest he not find his acquaintance in time, for not seeing him off would be an unfortunate faux pas. The purser will check the records and undoubtedly find the friend.

B-4 The captain of the *Queen Mary* is explaining to a passenger that he cannot leave the ship. The fellow is insisting upon doing so, but the captain is, after all, the master. The passenger has left his wallet at home in Greenwich, Connecticut with his passport and, of course, his money. Therefore he naturally desires to disembark from the ship. The captain thinks he is crazy. The passenger thinks the captain is a lunatic. However, the ship is ten miles out from shore. The passenger is, therefore, out of his mind.

B-5 A tourist is asking directions of a ship's officer before embarking on a tour of the port. The boat has sailed from the home port of the tourist, arrived at the visited port and after a night's sleep (the ship arrived in the evening), the tourist is curious to explore the port. Instructions as to interesting sights, places, etc. are desired of the officer. The tourist will receive what he wants and embark on his exploration.

B-6 The captain has discovered a stowaway and is in the process of severely reprimanding him. The stowaway is an unhappy gentleman who wishes to return to the fatherland. He has been disillusioned by life in America. The captain is also a skeptical liberal thinker lacking the courage to do the same thing. The captain is doubtful in his own beliefs but admires the fortitude of the gentleman who wants to stow away. The captain will reluctantly turn the stowaway in to the police. His faith in the political system is shaken but not destroyed.

B-7 The captain of a ship is talking to a businessman, who is the owner of the ship. The captain is attempting to explain why the ship, whose funnels are shown in the background, reached port in such bad condition, having twice run into other ships. The owner has accused the captain of poor knowledge of sailing and of negligence. The captain is sure he is not at fault; he is proud of his abilities. He despises the owner for his lack of knowledge of the sea. The captain rather than give up the ship, will sink it in port.

B-8 An officious father is talking to the captain of the ship the former is about to sail on. The father thinks he has handled every part of the planning of this trip in a unique way. He is talking to the captain because he feels the captain will be as pleased with his presence as he is himself; the father thinking he is being very enlightening in saying nothing and the captain is bearing with him. Nothing will come of the discussion. The father will return to face his patient wife and impatient children.

B-9 The man in the uniform is a captain on a commercial liner. He is at present in conversation with a salesman from a shoe polish company. The captain consented to be advertised in a nation-wide magazine as a patron of the particular shoe polish. he did this at the expense of his personal pride, as he was broke. The captain is complaining he was underpaid for the humiliation he encountered. He wants more money or at least some reasonable compensation. He divulges his like for the shoe polish. The captain will get a free case of shoe polish but to save any possible embarrassment, will illicitly grant the merchant a free trip to the shoe polish factories.

B-10 Mr. Smith's having an argument with Captain Pright over his accommodation aboard ship. Mr. Smith was supposed to get Class A passage, but had to be given Class B due to a clerical error. The captain can not see why Mr. Smith can't understand the mistake, and he is mad. He wishes that Mr. Smith would just take Class B and clam up. Mr. Smith on the other hand is giving the captain a hard time to get a Class A cabin. Mr. Smith will wind up not going because he is stubborn and obstinate and will not take a Class B cabin.

B-11 Two connectionless men in Paris by the Seine lying to each other about their eventless pasts. They are both probably aware that everything being said is fictitious but this is immaterial. The specialty of the man on the left is stories of his former influence in important circles; he is fond of stories about maitre-d's in swank restaurants calling him by name and waiving the reservation requirement. He's also big on phone calls from far-away places. Other man has gadded about with some of the world's most exotic women and (reportedly) left a trail of bastards of all races all over the world.

B-12 It was a bitter morning in January; the water in the river was hardening to almost solid ice, and the winds searched every crack and corner in its powerful sweep across the ice. The man and girl sit quietly on the cold solitary bench and talk of just ordinary things, trying to avoid discussing the real pertinent issue of which they were afraid. He laughed nervously, but then suddenly quieted. The time was through--nothing could be said about their parting; nothing remained to fill out the blank minutes.

B-13 Where do I begin? With the spring? Perchance the fall? Ah yes, it was a blustery day and I had my long johns on to prevent freezing and had gone out for my morning constitutional. The air was corn flakes and the Goodyear blimp was over my head humming--I was humming too. So out I went in my fair youth to work off my excess weight and I met Alice, ah Alice. She was real disappointment so I kept walking--walking down distorted streets strewn with my next door neighbor's dog manure. All through my mind was flowing some strange vision I had seen one day many years ago--some people, as usual, sitting, as usual, in the quiet by the river never saying anything and never having anything to say anyway.

B-14 In this scene two people, recently acquainted, have been talking by a river. They have gone through a routine day consisting of classes and rushing to things on time. It is late afternoon and the occasion is rare; however they will be doing more activities along this line later. They are only getting to know each other now and though each is portraying themselves in a friendly manner--beneath this they are imagining a further relationship. In the past they have seen each other around; however, this is their first time alone to get to understand each other. The scene is impersonal except to themselves.

B-15 The couple is in Paris. The guy is trying to resolve a conflict with his girl, but she is being very stubborn and self-possessed. She has already drawn her conclusions and is now concentrating on remaining firm in her convictions against his persuasion. The day is in fall; it's beginning to get cold and when the wind blows she pulls her coat collar tighter around her neck. In the earnestness of his argument, the young man does not feel it and leaves his open jacket flapping. His attempts to convince her are becoming more and more distasteful to her and though she will not do it, she would like to leave.

B-16 The picture indicates a man and his wife sitting on a bench at the beach. The wife, head bent, was sad or in distress and the husband had taken her here for a walk on the beach and then a talk to cheer her up. The scene will end happily as the two will walk off arm in arm back down the beach.

B-17 A man is talking. He is describing his job. He says he's a lab technician for Kodak. He works with all the chemical processes that have made possible the picture we have seen. He says to the other man, this is a good image that we are a part of. The other man says nothing. He had been staring at a grey bridge--then, after awhile, he closed his eyes and forgot all snow. He is thinking that it is necessary for the room to be dark in order to distinguish all the details of the image.

B-18 They were young and in love. Winter offered no harsh coldness to them, but a warmth that was unexplainable except in terms of their inner beings. Hours would they sit, sucking in the beauty of the winter ice, talking softly, planning. Anyone could tell they were in love by the contentment that shone from their faces. Their eyes shone, they smiled secret smiles, exchanged understanding glances, and planned. Yet their future was not the security they would have wished. The air was full of the tensions of war, they knew not if they would even see the beginning of another winter. So they retreated into their world, where no one could come, where they could dream and plan, feel safe and protected, and hope.

B-19 Naomi and Daniel, brother and sister (not in that order, of course) decided to stop the foolishness and take a breather. Perhaps an unsuspecting passerby would interpret the whole thing as an affair, but then, an unsuspecting passerby would be wrong.

"Funny thing about the bridge," Naomi began.

"What bridge?" interrupted Danny boy.

"London Bridge," continued Naomi. "The river. They sold the river too."

B-20 It is winter by the Seine river in Paris. A young Frenchman is sitting with his long time girl friend on a bench overlooking the river. He has a contented look on his face as he smiles at her. The couple have just come from morning coffee at a cafe where they went for breakfast after he picked her up from her apartment. The couple now have that content warm feeling about each other sitting by the water on the cold day.

Finally after a silence the boy is ready to ask the girl the question he has been waiting to ask for a long time. He will propose marriage to her. The girl is content and happy almost knowing what is coming, and will probably jump into his arms and agree when he finally asks her the question.



B-21 Here we are in a chemistry laboratory of some research complex. The women are two researchers who have been doing such work practically all their lives, since they finished school. They are partners on a research project of no small importance and here they are nearly at the close, perhaps even the climax, of the experiment. Within a few days they will have the results. They are both excited anticipating a great discovery, yet trying to hold some composure.

B-22 The two women scientists, Ms. Gray and Ms. Smith, were the closest to discovering the cure for cancer that anyone had ever been. Ms. Smith, standing in the background, watching her associate put the last culture of virus into the test tube began to have doubts about the experiment. What if it didn't work? Ten years of work for nothing. But what if it did prove valid? Think of the credit she would get. But would she get enough? She felt the desire to grab the culture from her associate so she could say that she found the answer.

B-23 The liquid in the test tubes turned out dark green, and the lab assistant turned to the woman waiting apprehensively behind her. "Everything is completely OK," she said, and watched the tension on the face opposite her release itself in a quick movement. Her child would not be seriously ill then, and the substance he had eaten was not poisonous.

B-24 They are both sisters working in a private, almost secret laboratory off in Switzerland. They are well trained chemists, but are not acknowledged by the great medical chemistry associations of the world. Their experiments are almost finished. They are trying to work on the composition on some hitherto unknown chemical, and recreate a synthetic for it.

The woman watching is the younger sister but is very helpful. They are very compatible and work well together. They love each other--their parents have died, but they have remained together. They aren't married.

B-25 "Hmmm," thought Josephine. "If I can just get this bazooka out of my pocket before Madame finishes her experiment, I can kill her and the glory will be mine." But poor Josephine. Madame was also carrying a bazooka and being so possessive, she didn't want anyone else to get the credit. Yes, she has invented fuschia food dye--non-toxic, non-alcoholic and not dangerous to your health. So the madame whipped out her bazooka and let Josephine have it. Just at that moment in burst the national guard riding big white horses with rings in their noses (the horses). Not only was madame crushed by the thundering hooves but Josephine (the lieutenant's who led the charge fiancée) was mutilated beyond repair. And to make things worse than imaginable. . . .

B-26 The worshipping student in the background is watching her mentor very closely. She is contemplating far more than the experiment--her hands behind her back are an accidental indication of the plans she is formulating to take over the position of her "colleague" only slightly her senior. The older woman is really aware of these motives, but having personally taken a great, almost sisterly, interest in her pupil, she is reluctant to confront them--much less admit her tacit knowledge to herself. Unless she learns to "fight for her life" she will slowly but surely be eased from her hard-earned position at the facility. It will require a great deal of bitter reconsideration of her "friendship" before she can accept the necessity of such a fight.

B-27 Two lab technicians are working on an experiment. The elder is looking on grimly while the younger measures out a certain chemical. Perchance she doesn't trust her? There's tension and anticipation between them, for the results of this experiment are crucial to a study they're doing. The lady drops the chemical into the tube, drop by drop, and nothing happens--one more drop, and still another, and still no results. Could they have failed--have done something wrong? Still, they don't give up. The one holding the pipette is tense, her lips closed together, eyes set on the tube, the other lady's gaze is on the first lady, watching her, testing her, challenging her to prove herself.

B-28 In a present-day Russian medical lab, two women researchers are working on a mutual investigation. In the Soviet Union, much of the medical profession is occupied by women and this picture depicts the confidence and expectancy of two women doctors working without a male colleague. The discovery that they seemed intent upon making is probably concerned with cancer, the disease most plaguing the Western world today. The routine is a normal one, most likely characteristic of the everyday life of these two researchers.

B-29 The two colleagues have been doing research together for a few months. Both are unmarried--unattached. There is a difference between the two, however. The woman in the foreground has decided that interests outside her work are unimportant. She wishes to concentrate all of her energies upon her work. The other woman makes a similar claim--complete dedication to her work. She does not really possess such dedication, however. She is actually interested in her co-worker.

B-30 The woman standing at the test tubes is a biochemist who graduated from college fifteen years ago and despite her professor's dire predictions is not a failure. Instead she is on the brink of discovering a cure for cancer and becoming not only world famous but also feeling fulfilled as a woman and a biochemist. The woman onlooking is her able assistant, a graduate of another excellent college, who is somewhat younger but will in her own time also be successful in her research (and of course, in her personal life).

Practice Set C

C-1 The captain of the ocean liner *Spartacus* is about to embark on the ship's maiden voyage. He is quite proud of his being chosen to skipper for this first voyage and is doing his best to attract attention to this honor. As he sees the owner of the ship company, he calls him over and. . . .

C-2 A ship's officer is talking to an important looking civilian. In the background is a freighter. The men are talking on a dock. The officer is trying to convince the civilian, an officer from the shipping line, that a new design for this type of ship would be beneficial. The company has been hesitant about spending the necessary money. The official has been sent to inspect the ship seen in the background to inspect prototype improvements.

C-3 This is certainly not a philisophical controversy on a minor point of ethics. The two men described in the picture are the captain of a ship and the port director. The ship has just arrived from South America with some 40,000 bunches of bananas aboard. The port director is skeptical about the threat of tarantulas and will not let the cargo be moved until the ship is cleared. They are debating. The port director will win.

C-4 The captain of the vessel has been approached by a civilian during wartime, who is trying to book passage on the ship. He is most irate, because he wants no responsibility for the safety of his passengers, and is sailing strictly a naval cargo ship. The man is trying desperately to find his family in France, before all of the country falls to the Germans--he wishes to cross the English Channel and bring them to England. The man is desperate, considering becoming a stowaway; the captain sympathetic but stubborn, becoming increasingly angry. The captain will not give in, causing the man to try to stow away aboard the ship--he is successful, in that he gets to France and goes through many adventures with the underground, etc., in trying to rescue his family.

C-5 The people are the captain of a large ocean liner and a tourist on his ship, the two are arguing about the high prices aboard ocean going vessels. The passenger has been, he says, overcharged for meals, and articles which he necessarily has to buy on board. The passenger does not want his money back, but thinks nevertheless that the prices are outrageous. The captain disagrees.

C-6 The admiral, or whatever, is bawling out the reporter for some expose magazine for trying to foment trouble in the ranks by bringing out one of the crewmen's unpleasant past. The reporter has been stirring up unrest among the crew and dislike toward the crewmen in particular. What the navy officer is thinking is unprintable. The reporter is figuring out how to get even. The officer will throw the reporter off the ship bodily and the reporter will find a skeleton in the officer's closet to embarrass him and cause him public disgrace.

C-7 The man is trying to see a friend on board, but the officer will not let him go as the whistle for all ashore who are not going has already blown. The officer is the captain because he obviously feels high up enough so he does not have to smile all the time at a man who wants to disobey his previous regulations-- which have gotten him his high post and self-satisfied position. The man who wants to say goodbye is an old man. The old man wants a last word with a client. The old man and the captain are both indignant a little.

C-8 The captain of the *S. S. United States* is engaged in a furious discussion with the representative of the French Board of Quarantine. A few days before, the ship's doctor was called to a stateroom, there he found a man doubled with pain. The disease was diagnosed as the plague. The French official has informed the captain that the ship will not be allowed to put in. The captain of course is trying desperately to convince him to allow the ship to land. The ship will have to.

C-9 The businessman is interested in finding out whether it would be practical to ship grain to Antarctica for storage. The ship captain is explaining that it is extremely dangerous to maneuver his Japanese super-tanker in Antarctic waters. The businessman read that grain storage is an expensive undertaking and devised a system to store grain inexpensively in cold climates. The businessman wants to be realistic about his plan and yet he is anxious to put it into effect. The captain is concerned with the safety of his ship and he wants to get as large a rate as possible. The businessman will send the grain to Alaska instead.

C-10 The man with the uniform is obviously the captain of the ship. The other man is a fire inspector. The captain is trying to convince the inspector that the ship is safe. The inspector found that the ship was not only unsafe but that there was a fire in the captain's cabin because he was smoking in bed. The captain is trying to get him to keep it quiet. The captain bribes the inspector.

C-11 Jack and Laurie have been on the edge of divorce for the past six months. The binding love between them has dwindled to mere friendship. Jack's job has been a constant source of quibbling. His late hours and low pay have caused Laurie to get quite hostile on occasions. Jack refuses to try to get another job because he feels his training is inadequate. Laurie's attempts to bring him confidence have failed. So, today they sit on the bank of the river trying to patch up their differences.

C-12 It is a day in early spring, as the snow has disappeared and life has yet to be reborn for another year. The bridge is a historical landmark spanning the famous Charles River in Cambridge where the foundations of the nation were initially born. The people are reflecting upon this overwhelming implication and feeling much a part of the heritage that they both share. As spring is reborn, so is the next generation of trend-setters and idea legislators. Each year a new group faces the world and its problems with the promise of employing its resources and to make it a better place to live. The slate is somewhat blank for winter has just left and wiped out all the dirt that was there.

C-13 The man was sitting on the bench alone until the woman in the picture sat down with him. The man was not thinking about much and was probably day-dreaming while his eyes were fixed on the icy river. The lady in the picture is probably not married and was taking one of her usual day-to-day walks, that lonely people take along icy rivers. This might not have been the first time these people met but they didn't come together.

They are casually discussing the weather, nothing much important. They both want to discuss more important things but don't know how.

C-14 These two people are in love, they sit passively by the river and discuss their problem--How can they convince their parents that they want to get married? There has been violent opposition in both families. They discuss alternatives. Shall we elope? Shall we wait and let our parents fight it out? Shall we move away? Or shall we jump into the river and end it all? The last suggestion seems radical but is discussed anyway as they are very much in love. They decide however to yield to their parents' desires and wait. Although disappointed they will survive on love of each other.

C-15 Linda had been walking. She had needed to get out so she came down to the paths and walked. Life was beginning to become a grind, all the days were blending into one another.

Cal has been walking around just looking. He is a painter. He is working on some new stuff and was looking for ideas.

Linda had sat down on the bench for a rest and Cal had sat down with her.

C-16 This occurs during the Russian Revolution by a frozen river near St. Petersburg. Lenin is taking time out from his revolutionary movement to spend some time with his favorite lady. It is probably a Sunday afternoon, and what better place to proposition a lady than a park bench on a beautiful day. He is probably impressing her with his tales of gore and revolutionary abilities before he pops the big question. The lady, dressed in peasant dress, appeals to Lenin's proletarian instincts.

C-17 It is wintertime in Moscow and the two people seated on the bench are discussing their plans to get married. The lovers have been together for many months but could not wed because he was working on a secret project in the tundra and could not get away. The couple discuss their future in an idealistic manner--fantasizing about their happiness and wealth. He has a good job with the government and she works for a small store. They will be married and live happily together until he is discovered engaging in illegal activities and arrested by the KGB.

C-18 Both the people (at least the man) are crazy which is why they don't seem to care that there is a massive bridge hanging over their heads like a sword of Damocles. Actually, it may be just a mural with a bridge on it, and the woman to the left may be a prisoner of the hatchet-faced character, but why he puts her there is unknown.

The man is so crazy, that what he thinks is a little confused. He is delighted that the woman seems uneasy about sitting under the bridge and probably thinks he knows that it won't fall on top of them. He enjoys showing his fearlessness to her by sitting in such a dangerous place, and she, in turn, stays because she is afraid to leave.

The bridge may very well fall in on them, especially if it's leaning (on canvas) against a wall!

C-19 The two people are Evel Knieval and his manager. They are discussing Evel's newest idea, which is to jump over a frozen river in the winter. For this feat, Evel will collect approximately \$7 million. At the spot where the bench is the jumping ramp will be set up and just across the river the landing ramp will be placed. Evel is talking about the motorcycle he will use, which will be equipped with a toboggan instead of a parachute. If he crashes, he can slide across the ice. The manager is talking about closed-circuit TV rights because millions will want to see the great event.



C-20 It was a cold winter day in Paris. Jean Pierre had been waiting on the bench on the bank of the Seine for over an hour. He had been worried that he had written down the wrong time or place of the meeting. But, finally his contact, known to him only as X, arrived. They greeted each other, sat down, and proceeded to talk business. Jean Pierre found out the point of departure which the man (unknown to him) would be taking. X gave Jean Pierre the man's description. Afterwards X said, "Au revoir, bon chance," and left.

C-21 In the laboratory. A girl is performing some kind of chemical operation, doing some kind of research. She's running a test on someone's blood to see what kind of germs may be present. Her head nurse is watching her, supervising, as the girl is kind of new at this sort of thing. The girl cocks her head, trying to get a better view of what is inside. She shakes it a little, mixing up the contents of the test tube, hoping some amazing new discovery can be made. Nothing new shows up. The head nurse watches her curiously, wondering why she is going through so much trouble. The girl shakes the tube again, becoming angrier and angrier. Finally, she shakes so hard that a little blood spills over the side, runs down the tube and onto her fingers. She pulls her hand back in fright, and drops the test tube on the table. Whereupon, the test tube breaks into many little pieces, and blood runs all over the table.

C-22 It's her big demonstration of the year. Miss Knowles has had to prepare a chemistry experiment to show to the whole class. It took her so long to think of one. She was sure that whatever she did, her teacher--Mrs. White--would think it too elementary or the students, too, would laugh at her ignorance of chemistry. Finally she had what she thought was the perfect experiment. She was so nervous when she performed it. Her teacher stood off to the side, watching exactly what she did as if trying to find fault while Miss Knowles nervously pipetted the solutions--about to choke. . . .

It all came off all right though--but Miss Knowles knows that chemistry is not her subject.

C-23 The woman before the test tubes is a brilliant scientist at a well-known medical sanatorium. The woman next to her is a friend and colleague for many years. The doctor (first woman) is an expert in curing cancer and has treated many people--except for one rare form which has been unconquerable. She is discovering in the test tube this one form. Little does she know that it is her own sample and that she too is dying of cancer. The friend is about to break the news to her and give her moral support. The doctor will continue looking for a cure, but find it just too late to save herself. She will go down in history as a savior.

C-24 Madame LaDean has been making the rounds of her domain, her chemistry lab, critically noting the progress made by her advanced students.

Having noted a general lack of understanding of the concept under study, she hopefully goes to her best student, Anna, who, if she's working as well as usual, will have grasped the situation.

Instead, Anna, too, is having trouble. She didn't understand Madame LaDean's lecture, and now she is having even more trouble with this incomprehensible lab. Not even simple measurements will come out right.

Madame LaDean has a sense of futility, of despair.

C-25 Both women are obviously technicians of some sort. Yet, the graphics of the picture (gray tones) add an eerie and science fiction quality to the overall presentation. One woman is stirring some formula, while the other diabolically watches over her. Neither of them are married and involvement in the world of science seems to be their world. They are proud and stern, yet, devoted to their work. They want to be successful and recognized as qualified and efficient women lab technicians.

C-26 It's a laboratory in a country where obviously women play a greater role in medical or scientific research. One of the women is checking for coagulation or maybe precipitates while the other watches. They are serious women with a serious task ahead of them.

Their country's population is starving and along with the conditions of hunger of course comes disease, plague. They are working in some way to stem the disease's epidemic proportions, or are checking a patient's blood to see if disease has begun or are developing a vaccine to inoculate the population with.

C-27 Two of the leading women scientists in the nation have been working on developing test-tube babies for the past 20 years. However, this particular experiment is the most important one. If the egg becomes fertilized and begins to grow--those 20 years will have been worth it. If nothing happens, 20 years will have been practically wasted. Everything hinges on this fraction of a second. . . .

C-28 The two scientists pictured here are having a heated argument about the experiments which the one of the left is performing. She plans to inject human subjects with a serum that will make them lose their intelligence, their ability to think. The scientist on the right is arguing that this is cruel and inhumane and she won't stand by and watch this take place. The two have a fight and in the process the one on the right injects the serum into the other scientist. It apparently is an effective serum as the scientist does lose all ability for rational thought and stabs and kills her adversary with a broken test tube.

C-29 Mme. C. came rushing in--she had had some unusual results from the experiment and before making any conclusions she wanted to repeat it to make sure that it wasn't due to an error in laboratory procedures. She asked me to come to her lab and perform the experiment while she instructed me--it was a simple short one to perform and if her results had been valid they should occur when I did the same thing.

I submitted, eager to see what could have made Mme. C feel such a sense of urgency about following up immediately on a rather commonplace experiment. She stood by tense, dictating the materials and steps and I followed her commands.

C-30 A student chemist is performing an experiment over the watchful eye of her teacher. She's not the best student, she's made a few mistakes already. But now she's on her way to completing the experiment satisfactorily. The teacher isn't married and is a bit jealous of the younger student who is. This envy shows itself in the extremely "picky" way in which the teacher is guiding her pupil. She might be a bit upset if the experiment comes out correctly.

Practice Set D

D-1 The captain of a ship belonging to the gentleman in the picture is explaining why he hasn't met the owners expectations.

The ship is a passenger cruise ship which has gotten a poor reputation for service to passengers.

The captain is explaining what he'll need from the owner in order to provide better service in the future. He needs more competent help, better quality of food and better support from office staff.

D-2 This is the real Capt. Queeg telling Humphrey Bogart how to roll ball bearings between his fingers. Humphrey is blocking his dexterity with the bearings because of the blatant sexual imagery. Queeg has just explained that a bearing is a bearing is a bearing.

D-3 The Captain is explaining to George that his luggage will be found. It is not unusual for passengers to get to their room before the luggage arrives. Although George does feel frustration, he will wait as suggested by the Captain. The Captain will be available for George if the luggage does not arrive shortly.

D-4 It looks as if there is a senior officer talking with a person of lower rank. There is a conversation going on and judging by the face of the senior officer, who has a smile, it is a friendly conversation. They probably met in passing on the deck of a ship and perhaps were discussing something they had done the evening before. They will probably both continue on their separate ways--getting down to the day's business.

D-5 The captain of the ship is asking for a payoff for smuggling some items on his ship. The other man asked for the smuggling, and is now meeting with the captain to iron out details about how the items will be loaded off the ship. They have done this before, but the captain knows that the smuggler is slow in paying for the "favor" and the captain is demanding payment now. The man will pay him at the end of the meeting, or else no "items" will be released to the shore.

D-6 An engineer working on an important project is in his office. He has stopped for a moment to look at the picture he has on his desk of his family. He realizes that he has not been able to spend the time he would like to with them. His work has taken up too much of his life and he would like to change that. He resolves to reassess his priorities and put his family in a higher spot.

D-7 This is a designer working on a concept called Stepford Wives. He is wondering if he should start with a modular frame that could produce an entire nuclear family or perhaps just one unit at a time. His doubt concerns an earlier career choice about working for Kenner products designing toys. In that capacity one of his models was elected President of the United States. Ultimately his Stepford model fails due to microwave exposure in the kitchen.

D-8 Lewis seems to always work late. It seems he never has enough time to be with his family. During these late hours his work quality suffers as his thoughts are with his family. Lewis will soon go home, leaving his work unfinished, to be with his family. Tomorrow is another day.

D-9 This man is at work. He looks as if he is looking at a picture of his family. He may be working on a project far from home and thinking of his family that he is missing. He may wish that he was back at home with them. He'll remember some of the happy things that have occurred when they are together. After a bit of daydreaming, he'll get back to work knowing that his family waits for him when he finishes.

D-10 A father/husband trying to do his job, but keeps thinking about his family.

He seems to be daydreaming. He may feel that he has chosen the wrong profession and wishes he could change. He has a lot of responsibilities raising a family and at work. He cannot just quit and leave.

So he stays and continues as always.

D-11 It's winter in Boston, a couple in love are sitting together watching the ice form on the Charles. They have both taken the afternoon off from their jobs with intent of spending the rest of the day together. They have been planning to get married as soon as George wins the lottery. He has been purchasing tickets for 4 years now and is trying to convince Zelda that his lucky number is coming up soon!

D-12 This is the bank of the Charles River where this young con artist is explaining to an innocent college student how he has become the youngest full professor at M.I.T. She is unconvinced but enjoys the attention knowing he is oblivious to her highly infectious fatal disease. Shortly she will reject his advances and move on to another unsuspecting hustler.

D-13 Stephen is leaving. He does not know how to explain it to Sarah, his "significant other" for these past three years. It's a cold day in Boston and the frozen Charles River does not make parting any easier. In both their hearts, their love is still strong and they know they will never see each other again.

D-14 There is a man and a woman sitting on the banks of a river. They have some quiet time to just talk. They are enjoying the out of doors and the scenery. Talking together lets them know more about each other's feelings.

D-15 Two people in love just taking a stroll and decided to sit and relax on the park bench.

Just light easy conversation. No hassles. A day off to relax and enjoy each other's company.

They will leave and have a nice quiet dinner outside in a restaurant.

D-16 Two employees of a medical test center are awaiting the results of an important test sample from the president. The boss, standing on the right is checking that all necessary steps are followed.

The whole country's future could be in jeopardy if the test shows positive. The president had been bitten earlier that day by a rabid dog.

D-17 Madame Curie is concocting a elixir made of high grade radium which gives one a glowing sense of well being. The young assistant is curious about who will be the first human to test this wonder drug. Perhaps she will volunteer her bashful boyfriend who has been seeking illumination with Madame Blavatsky.

D-18 Gwen has been working for a cure to the disease ever since it started affecting most people in the city. She has been working day and night with her assistant Gail. It is a race against time with no clear winner in sight. She must go on.

D-19 A doctor and her assistant are doing some lab work. They may be analyzing specimens from a patient that has come in for test. They will get results and let the patient know their diagnosis. If there is a problem, they will offer remedies to help alleviate it.

D-20 Two female research scientists working in a lab.

They are trying to help find a cure for some disease.

Both always wanted to do this type of work and are very intense and serious about their profession.

They have a feeling of accomplishment and self-fulfillment and will continue to work in this field.

D-21 A circus act is underway. The two star performers are nearing the end of their performance. Just before the start of the act Wayne had found out that Sheila had been unfaithful to him. He wants to forget about the incident but can't.

He's decided to tell her he knows and that he forgives her if she'll never do it again. However, just as he is about to catch her on the last swing he misses, she falls and breaks her neck.

D-22 This photo is one of the rare surviving candid shots of my wife and I during our early married life. Often after dinner we would retire upstairs to our spacious bedroom for some stimulating foreplay. The photo captures the completion of a triple jump which was the highlight of our acrobatic fantasy phase. We might have been better off staying with the acrobatics since the high diving into a sponge was disastrous for our marriage.



D-23 Jane and Harry have been together, performing the same routine for 10 years. At first the excitement of show business and the traveling kept them together and happy. Now it is just a job. They have no other skills and are trapped in this existence. The strenuous physical requirements are becoming harder and harder. One day they will miss their connection and a new life will begin.

D-24 The couple are practicing for a circus performance. They are in a second rate circus that plays fairgrounds and is traveling from place to place all the time: a dirty, boring job, even though it requires their high skill and coordination to do a performance. She is bored with this life and wants to move to a better, more stable circus, he has been with the same circus all his life and wants to stay there, his family are in this circus too and partly own it. They are not married but are lovers. She will leave him and the circus shortly.

D-25 Two acrobats are doing a circus act. They studied gymnastics and found paying jobs at the circus.

They are concentrating on not making a mistake and falling. They have to concentrate very hard. They want to do a good job and put on a good show.

They will get through the routine and continue to perform for many years. Then they will train newcomers.

D-26 A horse trainer, Mickey, is walking the princess's prize Arabian stallions through a field of flowers. The princess has come along in the hopes of convincing Mickey to move to Egypt with her and the horses.

She needs his talents to run a huge stable in her homeland. Mickey, however, is not interested and is trying to convince her to bring the horses to the U.S.A. They continue back to the stable without reaching an agreement.

D-27 The border collie has once again located dear old drunken dad. This time he had fallen unconscious in a stable next to a team of horses. During the night he had a vision the horses would lead him to the hidden knowledge of Atlantis. Meg is trying to persuade Dad to return the horses to the barn which he borrowed them from.

The sad climax of this story is the collie leaves the farm in disgust for California. Happily the dog becomes a star in the movies and buys a house in Big Sur.

D-28 Sly has always taken care of the prize horses with great care. He was very proud of his training and grooming. Now there is a new owner of the stables, a Mrs. Rancraft. Although she is twenty years younger than he, she does appear to have the knowledge and experience to be a fine owner and boss. They both are looking forward to the relationship.

D-29 Father and daughter are coming back from a walk on their farming estate.

They are talking about the future of farming, problems, solutions and the efficacy of staying in this business and passing on a tradition to the next generation.

They will keep the business in the family for as long as possible.

D-30 The man and the girl from India are taking a walk in the English countryside. She has moved to England from India after living there all her life. She married an English man. She is having a hard time adjusting to life in England, but he lives nearby and has become her friend. She likes him and feels comfortable talking to him and learning about the horses, and the way of life in England. She is thinking of feeding the horses what she has in her hand, but is a little scared. Eventually she will try to ride the horses and like it, and will adapt more to English ways of life and dress, but still taking pride in her Indian customs and background.

Practice Set E

E-1 I observe a ship's captain on the deck of a freighter speaking to a civilian. The civilian is a police officer investigating a crime which occurred aboard ship before it docked. One of the crewmen was found involved in the cargo hold. No one witnessed his death except, perhaps, the murderer.

The ship's captain is arguing with the police inspector that the crewman fell into the hold and died by accident. The Police inspector thinks it was a crime.

E-2 It appears that the Captain of this battleship is having a serious conversation with a public personality. Perhaps a leader in politics. The country has been at war and a serious mission is about to begin. The captain is explaining the complexities of this mission and how he sees the mission to be accomplished. His control in this conversation is needed.

E-3 This is a sea captain speaking to a detective. There has been a theft on his ship. The year is 1957. The captain is sternly explaining to the detective he must find the thief before they reach port. After much interviewing of passengers and crew the detective deduces that the thief is one of the crew he sets a trap using a diamond ring and the thief springs for it and is caught red-handed.

E-4 It had been a real long summer. Captain Haver was more than ready to leave the Vineward for the last roundtrip from Vineyard Haven after the Labor Day weekend. Then he'd have 2 weeks vacation, first a stop off in Falmouth to pick up his wife and their suitcases, and then a long but enjoyable ride to the coast of Maine.

Only problem was, he couldn't leave yet. The ferry had loaded real slow. 8:30 P.M. and lines of angry New Yorkers waiting in their cars for the last trip today. He knew only half of them would get on.

Then it happened. Someone noticed the gold coin on the deck. Before Haver knew it, the cops, the newspaper and the Mayor were involved. Mayor Tisbury's bowler was stained through above the band, and sweat was pouring down his cheek. "You ain't movin' this ferry no place til we find out whose car contains more of that stolen loot from the Museum," he said gruffly.

Haver started to protest, raising his hand to emphasize a point, then dropped it slowly, realizing that it was no use arguing with this guy. He'd wait, the ferry would wait, his wife would wait, and best of all, Maine would wait.

E-5 An officer from a ship, that has just arrived at the dock, is approaching a customs official. The officer is answering questions from the customs officer and is annoyed because he is losing time. Both men know each other and have had problems in the past.

The ship's crew has not done anything illegal and after some time lost during the inspection, they will unload.

E-6 Old photograph advertising Prince shirts. I knew the man before he lost his shape. God, I tried to marry him, but I wasn't rich and attractive enough to him. Now, he lives on Laurel just up from that nice white house with the green shutters. Bald as an egg, Gladys, and round as one. My Victor has not put on a pound since our marriage, but this guy Jack Fartheum really ballooned out. He doesn't seem to work, just sits in his back yard playing with a telephone or something.

E-7 I observe a man of about 40 years of age sitting at a drafting table taking a break from work. He is an architect. He is in the middle of a big project for the firm he works for. He is pleased by the way the job is going and he is pleased at his own work.

He is looking at a photograph of his wife and two children. He is thinking to himself what a lucky fellow he is to have such a family and a good job.

He has the look of self satisfaction. He is thinking of the vacation he has planned with the family as soon as the project is over.

E-8 Sometimes during the day when you're removed from a family situation, your mind tends to wander to that family. When at work, you can be distracted if the concentration isn't there. At home situations can make you feel happy or they can be seen for what they really are. It is good to be away from ones close to you so you can reflect on them with distance.

E-9 This is a man who is an Architect from the 1940's. He has many drawings of a building he has designed. He a spent many many hours on his building. But his plans have been rejected by the building committee. He's looking at the picture of his family, and thinking how many more hours he's going to be away from them as he has to redo all the plans to the building specifications again but he will do it and keep his job with the building.

E-10 Almost 40 and still pushing a pencil. The kids had grown so fast he could hardly believe it. The job sucked and the commute was enough to give him an ulcer.

Scott looked at the picture of his family again and had to catch his breath when he realized that the photo had been taken almost 15 years ago. If he didn't make the move soon, he'd be too old to start a new profession, not to mention too scared.

It was settled then! He and Michelle had talked it over many times and both agreed it had to be done soon. As soon as their youngest daughter started college, they would pack up their stuff, sell the house, and move west to Pennsylvania. They had managed to save a little money, their oldest daughter was on a free scholarship, and their youngest was on the co-op plan at college. Pushing motorcycle sales would be tough too, but in a different way, and he was ready for it.

E-11 Remember. Tell on me how flowers paled our lives, petaling us in Vermont fields. The itch after the haying, you made me oatmeal baths to soothe the sores. Let's rob a bank or something, dump yesterday and today for tomorrow.

Remember the yellow floors in the summer house along the Costa Brava, near that single standing pine. We took turns looking at the floor arched like that old bridge. Row, row, row.

Too bad civilization has come to the Charles. Even ten years ago we could have walked down by the river and snuck a kiss and bumpadedump or two. Now, Helene, we almost need a private room in a special. Helene, now wake up. I know it's cold, but it will be all right. I'll hold you. You have stopped shivering at least. Now talk to me a little, just say something...

E-12 The picture shows two graduate students sitting on a bench beside the Charles River.

They are in the same graduate course and have seen each other in class. Today, however, they are talking person to person for the first time.

After class he suggested to her that they take a walk together. She was ready for the invitation.

Although this is mid-week he has just asked her if she would have dinner on Friday. He suggests his favorite pizza shop. She says o.k. but no anchovies. They both laugh.

E-13 On a warm, sunny day it is nice to escape from the everyday situations and sit alongside the water. Cambridge and Boston have many areas with benches to sit on while having your lunch. I'm reminded of home for the Charles River was in our back yard.

It is fun being with someone on this bench for the outside air seems to let the words flow easily.

E-14 There is a man and woman, who went for a walk on a winter's day. They went to a quiet place with a lovely bridge over a part where it was quiet and free of distractions. They wanted to make plans for a trip to a warm climate. The winter here was pretty but harsh. The trip would take them to South America where they would work together in the warm climate catching birds to send to the zoos in the States. It would be an exciting job.

E-15 Carol was always unhappy about something. If it wasn't her job, it was her love life. If those situations were going ok, she'd find something else.

But now she really had something to be unhappy about, and Jack was surprised at how well she was handling it.

December had been cold and dreary and it seemed that winter was far from over. During the holidays, Carol found out that her dad was dying of cancer. Ted would have expected that she would fall apart, but instead, she was sitting there on the banks of the Charles on a cold but sunny day in January, telling him about strength, about love, about real feelings. Things that Ted never realized were in her repertoire of thoughts.

Maybe it was just that people have more trouble dealing with day to day situations which were harder to assign feelings to than real issues.

E-16 I observe two biomedical chemists working in their laboratory. Both are tenured professors and have recently decided to work on a research project together.

The woman in the foreground is from Paris. She has been in the U.S. for 5 years. It was her idea to start the project. She is very intense in her belief that a certain gene can be identified. This intensity often gets in the way with the project. Her partner, a more reflective person, keeps the perspective. Together they make a good team.

E-17 There are so many diseases that we're aware of in the world that it is good to know that there are people who have dedicated themselves to science and healing. Becoming aware of your body and how you treat it is an awareness everyone should have and knowing that there is help for sickness can enable you to not feel as helpless.

E-18 This is a scientist and her assistant there working on a project to cure heartworm in dogs. They have been working on the project for six years. Today would be the day that their work could be called a success. The formula has been curing for several days. Now the assistant has checked ten of the twenty vials all of them are positive. The scientist checks the rest. They have done it. Now the project is over they have won.

E-19 Meg pipetted the chronoform carefully into the test tube. This extraction was the umpteenth one she had done, but the end was in sight. She would be glad to finish this project; glad because she was getting encouraging results, and glad because she wanted to move onto something else.

She was tempted to tell Chris some of the problems she had had during her years in the lab, but she was afraid that if she said too much, Chris would decide that she had taken a bad job, and leave. Then Meg would have to stay longer and train someone else.

It was a little selfish, but she felt that she had done her stint, and let Chris encounter her own problems, and deal with them in her own way.

E-20 A serious woman is working in her lab. She is thinking about her work or appears to be thinking of her work.

A co-worker (possibly a male) appears to be interested in her and is about to tell her so. Although she will be polite, she will tell this person that although she may like him (or her) she is not interested in a serious relationship with this person.

She seems to have more interest in the work than in people (individuals).

E-21 This is a husband and wife that are circus trapeze performers. They started training when they were very young under the husband's father. They have been training and working in a small show for ten or more years. They were very good, but could not get a break. On this night a manager of a large circus saw them perform, and asked them to work in his circus. They would be rewarded for all their hard work after all.



E-22 This was really it! If Lisa had known 2 years ago how she would really fit in with this troupe, she wouldn't have been so nervous.

She felt really happy and in control of herself. Here she was flying 50 feet above the bigtop floor, attached to nothing, soaring thru the air, but confident to know that her partner would be there at exactly the right second to grab her and take her back to terra firma.

It was really a big change from her old self. She had been afraid to do anything--to change, to think, to move. But somehow she had managed to swallow her fears and take the job. It was unstable, it was chancy but boy was it enjoyable. She began to think that maybe it was the best thing she had ever done. She had taken action and in turn, taken control of her life, and even if the job ended suddenly, she would never again be afraid to go on and do something else.

E-23 This couple is performing at the circus. They are both well practiced and are confident that they can perform standard acrobatic feats with little difficulty.

Although they are good and professional, they are not creative, showy, and flashy, which will be needed if they are to go anywhere in life.

Perhaps this will come with time.

E-24 These trapeze artists are performing in a circus. They are concentrating on their performance. They both want to give a good show and not make any mistakes which in their line of work could be a bit of a problem. They will give a wonderful performance.

E-25 There is a man and a woman doing a trapeze act at a circus. They are married and have been together as an act for many years. He is looking at her and thinking how beautiful she is. She is looking at him and thinking how much she trusts him. He is so strong and reliable. She never fears he will not catch her. They both think what a good life it is. They have been talking about children and she knows he will have to find another partner if she gets pregnant. It is strange to her, but she doesn't worry. She knows he will be just as strong and reliable as a father and husband and they will always be together.

E-26 The picture shows a father and daughter together walking across the meadow on the family farm.

She has been away for several years following her career in the big city. She and her husband have been having marital problems for some time. Recently they decided to separate. She tried it alone but needed support. She called her father, a widower, and asked if she could come home for a visit. She has been there for about a week and feels very relaxed.

Often talking to her father she feels it isn't so bad and she can face it.

E-27 This is an old man and his daughter. The old man still works his farm in the hills. He has horses and sheep. He still works the land the old way. His daughter has come to visit him from the city. She's been gone a long time. She's come back to the farm to stay. She's decided the city was not for her. She wants to work the land again like her father. He's happy at first but convinces her to go back to the city. The farming is too difficult for her.

E-28 Thistle climbed the hill methodically. She had been up and down this hill three times already today. She knew Gus was getting tired, too. She would have preferred to just stand in the field and chew on some clover. She also realized that if they had to do much more of this, Gus would be no fun tonite.

"Why does this jerk have to drag us along on his little walks, anyway?" she thought. He had company this weekend and Thistle knew that that meant tours of the farm, rides, demonstrations of currying (and then of course the city human would try it and that hurt!), and finally they would allowed to have some time to themselves. The kids were too high spirited and not dependable for these little jaunts thru nature, so Thistle and Gus were it. "Oh well," she sighed, "We're almost back to the stall and we can relax, but damn I wish he'd stop pulling on that rope!"

E-29 A younger woman is interviewing an older man. Although he seems to have work horses, I don't think he is a farmer. Perhaps he is a horse breeder. He appears to have some money.

It looks like it is early morning on a fall day. He is enjoying the attention he is receiving from the younger woman and although he would like to make an advance, I doubt anything other than thoughts will occur.

He seems to be an honest type.

E-30 There are 2 people strolling happily through the rolling countryside. The older gentleman is leading two horses as he chats amicably with a younger woman. The young woman appears to have cut some spring flowering bushes and is carrying them. They both appear to be enjoying spring and the reawakening of the countryside. Perhaps they're on their way back to the old gentleman's home, where they will have some tea and get further acquainted.

Practice Set F

F-1 The woman is a radio news reporter. She is getting a lead on a story. She has been going to various meetings around the country for the past year, and she has spoken to many people about issues which concern them. Now, one of them has called her and told her that the Freeholder Board's Director will try to force the Welfare Board Director to resign. The reporter will try to get as much information as possible from this source. She is excited and a little nervous. She will next call the Freeholder Board Director and the Welfare Director for their sides of the story. It would be easier to just go with the story now, but she prides herself on presenting all sides to a story as fairly as she can.

F-2 She's a professor talking on the phone to a publisher or colleague--a student is coming in to ask her help. She's eager to get back to the conversation (about an article she's written) but has duties to see student. She will say to colleague--can I call you back? If yes--sees student. If no--tells student to come back. Exasperation at student more than colleague--also guilt. Wants to be perfectly available teacher, but also wants to be a competent well-regarded researcher. The academic bind. She looks resigned and humorous about it.

F-3 This woman is a reporter. She is using her card file of sources to get information on a rapidly-breaking story. Someone she did not expect has just entered her office. She is pleasantly surprised, and her search for information may take a positive turn.

F-4 This is Beth. She is working through her rolidex calling acquaintances to ask them to contribute money to a youth organization that she serves as a Board member. Beth wants her friends to contribute, but she feels very reticent about asking them to contribute. She is surprised that she is able to make these calls and pleasantly surprised that her friends respond to her request. Of course, some make excuses, and both of them feel uncomfortable. Meanwhile, Beth is also keeping her eyes on the clock because she has a cake baking in the oven, and she has to finish her phone calls, and the baking soon because she also brought work home from the office. She will make one more call, even though she doesn't have time because she would like to complete this task and put it behind her.

F-5 An office. She is a secretary trying to reach someone--she is responsible and is trying to stave off some catastrophe. (Don't know what) She likes/is loyal to her boss who depends on her to manage details and who takes for granted that things will work smoothly. She's hassled but like it (though she is tired, especially when does a lot of overtime). She will find some solution, and he'll never realize at all how hard she works for him. She is worked for him for a long time, and thinks sometimes about how to make the switch into Management--she is unmarried (lived with a guy, a lot of fun but it didn't work out). She still hangs around bars when she has the chance but she's getting too old for that scene. Her best friend had a baby last week, and she suddenly realized she was getting older.

F-6 Susan, the school secretary, has just phoned Mrs Tait as her son Jason has fallen and broken his ankle. He was sliding down the bannisters (forbidden) and slipped and fell. He has been taken to hospital by Mr Robinson and will she please join him there. Susan is anxious to get through as she has other jobs to do and is also worried lest Mrs Tait feels the school was negligent. Mrs Tait is finally reached, Jason scolded ("got away" as they say in the NE of England) and off school for 2 weeks.

F-7 This woman is an office assistant, she just got to work. She is well liked and well respected. But not everyone likes her, and one of her superiors has called her up to ask her whether she did some piece of work she was supposed to do (which of course was fictitious to begin with.) Our woman is doing some fast thinking: this has taken her by surprise. She has herself covered, and will come out of the brief difficulty all right.

F-8 A busy working mother is getting a call from her baby sitter. The baby has sniffles and the sitter is concerned. The mother is trying to decide whether the baby is sick enough that she has to go home--which would be a problem because she is supposed to go to an important meeting in a few minutes. After talking to the sitter for a few minutes she decides the baby can wait until she gets home, but she worries all afternoon!

F-9 The woman is involved in a bitter divorce. She has hired a detective (the man) who is photographing her husband and another woman making love on a secluded beach. The woman was a loving and faithful wife who had no idea her husband was having affairs. Then one day he announced he was leaving her for another woman. The wife is not seeking revenge, but she is afraid that her husband will not only leave her but take their children and get the money that they have sacrificed and scrimped to save up together. Her attorney has advised this woman to get pictures of the husband's adultery to help her get what she feels she is entitled to in the divorce settlement.

F-10 Husband-wife research team, photographing fine specimen of duck decoys at early 20th century-Maine. The book will have his pictures and her words. His name will go first, (if hers is there at all.) Fullsame acknowledgements to her in introduction. She writes poetry on the side, finally gets published on her own. The marriage may or may not survive this assertion of her own voice.

F-11 This is a husband and wife who have just entered retirement from high-prestige careers. They are vacationing in Maine. They are bird-watchers/nature lovers and have just spotted an interesting bird or mammal and are about to take a successful photo.

F-12 This couple are attractive, middle-aged, married, maybe on a second marriage, and on an outing doing their favorite thing: photographing wildlife. They are both professional people but this is Saturday, and they have taken a drive to the shore, in Maine or North Carolina perhaps, to look for the nesting birds they found the previous weekend. It is cool--spring in Maine, or winter in North Carolina. Just before this shot they were walking together through the tall grass near the ocean and talking together about the week that just ended, very happily. He listened to her, and she listened to him. They spotted a waterfowl's nest, stopped and got the camera ready. Just as he was getting the lens adjusted, the parent bird returned to the nest and was getting ready to sit on the eggs. That is what the woman is pointing at, and she has just said "Oh, look!" After he takes the picture, they will discuss the kind of bird it was, whether it was the male or the female, how soon the eggs will hatch, etc. Then they will continue their stroll, go down to the beach below, sit for a while, still talking happily, and finally return to their car and go home for lunch.

F-13 There's a bird down the hill. They are avid bird watchers and they go to the sanctuary for a weekend every year this season. They are married now more than 25y, and their marriage has weathered a lot but now they are good companions to each other (sex had been better, but it matters less). Their kids have begun to have children, but their daughter with the grandkids lives far away so for now they are in a freedom zone: Their own parents dead, the dog gone a long time ago. Free to look at birds and enjoy each other on a sunny fall afternoon.

F-14 Mr Adams is a photographer on a Sunday paper and has heard of a rare spring flowering gentian that's blooming in the dales in March. He has come to photograph it and Miss Perrin the local warden of the nature reserves showing him the plant. He prepares a short one page spread on different habitats weekly in the colour supplement magazine and had written Miss Perrin, who had suggest March and the gentian for her locale. After a few more shots they will adjourn to a local pub for lunch and drink and general habitat conversation. Both are keen on wild life.

F-15 Two married retirees in Nantucket. They are birders, they have come out after breakfast in May to see what birds have nested on the high places above their (very expensive house). They both enjoy their hobby and are having a great time. She is pointing out some small detail in the scene he is photographing: "Be sure to get the edge of the nest over their to the left." He doesn't regard this as back-seat driving. They make a good team. They will take the picture and then take a bunch more before they go home for hot chocolate at 10:00.

F-16 This is a courtroom. The man and woman at the left are attorneys for the man at the right. The man is a prominent citizen who has been accused of embezzling money from the bank at which he works. The lawyers feel the man is guilty, but the female attorney plans to try for a light sentence. She is going to point out that the \$40,000 embezzled was a relatively small sum which was used for (what she feels were) silly projects such as adding a deck to the man's house. She will call a number of character witnesses and argue that the man is really no threat to anyone. The other attorney has the records from the bank, and he will ask bank employees to testify to the man's 20 previous "clean" years of employment. The defendant now realizes what a foolish and devastating mistake he has made.

F-17 This looks like a U.N. meeting, say a discussion of human rights in El Salvador. The woman is trying to prove she's as serious and experienced as the guys. (She's not only female but she's younger.) Their views will prevail but she will get credit for being an up and coming diplomat--great future--well-argued points. Unfortunately she's American--has to argue that El Salvador gov't. is terrific even though she knows about all the cover-ups like the murder of the priests. She rationalizes this because she's a careerist. A Jeanne Fitzpatrick in the making.

F-18 These people are at a government hearing. They are the people conducting the hearing. One of the witnesses has just said something that brought a strong response from the man on the right side of the picture. His statement is received with serious attention by the others at the table. The woman seems to be chairman--she is getting ready to support and add to the statement being put forth.



F-19 This is a high-powered board or committee meeting, perhaps even governmental. The woman is very bright and professionally competent, but her opinions are being ignored by the men (in the vast majority) at the meeting. Her expression reveals how annoyed she is. But the men will not change.

F-20 This is a meeting of a political group--representatives from different countries in some kind of international social organization discussing policy. There are quite a lot of other people in the room, but the woman here is the only woman present. This fact alone makes her stand out.

The three people here came to the meeting with three different ideas. So far, neither the woman nor the man on her right (the younger man) has had a chance to speak. The man is listening intently to the other man, the one who is speaking, because he disagrees with him. That is only natural, since the one who is speaking is taking a very violent position on something to do with a central issue--population control, abortion, famine. After he finishes there will be a general hue and cry, all within the bounds of politeness, however, and the younger man will speak out strongly against the first speaker's positions. Before the meeting is over the woman will have read a prepared speech which will be very well received and which all the newspapers will quote tomorrow. She will be seen on all the television news reports as well. As usual, the committee will have made very little progress in its deliberations.

F-21 The Soviet Union is splitting apart. Despite all the diplomatic and economic measures and military threat, the Baltic States have persisted in their claim for independence. At least, the Kremlin agrees to come to the conference table to negotiate independence. These three are negotiators on the Soviet side. The bald fellow is the spokesman. The woman says little, but she is reporting back to the foreign ministry on the state of the negotiations. The third person is an interpreter. They all know that the conference will end in independence for the Baltic States, but they all three know that they must appear to resist so that the military back home will believe they have stood up for union principles. The bald guy makes a threatening as the woman watches grimly to make sure that the proper threat is conveyed. They are all three tense because they know they are acting out false positions.

F-22 A banker (S&L) is testifying in front of a senate committee with his two lawyers. His bank has had numerous fraudulent transactions uncovered so he is worried and so are his lawyers. Eventually he is convicted and sent to prison.

F-23 This is a happy story about a husband and wife who have learned to share the work involved in running their household. Both were fortunate to have been allowed an unusual amount of independence as teenagers. Their parents let them make decisions, and in fact trusted them, to a great extent, to run their own lives. Of course, that was partly because each of these people had quite a strong, optimistic and responsible nature to begin with. When this couple started dating, neither had much money, and they spent a lot of their time in everyday pursuits. The husband had said early in their relationship, "I want us to do everything together," although in fact, he often did the laundry or the marketing all on his own if she had something more pressing to do. She had said early on, "I can really do all of it myself; I'm quite capable; but it's much more fun doing it with you." They feel happy and good about their relationship. They plan to continue working hard at being together and sharing their burdens.

F-24 (Is the man blind or just sunglasses?) A girl @ 16 years old is helping her father on Sunday afternoon in October rake leaves. She's happy to be there--she doesn't want to be with her friends at that moment. She likes her times with him. She wonders what college will be like away from home and whether her parents will miss her too much. (She's an only child.) Will Mum help Dad with the leaves? She's used to being close with her parents and doesn't mind the company of adults, particularly his company. In college she meets other quiet contemplative people like herself and marries a sweet kind fellow like Dad.

F-25 Father and daughter are doing yard work. Actually she has her own home, but she has come to visit and is helping with the chores. It is a good way to visit, since cooperating and casual chatter can lay a groundwork of good feeling in their relationship. She visits fairly often so they are comfortable doing these chores during that time.

F-26 This young woman and her father are doing a common summer task: raking the grass clippings. The only nice thing about it is that they are doing it together. It is probably a weekend day, and they have often done the job together before. Just before, the father had mowed the lawn and the daughter had trimmed around the bushes and weeded the flower beds. After he mowed, she raked the grass into piles, and when he was done mowing he got the bags and they starting putting the clippings in the bags. They couldn't talk much while the mower was on, but when the mowing was over they talked a lot about the family and her school. He told her something he was proud of that he did at work and she told him she was glad for him. She told him about the fun she was having in her classes in college and he was pleased. Both father and daughter are happy and feel at peace with the world; all is going well, for both of them and for their family. When they finish the lawn they will look it over together, he will put his arm around her waist, and they will go inside for a drink of lemonade.

F-27 Linda, aged 16, and her father are raking the leaves that have fallen from the oak trees in their backyard. They are both on their best behavior. She resents doing this chore, which she believes could be done by the handyman who works for her family during the week. She knows this is not necessary work. She has been asked to do this work to prove a point--that she should contribute to her family's welfare. Her father believes in this sort of thing, thinks it important that his daughter grows up with a sense of responsibility, that they understand work. This is difficult to convey when he can in fact give them everything they need in a material way. Many a time, they have argued over just such an assignment, both wanting their own way, both resisting on it. This time, mother has prevailed on both to take advantage of a crisp fall today to work outside together. They are awkwardly having a conversation about Linda's plans to go away to college. Father, who has given in to his wife's persuasion that his daughter should go away is asking what she plans to major in.

F-28 Cooperating cleaning up the yard. The young 2nd wife. They are taking it easy after his episode of chest pain last week, but the sunshine was nice, and it seemed a simple enough job. She's a potter. She does her work in the house. He was/is a government employee. High up. GS 13,14 or some such. He ran some program. She's his gift as far as he's concerned. Gentle, young, funny, creative, alive. He worries of course about keeping her. He tells himself all that stuff about life being transient and CARPE DIEM, but nonetheless there is a sad tension as he gazes at her through the corner of his eye, because he knows he can't keep her forever.

F-29 My husband has just mowed the lawn at my sister's place in Vermont. I am raking up the grass cuttings which we shall collect and deposit on the compost heap. This is in the future as it looks like October time and we don't get to the coast except in August, and we'll have to wait until we retire for this picture to be true, but I've long hair however I don't think my husband will go bald, so maybe it's my brother who is balding. A nice calm picture of any family set up with people who love each other and care for the environment.

F-30 Father and daughter on autumn afternoon, raking leaves. They usually have trouble talking to each other (he's reticent and awkward, she's fifteen and hasn't much use for parents in general. But when they focus on something outside, like this activity, they do much better. Today they are talking about what to get for wife/mother for her upcoming birthday--she's been low and menopausal for a few months. Both father and daughter feel good about the situation though they feel bad for mom. They're going to think up just the right present.

Practice Set G

This set contains clinically-administered TAT stories. Subjects' responses (labelled "S:") should be scored. Interviewers' questions and comments (indented and labelled "I:") should not be scored.

G-1

S: Okay, there is a lady and man here and it appears that it seems to be very intent and things go ... this is so stupid ... but anyway, no ... I'll take that back. It really appears to me like this person has gotten shot or something or is in her arms about to die, maybe due to a heart attack and she's holding this person ... as if to say, "Don't die, wait for the ambulance" or whatever. And so this person who is in her arms is thinking, "I'm about to go." And this person is saying "Please don't go." End.

[I: What's the outcome?]

S: I don't know what the outcome is. Hopefully the person survives and lives happily ever after.

G-2

S: I guess they are on ... it's a mother and her daughter, and her daughter is dying and they are ... and what else am I supposed to say?

[I: What's going on, what led up to it, what the outcome is, what kind of plot....]

S: The daughter, I guess, is ... she's ill ... I guess for a while ... and she's in the process of bringing her somewhere where ... when she died. And ... I don't know ... she's upset.

[I: Which one is dying? The daughter?]

S: The daughter, the one that's being held. Maybe she's killing her, I don't know ... OK?

[I: Let's make up a story about what led up to it, what she's dying of, what's going to happen, you know ... what's the outcome going to be ... just a little story.]

S: ... She is ... I have to think ... well ... she's dying cause her mother is killing her ... she's strangling her ... and I guess they got in an argument

(story continues on next page)

and the daughter maybe was having an affair with the mother's second husband, or something ... and so the mother's killing ... they had a huge fight and the mother is killing her. And the outcome, the daughter dies and the mother eventually goes crazy.

G-3

S: Oh ... this is an older woman with her older sister who is ill and she's been ill for a while. And this woman was alone in the house with no one to help her and her sick sister got worse and so she carried her down the stairs to get her to the hospital. At the bottom of the stairs she stopped for a moment to catch her breath, looking at her sister, remembering childhood memories and remembered all the good things they shared and how sad she's been since her sister has been ill. And how much she loves her. And with this flood of memories came a flood of emotions ... how much she loves her sister ... which started her adrenelin pumping and she was able to carry her sister to the car, get her to the hospital, where her sister gets help and stabilizes and they've got more time together.

G-4

S: Yeah, I might as well make it clear ... there's a woman standing above another woman next to the staircase. I guess the woman who's standing above is Josephine and the other one is Mary.... OK ... Mary is in her room, in her bedroom, very distraught and she is very upset about her son going to war and haven't heard from him, so she was in her room. And Josephine was making tea, it was about teatime and Mary was slowing coming down the stairs. She had her hand on the rail and walking in a slumpish way ... and she went down the stairs very slowly. Suddenly she fell ... she didn't injure herself so much, she didn't have a very big fall, but it was ... she toppled down the stairs and Josephine ran over to see what happened and sort of picked her up and ... and Mary isn't hurt but she sees that she's very distraught so Josephine is talking to her and trying to encourage her and tell her that everything will be all right. And because you don't hear from him it doesn't mean anything is wrong now, so lets ... she's trying to persuade her and she's looking at her and checking her ... and....

[I: Be ... because you don't care for him....]

(story continues on next page)

S: Yeah ... from her son ... who is in the war ... she doesn't hear anything about him ... where he is or how he's doing so that's it ... she's trying to ... Josephine is trying to cheer her up and comfort her.

G-5

S: She's strangling him ... I can't tell what....

[I: Whatever it looks like to you.]

S: ... It looks like they have been arguing about something. She's got a hurt and angry look on her face and her hands are on her neck and she's not sure what she wants to do....

[I: So who are the people and what led up to this, what will happen afterward, what are they thinking and feeling?]

S: It looks like probably a husband and a wife. He did something or said something that made her angry, but she obviously has the upperhand on this, and I don't whether her ... whether her thoughts ever temper her emotions ... it depends on what happens after this, I don't know....

[I: Well, whatever ... make up a story whatever ... whatever you like ... it's your story.]

S: She comes to her senses and she lets go and they talk it out and it's all OK.

[I: What led up to it ... what are they....]

S: He came home and he said something that made her mad or did something that hurt her ... I don't know.

[I: Like?]

S: He put her down, maybe told her the house is messy. Didn't have anything nice to say, complain from the day that he came in the door because he had a tense day, and she had a tense day, too. And she didn't want to hear it anymore or deal with having his anger taken out on her.

G-6

S: OK. Her name is Sally and Sally is thinking about the wonderful day she's had. A pleasant day. She's just in deep thought about how the day has gone and oh boy ... so I have to say what led up to that or something.

[I: Yes.]

S: Well, I'll just say that she's just come home or she's ... yeah, she's just come home from a day at work, she's having dinner, and she's just spending time to herself thinking about how the day has gone and from her expression it seems like she's ... it was pretty pleasant and the end is that she is hoping that her day will be just like it was the day before.

G-7

S: OK ... this person ... she is a model ... she's modeling for a painter ... somewhere in Europe, I guess in Italy ... and she's a ... she's not a professional model, she's just ... maybe she just like a mother or something in the area ... she's not particularly conscious of her looks or how good-looking she is, but I don't know, maybe she was sitting, maybe the person who was painting her, I don't know, met her daughter somewhere and just sort of liked her presence and decided that he wanted to paint her and found her to be comfort ... comfortable ... a model that is sort of at ease and easy to paint. And, I don't know, what's the outcome? I guess he paints a picture. I don't know, maybe they start up a relationship between her and the painter.

G-8

S: OK ... this girl is in a dance studio sitting in the corner. She's been studying dance every since she was very young. All she's ever wanted to do is dance. She hasn't gotten many jobs ... she goes to audition after audition. With the competition so tough she doesn't get many parts. Once in a while she is in a chorus or some extra that crosses the stage. She's wondering whether or not the struggling is worth the anguish she sometimes goes through. The aches and pains after all the practices and the disappointment after not getting jobs. And whether or not she should continue with dance or follow the advice of those around her that tell her to do something else with her life to better her life. She remembers how much she's enjoyed dancing ever since she was little, and the

(story continues on next page)



first time she took a dance class, the first time she was on stage, and all the joy that dancing brings to her. The dreams that she's had of becoming a successful dancer and eventually she decides that her dream are too big to let go and continues dancing. And one day she has the lead in a ballet.

G-9

S: This one looks like a young teacher.... And she's still in her classroom next to the chalkboard and it seems like a class that takes place ... not in the city ... and she's just thinking of a remark of one of her ... one of her students that said ... he said something very touching. He just asked her a question ... why she does something a certain way ... which she had never thought of and she's very touched by how the child observed her ... this young boy. And now she's sitting next to the chalkboard and such a simple question put very deep thoughts into her mind.

[I: What kind of question was it? What kind of thoughts might it have put in her mind?]

S: Maybe why she ... nothing too personal ... but ... that's difficult.... I really don't know.

[I: Well just make up anything you like ... nothing difficult.]

S: Like what she's thinking about?

[I: Yeah.]

S: Ahhh ... could be something like ... it could be personal ... it could be whether she set her hair in such a way and why she is so strict with certain children ... and I don't know ... something like that.

G-10

S: It looks like a young girl who is making a big decision about something ... just sitting in a quiet room trying to figure out what to do ... maybe between work ... deciding about a change in her life, deciding whether she wants to get married or stay in her career. She's trying to figure something out ... she's like trying to figure out a direction. It just looks like she's trying to sit in a quiet room and take time to herself and figure it out for herself. I'm not real creative story-wise....

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[I: Well that's OK ... we're not looking for ... you know, we're not looking for award-winning....]

S: To me, it looks like she's trying to make a big decision.

[I: And what's the outcome?]

S: ... I'm sure she figures out what is best for her, I don't ... uhmmm ... I don't know.

G-11

S: Here it appears ... it just appears like this gentleman here is getting an operation, probably due to the fact he was having some abdominal pains and they are operating on him....

[I: Which gentleman?]

S: This one here on the table. So it seems like two doctors are about to take something out on the left hand side. But that's really wild because I can't make out what this person would be. Except maybe I'll make her or him be the son and say that he's hoping that he'll die so he can get his inheritance ... that's what his smirk is. And as it turns out the man lives and he's out of money.

G-12

S: Well, it seems like this person in the right hand corner is sort of imagining what's going on ... what's going on behind him isn't really there, but it's just ... it's what he is imagining. And perhaps he has arranged ... he is imagining two people killing the third person. And perhaps ... perhaps he's thinking about that because he's aware that that's going on somewhere and maybe ... he ... maybe actually planned that this third person be killed ... the third person is ... I don't know, maybe someone he owes something to ... maybe a gambling debt or something like that. And then the fact that he's thinking about it and imagining that it's taking place might mean that he's feeling sort of guilty, that his thoughts are haunting him, he's feeling what seemed to be easy asking two people to kill this third person, maybe, has turned out to be difficult. And ... or it's turned out he's not very comfortable with the idea, so his thoughts are sort of haunting him. So that would probably continue. It would be difficult for him to continue on in his life knowing what he caused.

G-13

S: This is a young boy trying to decide what he wants to do with his life. He's got a vivid imagination. He's only about 12 and he's trying to decide what to do when he's an adult. He watches a lot of TV and he remembers the program "Doogie Howser MD" and thinks about what it would be like being the doctor and how much fun it would be to still be young but be an adult and become an adult sooner than his friends. But then he remembers what he's seen on other programs with doctors and blood and people in pain, and how busy doctors always seem to be on TV, and he decides he doesn't want to grow up that fast, and doesn't want to be around people who are in pain or feel he is the one causing their pain ... because that's what he thinks about doctors ... mainly shots and poking and prodding and sticking things down your throat. So he decides that being a doctor is not what he wants to be and he goes on to his next imaginary thought.

G-14

S: This is a picture of a surgeon and he has students from his medical school and he's very experienced ... this surgeon ... and there is a victim, a patient, who needs to be operated ... he has some kind of growth on the side of his stomach and because of his fame and he has such a big ego that he has to decide some ... you know it doesn't really matter any more how things are done, so he takes these two inexperienced lads and sets them to work and they are just hacking away....

[I: So he ... I'm sorry ... so he takes these two...?]

S: Inexperienced lads!

[I: Inexperienced lads?]

S: Yes ... and they just hack away ... and he lets his reputation ... it doesn't matter anymore what the results are ... so that's it.

[I: What will the outcome be?]

S: The outcome will be kind of a poor job and ... uhmmm ... well he wouldn't do any work anymore ... he'll just let his ... I wouldn't say students ... but what do you call those ... apprentices, you know, take over, and whether they do a good job or not ... he

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doesn't get credit for it anymore ... just his name stands out.

[I: Yeah ... tell me again ... who is the man who is being operated on?]

S: He is just someone who is a patient with a little growth on the side of his stomach ... a tumor ... it's very minor but it has to be cut out.

G-15

S: That looks like a man that's been in a ... some kind of accident and needed emergency surgery and while the surgery is happening, he's dying and his spirit's getting lifted up out of his body and he can see what's happening.

[I: Which is the ... which is the spirit that's being lifted up?]

S: In the back ... it looks like maybe he was a businessman that had a heart attack or had some sort of problem and the younger, healthier him is going to heaven now.

[I: What kind of accident did he have?]

S: It looks like maybe he had a heart attack from him being a businessman here, maybe he was under a lot of stress and his body couldn't take it. He had a heart attack and he's dead now but they are trying to save him. That's one of those out-of-body experiences and he makes through the surgery OK and goes on the whole health kick and is OK afterwards.

G-16

S: This picture to me it appears like this is a mother and you are really interested in making these pictures seem like they could be a man or a woman. But anyway I'll say that this is a mother and son expressing their love for one another, and no situation has to come about to express this except for the love they have for each other. And I'll say that this is the son or the guy and he just feels really content with the fact of having someone to love him and to express their love for each other. So it just looks like they are ... they find comfort with each other and they are both giving each other love and they are both at peace at the moment.

G-17

S: Looks like maybe a priest and someone of his ... I'm not sure what they are called, but like in the ... maybe they are living in a monastery, and the man in the left hand ... on the left side is the father or one of the elders ... elder people in the monastery. And the man on the right hand side is a troubled man who came to the monastery, recently perhaps, and is distraught over something ... maybe what drove him to come to the monastery was some unhappiness. And so right ... in this picture there, embracing that ... you can see that the man on the right hand side, the one who recently came to the monastery, is somewhat upset or is ... that the embrace means more for him ... that he's sort of needy. And the man on the left, while in one sense he is offering comfort he's also somewhat removed and in a position of control. And eventually what happens is that the man on the right who just got to the monastery, sort of becomes more secure within the monastery and sort of takes on the same sort of removed controlling ... character ... character like....

[I: Barren ... manner....]

S: What....

[I: Uhmmm ... this person who is upset or needy, can you say more about that ... why ... what is ... what's brought him to where he is?]

S: Uhmmm ... he's just sort of not particularly ... not socially ... he's just sort of a socially awkward person, maybe he grew up with parents that were somewhat ... that weren't really around a whole lot ... and maybe ... he ... he's just someone.... Anyway so he's just .... he's just grown up being somewhat awkward, not having a lot of friends, is fairly lonely ... and sort of stumbled around from place to place, and eventually ended up in this monastery sort of searching for companionship.

G-18

S: This is an older couple on their 50th anniversary. Their children have given them a big party with all their friends and relatives. They have a lot of memorabilia around them as decorations for the party. And this is the solo dance between the two of them and they are in the middle of the dance floor with the lights dim and everybody standing around watching them sharing in all the love and joy that

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fills the room. And the two forget about all the people standing around them and dance their dance and remember the first time they met, the first time they saw each other, the first time they danced their solo dance at their wedding, first child, second child, all the children, grandchildren, and how much they love each other and wish they could have another 50 years together.

G-19

S: I see an older person reassuring a younger person and ... this younger person is very unhappy about what is happening in school and she is not sure if she is going to make it, if she's going to be successful in school, and feels very let down by the kids, she doesn't feel like she has much support ... so this older person, her mother, I'm not sure ... is telling her that, you know, if she tries it is very good ... and the important thing is trying ... and if she fails it doesn't matter because she can always ... you know ... it doesn't mean that she's a bad person. And she's telling her now that she's going to bake some pies ... and she's going to cheer her up and it shouldn't hurt you.

G-20

S: It looks like an older married couple who had been apart for a long time and is very happy to see each other. And they are just holding each other and enjoying being close. And happy to be back together cause maybe they were apart because one of them lost a family member, then went to be with their family at that time and the other one is supporting them through a hard moment.

[I: Who did this?]

S: A family member maybe or a friend.

[I: Like....]

S: A friend of theirs....

[I: Yeah, like make someone happy.]

S: The lady lost a cousin and she went home to the funeral without him cause they are old, so financial reasons she couldn't have him there when she really needed him. But she's back home now and he's holding her and making her feel better.

G-21

S: This is a man ... this is evil ... it is. I can make up a scary story or something like that. He's the man from who knows where, a dark sinister man ... but I don't have to say that necessary. This is taking place at a graveyard and he is mourning but that's not ... this is crazy ... you think of all those scary movies you've seen ... this could be one of those scary movies where the guy communicates with the dead. And maybe before he kills he goes out and grants the wishes ... maybe he's at someone's tombstone who was murdered or something ... some mystery movie ... and in order to grant his wishes the dead person goes and thinks that he's talking to this person to carry out the wishes to kill someone and so right now he's communicating with the dead. He's getting some vibes or something whatever ... something to do with whatever....

[I: What is whatever?]

S: To kill him....

[I: To kill who?]

S: To kill whoever is out there who killed this person in the grave and so as it turns out he carries out his wishes and that's how that goes.

[I: Who is this dead person?]

S: Just someone ... I'm saying that this guy feels he can communicate with the dead.

[I: Who is he that he's communicating with?  
The dead person?]

S: I don't know who it is ... just a person? I mean a man or a male or ... a female or anything?

[I: No....]

S: Just person X and the person ... yeah, they were partners in crime and he's gotten killed so since these two were partners he's gone to the grave to say, "I'll carry out your wishes." And before he does it I guess he's going to cosign and say, "OK, it's all set, I've found the person who's killed you and I'm going out and take care of it myself." So that's what he does.

G-22

S: Well, it looks like someone standing in a graveyard at night. He's not ... he doesn't look like he's mourning ... he looks more like he's ... thinking some kind of evil thoughts. Perhaps he's at the graveyard ... he's there to ... he's standing in front of the tombstone of somebody that ... that was killed, maybe his brother, but yet he may have come there out of a need to sort of remember who his brother was. But at the same time his ... he might have ... him and his brother might have grown up with a lot of anger between them ... they were never really quite getting along ... and he's not quite in touch with the fact that he's upset that his brother is gone. He's not maybe ... he might have had a thing ... a quick feeling of wanting to go see ... go to the graveyard and visit his brother's tombstone, but once he got there, rather than feel upset, more feelings of anger came up. And he continues to come back to the graveyard at night when no one else is around, over the next year, and he eventually comes to terms with what his relationship was with his brother and becomes more accepting of it and is able to actually mourn his death. And his brother ... the reason his brother died ... he found out he has cancer, or something.

G-23

S: This one is Ebenezer Scrooge and "A Christmas Carol," towards the end of the story when he's standing looking at his own tombstone remembering his past and all that the spirits have shown him in this one night. And how scared he is looking at his own tombstone and how he wishes he can change the outcome and he's thinking of all the things that he can do to change the outcome so that maybe he won't die a lonely old man and have such a scary end, lonely end. And not have such a dark grave.

[I: What happens?]

S: Well, as the story goes on he wakes up the next morning, it's Christmas morning, and the spirits did all their work in one night and he's got a second chance ... so he dances and sings and goes on to improve his life.



G-24

S: This is a cemetery background and there's a man standing there and he looks like he's doing some experimentation ... experimentation for the Jones Project ... no I'm joking ... just for his lab. And he's trying to ... he wants to have extra brains and see what material they are made of so he's standing there near a grave and he's deciding which one he's going to pull up first. Which body he's going to pull up ... and so that's what he's doing ... he's going to take the body ... but they have to be fresh ... so he can't wait too long so that they are decomposed. And he pretty much knows the cemetery pretty well and when people are just buried he dissects them and takes the brains out and does strange experiments ... and he has to put them back.

[I: And what led up to this?]

S: Because he has a very dark, creepy look about him ... he doesn't look like he's very fit for society ... he's very strange ... strange looking ... it's a very dark picture ... and the way his hands are held ... they are kind of ... not very relaxed. They are held together like he is up to something?

[I: Whose brain is it that he wants to take now?]

S: Someone who is just buried ... maybe six hours ago they were buried and he can't see whose body it is ... so he can only tell when he digs them up.

[I: He doesn't know who it is?]

S: No.

[I: And when he does dig this person up who might it turn out to be?]

S: It could be anybody ... in this particular one? A young man in his late 40s who died of a heart attack ... so ... and that's it.

G-25

S: This looks like a Stephen King picture ... I don't know ... it looks like an evil ... it looks like something out of a "Scooby-Do" cartoon. Somebody that's risen from the grave ... I don't know ... to scare away any kids who decide to play in the graveyard cause he's tired of being disturbed while

(story continues on next page)

he's resting. I don't know ... this is the kind of picture that would've given me nightmares when I was little.

[I: So who is this person who....]

S: He's one of those old men that hated kids tramping through his yard when he was alive ... cared very much about his garden ... cared very much about his property and now he's dead and he just wants to rest peacefully but there is a bunch of high school kids that constantly come and drink and play in the graveyard. He's tired of it, tired of them, and he wants to take the chance to scare them and have the upper hand, so he's there waiting ... he's invisible so they can't see him unless he wants them to.

[I: What happens?]

S: The kids come through and he gives them the scare of their lives and then he gets to rest peacefully after that.

G-26

S: This is a scene from "Little House on the Prairie" from way back and ... boy, I have a headache but anyway ... what do I want to make it. The last one is always the hardest one. OK, this is a scene from ... this takes place in Iowa and it's just a normal day with where this guy is just basically taking care of the farmland and mom is watching and Sue is on her way ... she's a teacher and the mother is basically taking or I'll feel that she'll be in control as far as making sure that everything is taken care of or overseeing ... she's the overseer. The guy is the farm ... I don't know what you call him ... he tends to the farm, a very masculine kind of guy. Sue here is attracted to this guy cause he's got a nice body and all that, he's very masculine. And let's see ... the two are very attracted to each other but the only thing that is keeping them away from each other is the mother here. She doesn't feel that the two of them need to be together but as it turns out they end up getting together and live happily ever after. The end.

G-27

S: Uhhmm ... well, seems to be on a farm, maybe this woman on the left hand side grew up on ... on the farm. Perhaps this is the mother on the right, and her brother with the horse. And maybe she's the first ... the woman on the left with the books, is the first one to have ever gotten an education in her family. And as she gets an education, she grew up very close to her family, but as she continues to get an education, she becomes more distant from them because her world and their world becomes increasingly different. And so she's standing here sort of feeling, she starts to feel awkward in an environment that she used to feel very comfortable with and that she grew up in. And eventually she's maybe in her last year of high school and she gets a scholarship to college and she eventually moves out of the country. When she goes to college, she moved to another ... to the city ... and sort of establishes a life there in the city and sees her parents less and less. And eventually basically sees them once a year, and their relationship really is never ... it never even approaches being as close as it was while she was growing up.

G-28

S: This is a young girl out in the countryside on her way to school. She knows she has a long way to go to school, she has to walk, catch a bus, get to school. And she looks back to see her parents working the land and how much her parents love the land. And wonders what her life's going to be. Is she going to be as happy as her parents staying in the country or does she want to go off to school in a big city, and what it is that she wants to do with her life. She wants to be as happy as her parents are but not necessarily do the same as her parents, so she stands for a minute at the end of the road and looks back and wonders what it is she is going to do, and how she can be as happy as her parents. And she remembers she's late to catch the bus and if she doesn't hurry she'll miss the bus. So she runs to the bus stop, catches the bus, goes to school, continues her education. When she's older she remembers the time that she stopped at the end of the road and how she wondered what she would be while she sits in her big office in her own building where she has become a successful business woman. And she realizes that no matter what she does because of everything her parents had instilled in her as a child growing up, she loves herself and her family and knows what's important ...

(story continues on next page)

so no matter what she does, whether she's in the country working the farm land with the rest of her family or in the big city working behind a big desk in the business world, she's happy.

G-29

S: OK ... this is a picture where it is on a farm and there is a young man who is working with his shirt off and he's ... he comes to work on the farm. He has a little cabin ... a little barn to stay in. And there is a woman next to the tree ... she is kind of ... she runs the place and she's single and she is observing this young man. And there is a woman in the foreground and she is her daughter who goes to school and she doesn't have to work on the farm, she is busy with school. And the girl doesn't seem to take an interest in this man but the mother is kinda cooking up a plan or plot for her daughter to get together with this man ... sort of judging him ... how he works and how he's doing and thinking of this plan ... having them get together.

[I: You said that the woman was single but she has a daughter?]

S: Yes, but her husband passed away ... he became very ill and passed away and she's been single for six years and she's a very strong woman and she has helping hands....

[I: Helping?]

S: Helping hands ... people who work for her ... she maintains the farm.

[I: And the outcome?]

S: The outcome will be a conflict at first because the daughter doesn't like her mother to chose who she is marrying but eventually the daughter will fall in love with this man and ... she'll continue with school and then she'll help on the farm and help him and she'll grow up to like him and she won't be forced by anyone but it will end up that way and he'll take care of her.

G-30

S: It looks like a family in front of a farmhouse ... the girl looks kind of torn about leaving, about going away but I mean it looks like she's going to

(story continues on next page)

school or she's going to teach. She sort of feels like she should be there to help cause her father is working hard and her mother is pregnant. They obviously are in charge of a lot of land ... it just looks sort of like she's going in the direction that she doesn't want to go but that's where she's supposed to go, she's a follower. So she goes ... I'm an uncreative person.

Practice Set H  
(Political Speeches)

I am happy to announce my candidacy for President of the United States. I seek an open nomination openly arrived at, earned in the primaries and local caucuses and state conventions. I want to tell you why I am running and why I am asking people to join in running with me.

It may be hard for some people to believe, but it is not lust for elective office or power. I know too well, and in ways too personal, the sadness and isolation associated with the Presidency. So I do not approach this campaign in a spirit of compulsive ambition or naive exhilaration.

The reason I am running is simply this: Given what I believe; what I have worked for throughout the last 30 years; what I see happening in this country and the world, and what I want to see happen; and given the lack of leadership to deal with our problems at home and abroad--I could not stand aside.

Every candidate for the office of the Presidency in recent memory has believed that his was the critical hour. So, it is difficult to find language undebased by the rhetoric of the past to express how I feel about where we are as a people today.

But we know--all of us in this room and the millions of Americans who are not here--that this time is different. There are many reasons, but none more compelling than this: for only the second time in this century, the forward movement of America has been reversed; we have retrogressed as a society. And it is this sudden, overwhelming reversal of momentum, that has generated the vast crisis of confidence we face today. We face problems of the character that confronted FDR, but none of his successors. Not since the Great Depression has America stood in fear of the future.

Is it any wonder that we have lost our way? Beliefs fundamental to American society have been confounded--the beliefs:

--that America fights only in just wars--and wins because our cause is right;

--that all Presidents are righteous men worthy of public trust;

--that all who seek work in this country can find it;

--that continuous economic growth is our natural heritage;

--that, alone among countries, the American economy has the strength to prosper in isolation.

I could go on, but you know the litany.

How do we find the way forward? There are clear choices to be made.

The Republicans propose their favorite solution --blame the Government for everything. They claim somehow to get rid of Government. And then, they say, we will return to normalcy. Rely on free markets, and everything will be again the way it was before . . . but we all know that's not true.

We know many markets are not free. The price we pay for food and gasoline, for a hospital bed or for heating oil, has climbed almost beyond sight, not because of competition but because a few people and a few organizations wield great economic power, and because Nixon and Ford have both permitted huge sales of wheat to Russia before making sure there's enough at home to feed America at reasonable prices.

In the name of the free market, the Administration has vetoed price controls on oil, while trying to stop an education bill that will have no effect on prices. The Republican strategy has been to fight inflation by putting people out of work. But the insecurity of double-digit inflation hasn't been stopped by unemployment, by forcing men and women to suffer from lack of what work alone can provide.

The Administration's strategy has given us the worst depression since Herbert Hoover's. Worse, it hasn't even managed to keep prices down. American families deserve a better break than that.

Some Democrats say there's nothing wrong that more money and more programs in Washington won't cure. We need only rely on government, and all will be well.

In my judgment, this approach and the Republican approach are both dead wrong. In the words of Adlai Stevenson, "let's talk sense to the American people." Let's discuss the realities we all can see rather than repeating outdated phrases. What are those realities?

Mankind has entered a new era. Our philosophic, religious and political beliefs can still provide the framework for our activity in the years ahead. But the problems we now face are different in nature, not just in size, from those we faced before. They will not respond to the old shibboleths and nostrums. Nationalism, jingoism, great power chauvinism, individualism, old-fashioned liberalism, populism, conservatism--none of these alone is sufficient for the future. Instead we must seek a common existence, rooted in our common solutions. And, the first place where we must bring our common efforts to bear on our common human problems is here at home.

Common existence at home starts with putting the government--as the expression of our common will--on the side of the consumer, the taxpayer, the individual and the community. Government must abandon those tasks that individuals, families, and neighborhoods can do for themselves. But, it must protect the condition in which they can remain truly free and independent.

We have learned--through welfare waste, through schooling that doesn't educate, through houses we can't afford, through products that don't last--that government and corporate bureaucracy are no substitute for self-reliant individual effort. But we have learned also--through medical tragedy turned into economic disaster, through joblessness that persists even while prices soar--that the self-reliant individual and family can be reduced to myth if government, while "getting off people's backs," does not remain on their side.

I'm opposed to centralized, rigid, unresponsive bureaucracy; I worked to combat that kind of bureaucracy in business, as head of my local School Board, and later in Washington and in the Foreign Service. In the Peace Corps, in Headstart, in Legal Services for the Poor, in Foster Grandparents, we created the least bureaucratic public enterprises in modern governmental history. But a purely negative approach to government will get us nowhere. Only a governmental policy actively working for the small and the personal can turn this country away from the large and the anonymous; only a national commitment to the human scale can restore a sense of community.

Such a commitment means many things:



To the millions of Americans who want work and cannot find it, my commitment is *jobs*. The independence of Americans and their families depends on work, and there is much work to do. As Bob Kennedy said:

"It is the shaping impulse of America that neither faith in nature, nor the irresistible tides of history, but the work of our hands, matched to reason and principal, will determine our destiny."

To the tens of millions who see the fruits of their work consumed by uncontrollable inflation, my philosophy is limits on the forces that produce spiraling prices. To talk of "free markets" as the solution to inflation in fuel is a fraud. A market dominated by a handful of giant oil companies is not free. And, the domination of other markets by concentrated private power must be ended.

To the many whose hopes are suddenly shattered by economic collapse or unanticipated need--whether in health or education, whether victims of crime or of misfortune--my philosophy is to provide a net beneath which we will not let one another fall and above which we will encourage all to rise. Each paying his fair share of the cost, all of us should be able to turn to the community when faced by risks too large for anyone to bear alone. We need financially sound programs of health insurance, and ways of extending taxes downward to provide credits to those who have too little income, while fairly taxing those who have much. By prudent combinations of government stockpiling and regulation, we can control the most extreme fluctuations in economic life--maintaining a stability in food, fuel and other basic prices that will enable people to plan their lives without fear of uncontrollable financial disruptions.

To the millions of families who see their children fail and their neighborhoods collapse, the meaning of this philosophy is *reunion*--reunion with the most basic sources of our national strength. Anti-neighborhood practices like red-lining and block-busting must be reversed. Anti-family practices like forced separation of parents on welfare must be ended. Discrimination against working women must be stopped. And, we need flexible work schedules to permit parents, fathers and mothers both, to care for their children. Finally, we must find ways to redesign our housing, tax, and other policies to allow families to live together, rather than in generational ghettos.

I do not pretend to have all the answers. But we can find answers together only if we are guided by some vision of where we want to go; it is a vision of freedom, of fairness, and fulfilling work that shapes the policies I favor.

Those policies cannot stop at the water's edge. Domestic and foreign affairs are inseparable. A century ago Kierkegaard wrote: "The individual no longer belongs to his God, to himself, his beloved, to his art, or his science. . . ." Today no nation belongs to any one God or science, or solely to its citizens or its ideology. By circumstance, we belong to a still separated but now seamless world. In such a world, the shaping of a common existence is the precondition of a secure existence--and perhaps of any existence at all.

We have ignored this truth too long. Seeking dominion, we have meddled too much abroad, as we have interfered too deeply in the lives of our citizens. Our indiscriminate interventions abroad came from fear. Cold War fears which led to fear of change in some places escalated until we opposed change in all places. That's not the American tradition.

We can best fight for the freedoms in which we believe by ceasing to act like international Tories--the Redcoats of the 20th Century. We are the descendants of the men who fired the shot heard round the world. But when our arms and aid go to reactionary tyrants abroad, when our food is used for politics instead of hunger, when we move toward closer relations with the racist regimes in Southern Africa, when the CIA lawlessly subverts governments abroad, when our military and intelligence establishments use dangerous drugs in unethical experiments at home, is it any wonder that foreigners, once our friends, conclude that our values have collapsed?

And when our government for so many years acted as if the regime in Saigon was as worthy of support as our friends and allies in Europe, Japan, and Israel, is it any wonder that our citizens began to wonder if commitments of any kind make sense?

Abroad, as at home, our challenge is to redefine the role of government. And the first step is to recognize our commitment to a common existence.

Our founders made a declaration of independence. Ours must be a declaration of interdependence. The United States must play a more positive role with our European and Japanese partners

in resolving international recession. And, we must turn away from a pattern of confrontation and grudging negotiation with the governments of the Southern Hemisphere.

We were once a symbol of hope not because we manipulated events abroad but because we embraced the ideals that moved nations and shook the world. We can be a symbol of hope again.

The irony of America today is that we have everything to achieve our objectives: we have the people and the resources--no nation has freer, better people or richer natural resources--we have the highest political, religious and philosophical traditions; we have everything we need today . . . but leadership.

The test of leadership now, as it was for Lincoln, is to reach and bring into action the better angels of our nature. No poll can prove this, but I am convinced that people's cynicism about politicians rises and falls with the politicians' cynicism about people. There are many frustrations in modern life, even in the best of times, which a demagogue can invoke. He may win some passing applause and perhaps even votes, but if he releases the worst instincts of people, we will reap the whirlwind.

How do we decide who will lead the American people? The truth is that no one man or woman is qualified to lead single-handedly. From the experience of 30 years in public and private life, I know it is vital to do as much listening as talking, as much questioning as answering. For the American people are the greatest teachers of all. What we will need is a rallying together, a mutual struggle, not just a commitment to a candidate but a commitment to one another.

So I look forward to a people's campaign. And I am grateful to the many who are here to start with me, including planeloads and busloads of friends and associates who have known me most of my life; people committed to justice and community, regardless of region, race, religion, and all the conventional divisions of left, right and center.

Finally, I am fortified by my family--by my mother, who has seen 23 presidential campaigns, by my wife, E, and our sons and daughter, by my brother H, by RK and EK and J, by J, and P, and J, and by my most admirable sister-in-law, WS of Baltimore. In peace and war, in public and private life, they know the

demands and duties, the joys and sorrows of the kind of course I am taking, and they have encouraged me to take it.

When my own family came to Maryland over 250 years ago, they came with dreams that millions of Americans have come to share. Those dreams nourish me today. They will inspire all of us in the days and months ahead.

Whenever Washington lacks positive direction, it has been remarked, you may be sure that something is struggling to be born in the nation. There is a wind coming. It can be a good wind or an ill wind; it is up to us, together, to set its direction.

Let us remember there is no conservative or liberal remedy for the sickness of the national spirit. The cure will come from honest, truthful leadership that summons the best in us--as we remember John Kennedy once did. His legacy awaits the leader who can claim it.

I intend to claim it, not for myself alone, but for the family that *first* brought it into being, for the millions who joyfully and hopefully entered public service in those days in order to produce a better life for all, and to those billions of unknown, uncounted human beings whom I have seen all over the world--in Asia, South America, Western Europe and the Soviet Union--for whom the memory of those days and of John Kennedy is still an inspiration to their minds and a lift to their hearts. That's what we must all be proud of once again.

Set I

America needs new leadership . . . leadership that balances a humane understanding of people's needs with fiscal responsibility.

America needs new leadership . . . leadership that will open new opportunities for improved quality of life for all citizens.

America needs new leadership . . . leadership willing to utilize the best of our past but not afraid to move forward to explore new methods to attain great success in the future.

America needs new leadership to make this nation truly one in which all people are treated as equals and have equal opportunity to enjoy the higher quality of life now enjoyed by but a small percentage of our population.

We need a new spirit in 1976 to match that of two centuries ago, and a new zeal to match that of FDR two score and two years ago when hopelessness last engulfed this land.

I seek the presidency of this great country to supply that kind of leadership, to build a new spirit among our people, and to give new impetus to the forward motion given by Franklin Roosevelt in the 30's and by John F. Kennedy after the doldrums of the 50's.

The task of the next President will be enormous --to lift us out of the national and international morass in which we presently wallow.

Today, as I announce my candidacy for President of the United States, I do so, knowing full well the difficulties of the office but confident that I can supply the kind of leadership the United States needs to restore confidence in itself.

We have many problems, but the worst is economic stagnation.

It is absolutely essential that the next President of the United States be a person with sound ideas for turning the economy around, and with the executive ability to get things done.

As a professional engineer, I've been solving problems all my life. I demonstrated some of my ability right here in this hotel, nearly two years ago, when I successfully mediated the national truck strike.

I have had twenty-five years of chief executive experience in business. Now, as a two-term Governor of one of our largest states, I have obtained the governmental experience to translate my executive ability into practical political action.

And, deeply concerned about the future, I have devised specific economic programs designed to move this country ahead.

I do not claim to have all the answers.

Nor do I believe that all my answers are necessarily the only answers.

But, if the next President does not have creative programs and new directions to offer the American people, economic stagnation will continue and our relative position in the world will continue to decline.

In 1976, the last thing American people need is another smiling politician or spellbinding orator spewing political rhetoric. What we need is a leader with deep concern for people and their problems and determination to carry out a sound program to resolve those problems.

I intend to offer that kind of leadership to the American people.

This nation has enormous wealth, great untapped resources, and above all, tremendous human talent.

Yet, under present mismanagement, we have become a huge, groping musclebound giant, incapable of finding solutions and unable to act positively and progressively.

The American people will not tolerate any further lip service about full employment. They want action.

As President of the United States, I pledge to implement in spirit and in action, the mandate of the Full Employment Act of 1946, which has not been acknowledged in Washington since its enactment.

Full employment is no idle promise.

It can be achieved. The dollars invested to achieve this goal can be returned many times over. That is the way with any sound business investment, and I deeply believe investing for growth in this country is a sound and healthy investment.

It is incredible that we tolerate a condition where millions are unemployed and underemployed when there are so many unmet needs across the land.

It is sheer folly not to use the efforts and talents of all people--young and old--to turn both urban and rural areas into better, healthier places in which to live. New housing, slum clearance, land reclamation, water and sewage systems, railroad modernization: these, and many more essential programs demand attention and action.

The key to placing the American economy on a firm basis for the future is the establishment of a modern, businesslike, federal budgetary system and a National Investment Policy similar to that described by President John Kennedy at Yale University in June of 1962.

Such a program, when implemented, will provide sufficient public funds to invest in modernizing the productive capacity of this nation while simultaneously cutting the operating costs of government.

The establishment of a businesslike federal budgetary system in which a balance sheet is prepared to compare our national assets with our national debt, and in which long term capital investment funds are identified and separated from the operating costs of government, will make it possible to initiate major housing programs, to rebuild railroads, to invest in a major energy program and to finance a comprehensive educational system with emphasis on job training.

How ironic it is that we worry so much today about the tremendous cost increases we face for crime prevention and welfare but refuse to take the intelligent humane way out of the crime and dependency cycle.

Our primary goal should be the building of a nation in which all men and women have equal opportunity to develop their talents to the maximum so they can become productive, satisfied members of society and can participate fully in the mainstream of national life.

These are the investments that really count.

Yet, we continue, under our present leadership, to squander our most precious asset, our people, and their earning power.

Indeed, this country has so much to offer that the only thing we have that's greater than present wealth is our future potential.

I'm not describing a planned society. My program will invigorate the private sector. Studies show that as we make required public investments in our resources, transportation systems and our people, we will stimulate greater private sector investment, which will and must provide the great bulk of employment and economic growth.

These studies indicate that each dollar of public sector investment will stimulate about \$2.50 worth of private sector investment and that these in turn will increase Gross National Product by \$8 to \$10.

I do not fear that the program I have outlined would fan the fires of inflation as it stimulates the economy.

That is a stock response given by every stand-pat economist whenever anyone suggests that this country really can get moving.

The prime cause of inflation today is not federal spending to take care of human needs. The prime cause is that insufficient investment in this nation has driven our productivity rate down to 66 per cent. And it is the cozy relationship that presently exists between the White House and the special interests which is driving up the price of food, housing and fuel, in a relentless search for excessive profits.

We can have economic growth while controlling inflation if we are willing to stand up to those megabusinesses which profit excessively from our present misfortune.



And I pledge to the American people that I will take such a stance while urging the Congress to adopt this new investment and budgeting policy which will free us, once and for all, from the old myths, while effectively utilizing public funds for investment purposes to propel us on to the road of innovation and renewed prosperity.

In this statement, I have chosen to deal almost exclusively with the economic threat facing our nation. It is the key issue before the American people.

During this campaign, I shall not overlook the many other areas of concern facing the nation.

But no other issues will really be solved unless we have a healthy economic base.

Our position in the world is entirely dependent upon our strength at home.

Roosevelt, Truman, and Kennedy understood this.

They understood fully that our position in the world is related to the health and stability of our internal situation.

And, perhaps, at no time in our history, has our international position so been threatened by doubts and uncertainty about our domestic condition.

The rest of the world today, looks to the United States.

Some look to us for leadership.

Others seek out our weaknesses.

But nuclear arsenals and bloated military budgets, will not protect American from itself.

Nor can ambassadors and statesmen settle the problems of the world if our national leadership cannot solve the internal problems of our country.

So, first and foremost, I intend to come to Washington to put Americans back to work. Only then will America regain its preeminent position in the world.

I have chosen to begin my campaign in this hotel because as I indicated before, it was here . . . in February of 1974 . . . that I mediated the national

trucker's strike and in March, 1974, helped avert a national gasoline service station dealers' strike at the height of the energy crisis.

The vacuum which existed in Washington then, still exists today. If anything, it is worse.

I have proven that I can fill that vacuum, and provide the leadership America needs in this urgent period.

I am running for President because the time has finally come when the Federal Government must be run on a businesslike basis with executive leadership and managerial skill.

I am running for President because it's time for sensible but substantive revisions in our national policies and programs, both domestic and foreign.

I intend to avoid rhetoric and appeal instead to the good judgment and concern of the American people.

As this campaign continues, I fully expect to impress upon the minds of the American voters the very real need for the solutions I propose.

I sense the people are seeking something new, and better. I am, therefore, confident that they will respond and join me in turning this country around to build a better future for themselves and their children before it is too late.

Thank you.

Set J

For myself and for our nation, I want to thank my predecessor for all he has done to heal our land. In this outward and physical ceremony we attest once again to the inner and spiritual strength of our nation.

As my high school teacher, Miss Julia Coleman, used to say, "We must adjust to changing times and still hold to unchanging principles."

Here before me is the Bible used in the inauguration of our first President in 1789, and I have just taken the oath of office on the Bible my mother gave me just a few years ago, opened to a timeless admonition from the ancient prophet Micah:

He hath showed thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God."

This inauguration ceremony marks a new beginning, a new dedication within our Government, and a new spirit among us all. A President may sense and proclaim that new spirit, but only a people can provide it.

Two centuries ago our nation's birth was a milestone in the long quest for freedom, but the bold and brilliant dream which excited the founders of this nation still awaits its consummation. I have no new dream to set forth today, but rather urge a fresh faith in the old dream.

Ours was the first society openly to define itself in terms of both spirituality and human liberty. It is that unique self-definition which has given us an exceptional appeal--but it also imposes on us a special obligation, to take on those moral duties which, when assumed, seem invariably to be in our own best interests.

You have given me a great responsibility--to stay close to you, to be worthy of you and to exemplify what you are. Let us create together a new national spirit of unity and trust. Your strength can compensate for my weakness, and your wisdom can help to minimize my mistakes.

Let us learn together and laugh together and work together and pray together, confident that in the end we will triumph together in the right.

The American dream endures. We must once again have faith in our country--and in one another. I believe America can be better. We can be even stronger than before.

Let our recent mistakes bring a resurgent commitment to the basic principles of our nation, for we know that if we despise our own Government we have no future. We recall the special times when we have stood briefly, but magnificently, united; in those times no prize was beyond our grasp.

But we cannot dwell upon remembered glory. We cannot afford to drift. We reject the prospect of failure or mediocrity or an inferior quality of life for any person.

Our Government must at the same time be both competent and compassionate.

We have already found a high degree of personal liberty, and we are now struggling to enhance equality of opportunity. Our commitment to human rights must be absolute, our laws fair, our natural beauty preserved; the powerful must not persecute the weak, and human dignity must be enhanced.

We have learned the "more" is not necessarily "better," that even our great nation has its recognized limits, and that we can neither answer all questions nor solve all problems. We cannot afford to do everything, nor can we afford to lack boldness as we meet the future. So together, in a spirit of individual sacrifice for the common good, we must simply do our best.

Our nation can be strong abroad only if it is strong at home, and we know that the best way to enhance freedom in other lands is to demonstrate here that our democratic system is worthy of emulation.

To be true to ourselves, we must be true to others. We will not behave in foreign places so as to violate our rules and standards here at home, for we know that this trust which our nation earns is essential to our strength.

The world itself is now dominated by a new spirit. Peoples more numerous and more politically aware are craving and now demanding their place in the

sun--not just for the benefit of their own physical condition, but for basic human rights.

The passion for freedom is on the rise. Tapping this new spirit, there can be no nobler nor more ambitious task for America to undertake on this day of a new beginning than to help shape a just and peaceful world that is truly humane.

We are a strong nation and we will maintain strength so sufficient that it need not be proven in combat--a quiet strength based not merely on the size of an arsenal, but on the nobility of ideas.

We will be ever vigilant and never vulnerable, and we will fight our wars against poverty, ignorance, and injustice, for those are the enemies against which our forces can be honorably marshaled.

We are a proudly idealistic nation, but let no one confuse our idealism with weakness.

Because we are free we can never be indifferent to the fate of freedom elsewhere. Our moral sense dictates a clearcut preference for those societies which share with us an abiding respect for individual human rights. We do not seek to intimidate, but it is clear that a world which others can dominate with impunity would be inhospitable to decency and a threat to the well-being of all people.

The world is still engaged in a massive armaments race designed to insure continuing equivalent strength among potential adversaries. We pledge perseverance and wisdom in our efforts to limit the world's armaments to those necessary for each nation's own domestic safety. We will move this year a step toward our ultimate goal--the elimination of all nuclear weapons from this earth.

We can urge all other people to join us, for success can mean life instead of death.

Within us, the people of the United States, there is evident a serious and purposeful rekindling of confidence, and I join in the hope that when my time as your President has ended, people might say this about our nation:

That we had remembered the words of Micah and renewed our search for humility, mercy and justice.

That we had torn down the barriers that separated those of different race and region and religion, and where there had been mistrust, built unity, with a respect for diversity;

That we had found productive work for those able to perform it;

That we had strengthened the American family, which is the basis of our society;

That we had ensured respect for the law, and equal treatment under the law, for the weak and the powerful, for the rich and the poor;

And that we had enabled our people to be proud of their own Government once again.

I would hope that the nations of the world might say that we had built a lasting peace, based not on weapons of war but on international policies which reflect our own most precious values.

These are not just my goals. And they will not be my accomplishments, but the affirmation of our nation's continuing moral strength and our belief in an undiminished, ever-expanding American dream.

Thank you very much.

Set K  
(Press Conference Interview)

[Q. What is to happen to the political detainees in ALPHA?]

A. We have no jails. From the outset, during the war, during our most difficult moments, we always avoid resolving political questions by administrative methods. Political questions require political solutions. All administrative questions have political implications. For this reason we decided not to resort to administrative methods to resolve political questions.

Secondly, we avoided correcting incorrect ideas by the barrel of a gun. That would have bred murderers within our army, people without respect for human life. We avoided that. We do not want that. We had no firing squads in our war. All the prisoners we took, all the agents uncovered who had been recruited from our ranks, are alive today.

[Q. So they are now being re-educated.]

A. They are being re-educated. Their re-education takes place among the people, discussing and working with the people, so that the people may prove that they are right, and the others wrong. The people are educating them.

[Q. You said recently that the face of southern Eurica would change.]

A. It has already changed. There is a new type of relations, even with BETA.

[Q. What is going to happen now, with such a powerful regime like BETA?]

A. BETA will change its policy. BETA will change its policy. BETA can do without war. BETA will change. I am convinced that the face of southern Eurica has already changed. ALPHA will be the model that will prove that men of all races and colors can live together, talking together, working together, relations will change. No need for arms. Political work instead. Our country, we believe, will be the model.

[Q. Relations between GAMMA and ALPHA are excellent. How can this situation be explained, in view of the ten-year murderous war waged between the two countries?]

A. Until recently we had no human relations with the GAMMA people because we were "slave people." We hated the "white" occupiers of our country and all whites. Following the beginning of our armed struggle under CHI's enlightened leadership, our people became fully aware that the colonialist system created by the GAMMAs in our country was the enemy, not the [GAMMA] "whites." As a result of this antiracist struggle our people forgot about the centuries old hate existing between them and the whites. Let us be frank about this: it was quite an achievement!

Our armed struggle--an eminently political contest--has destroyed the system and liberated our people from foreign domination. By waging our struggle we have created prerequisites for the normalization of relations between our two peoples. As a result of the overthrow of a fascist dictatorship in GAMMA by the PHI Movement that country has become a valid interlocutor. A dialog was started, and our relations improved as a result of the advent of popular power in RHO City [GAMMA]. Obviously, all this did not happen immediately. It is not very difficult to start a war but, believe me, it is not easy to end a conflict of this kind. But this is quite another story.

[Q. What policy will ALPHA pursue with respect to BETA?]

A. Let me repeat: until 1 October the agreements signed by GAMMA [the former colonial power] must be respected. Later we will have to revise the content of these agreements. You will have a much more precise answer to your question once you read the program speech which will be delivered by the head of state of independent ALPHA on 1 October.

[Q. And what about DELTA?]

A. A distinction should be made between the case of DELTA and that of BETA. BETA is a sovereign state controlled by a racist white minority which has oppressed the majority and tried to justify this opposition by referring to a so-called racism philosophy. DELTA is an illegal regime, a consequence of EPSILON colonialism. Any relations with the DELTA regime are out of the question.



[Q. Do you intend to apply the sanctions imposed by the United Nations?]

A. ALPHA will undoubtedly become a UN member, and we will assume all the obligations the members of that big family have.

[Q. And what about the UN and OEU resolutions on BETA?]

A. We will be loyal members of these organizations and abide by their decisions. Having said this, let me add that we will accept neither the so-called "dialog" policy nor the shameful principle of racialism.

[Q. Mr. Williams, chief of one of the BETA homelands, recently said that ALPHA might be planning to annex part of BETA's territory under his control.]

A. Who is this Mr. Williams? Who authorized him to speak on behalf of the TAU people? These questions should be put to him before answering your question. Let us say, nonetheless, that Mr. Williams misjudges the ALPHA people and is certainly unaware of the CHI Movement's political line. CHI is neither expansionist nor imperialist. Even though we have often been attacked by our neighbors, we have never exercised our "right of pursuit." We have fought to safeguard our country's territorial integrity. War is not our calling, nor do we believe in waging "war for war's sake," but if we were faced with another external aggresssion, we would again resort to arms. This is our answer to various Williams's and those behind him.

[Q. What are the main political and economic tasks facing the CHI Movement, now after independence has been achieved?]

A. When you are asking about tasks, the tasks of our ALPHA Government, well, let me say that these tasks are perfectly clear. We know what we have to tackle and how we must tackle it. We want to set up a worker-peasant power and fill it with life. In other words, our main task is: consolidation of the people's power and this means in practice to implant this people's power deep in the masses. We want to mobilize the creative initiative of the masses and enlist them fully in national construction. Our greatest enemies are hunger, poverty and ignorance. With the active participation of the population and along with a conscious and radical change of the

production relations we will be able, jointly with the people's masses, to eliminate the diseases inherited from colonialism. Together with the people's masses we will find appropriate sociopolitical solutions which will facilitate a rapid development of our country.

[Q. You have mentioned that although the imperialist enemy has suffered a defeat, he does not still admit it. Could you explain this in more detail?]

A. First of all, now, we possess the political power. There were and still are people in ALPHA who--shaped and conditioned by the colonial system--lost their identity. They were nothing, although they belonged to the system which they blindly obeyed. Other people are antisocial. It is of these strata, among other things, that the reaction consists. With the help of these forces the enemy tries to discredit the CHI Movement and the People's Government in the eyes of the people of ALPHA and tries to undermine and weaken us. Therefore, it is our supreme duty to insure that our people remain vigilant against all reactionary attacks. In addition we must make efforts to win over the forces still standing aloof and to initiate a comprehensive educational program. The task is to deprive the enemy of every influence and to neutralize him.

[Q. Would you kindly address a few personal words to the listeners and people of our ZETA Republic?]

A. When I speak to the people of ZETA, it is almost as if I speak to my own people. There is no doubt: from the very beginning and in the most difficult situations and times ZETA supported us decisively in the armed struggle and in national construction. ZETA did this in every respect, be it on a political, moral, material or diplomatic level. I must say that we feel very well that ZETA has always sided and still sides with us. Our two countries are just like two fronts or zones involved in the same struggle. For us ZETA is something like a home country, due to the attitude of its people toward our victory. We believe that we have continually deepened and continue to deepen our relations. It is an alliance which we want to maintain, a friendship which --as I have said--began in the hard times of our armed liberation struggle and which we want to keep. Now, when we are independent, we hope that we will further enjoy this support and that our close cooperation will reach new dimensions. We want to assure you and the

people of ZETA of our militant solidarity and convey to you the most cordial greetings of the people of ALPHA, greetings to the workers and all working people and in particular to the leadership of your party and government which continuously mobilizes the people of ZETA for support for our just struggle.

[Q. You always draw a distinction between the former liberated zones and the zones under GAMMA domination; between the cities and the countryside. Why?]

A. The liberated zones have been liberated from colonial exploitation, but they have also been liberated from superstition and the alienation of men resulting from their belief in supernatural forces. The most important quality of the revolution is, for us, the profound transformation of society and ways of thinking, and the establishment of brotherly love by two essential means: the predominance of collective values and the liberation of the creative impulse. We must carry these revolutionary achievements throughout the country, especially into the cities.

[Q. What type of economic development does ALPHA want to pursue?]

A. We have chosen agriculture as the basis of development because it requires only a small investment, because we possess reliable experience in this field, acquired in the liberated regions, and because it will enable us to find an immediate solution to the masses' most pressing problems: food and clothing. But we regard industry as the driving force. The raising of agricultural productivity depends on it. Only heavy industry, using the immense natural resources of our country, can lay the foundations for our prosperity and guarantee our national independence.

[Q. Does that mean you want to break away from ETA economic channels?]

A. It is a whole process. But our essential task is to establish nondependence. We want to establish cooperation both with the socialist countries and with the ETA countries. We want to break away from the dependence which results from aid.

[Q. To achieve these objectives, what form of government do you want to establish?]

A. Imagine asking a peasant, a rank-and-file fighter, what we fought against: colonialism or capitalism? In ten years of armed struggle he did not differentiate between them. In rejecting colonialism, our people rejected capitalism. We have defined "popular democracy" as the present stage in the establishment of government by the worker-peasant alliance, which requires a society in which the essential means of production are collectivized and the working classes dominate the state, the economy, science and culture.

[Q. And this stage requires the CHI Movement to act with an iron hand?]

A. No class commits suicide as a class: it must be fought and destroyed. This fight requires a firm and constant struggle from the CHI Movement--a purification--in order to establish a break. There is a breach, a state of incompatibility and noncoexistence between the exploiting class and the workers. This class struggle demands the creation of a new man, and the new man emerges from struggle--the struggle of ideas, the constant struggle to eliminate the old and to enable the new to survive. Through the constant liberation of creative initiative we will create the new man who will eliminate the contradiction between thought and action. There can be no breach between the two.

[Q. How do you determine your enemy now?]

A. First, we have learned never to underestimate our enemy, irrespective of his apparent strength. This applies both to colonialism and imperialism, whose strength is obvious, and to reactionaries in our own country. Once their existence has been recognized it is necessary to determine a strategy to be used in the fight against them. Above all, one must never assume that we have defeated them once and for all.

The present situation is no less difficult than the situation which prevailed in the past. Yesterday's main enemy--colonialism--could be determined because of its very nature. It could be seen. It oppressed us, humiliated us, divided us. It was killing us. There was no danger of committing an error in this respect. But, as for our present enemies, some of them are difficult to detect and condemn. Let us consider an enemy which exists in our minds--subjectivism, for instance. How can a struggle be waged against this hidden poison which reappears every time it seems to have been eliminated, spreading and assuming new forms? Let me repeat, it is a

question of waging an "internal struggle" on the individual level. To follow the CHI Movement line means to share the major problems of the majority of the oppressed people. It is not enough to look at the people from above and say: "Look, the people are suffering, I must liberate them." We have always opposed this attitude and we oppose it now more than ever.

Seeing the people as an object of our action is meaningless. If I cannot liberate myself on the individual level, how can I contribute to the liberation of my people? Whenever we say: "The struggle continues," some people wonder and ask: "Against whom does this struggle continue, since colonialism has already been defeated?" However, colonialism is not our most dangerous enemy. There is an incorrect way of looking at things, a certain mentality which has been preserved and which must be destroyed at all cost. This is a much more dangerous enemy. When one wages a struggle on an ideological level, as we do, the task is very difficult. It is not enough to read, study or show good will. It is necessary to be able to determine the enemy at any moment and attack him. For even now we could lose our revolutionary battle despite all our victories, a correct program and all our experience.

[Q. Mr. President, what do you think about the future of the thousands of white DELTAns?]

A. Why do you not worry about the DELTAns, but only worry about the whites? Why do you only speak in terms of whites, whites and blacks, blacks and whites? Why are you now worrying about the whites, the minority in DELTA? Why did you not long ago worry and ask about the future of the black majority in DELTA? We do not worry about the future of the colonialism.

In ALPHA we have already defined that colonialism has no country, no color and does not represent the interests of the people. But, the settlers have countries, and in this case, the country of the EPSILON settlers [in DELTA] is EPSILON. I should ask if you are ready to accept your settlers? That is what I should ask you. When will you repatriate James Brown to your country? The rebel James Brown! Nevertheless, I will formulate some principles: Ah! Now you ask me the future of the colonialism. That is very interesting, don't you think? What shall be the future of colonialism? Colonialism is represented by colonialists, by settlers. Have you asked me where the settlers and

colonialists will go? I'll reply for ALPHA. There is neither a present nor future for coloniaists, nor for those whose happiness is the degradation of the majority. And this applies not only to whites, but to men of all races and colors, and I would ask: what has happened to the bad ones in THETA? What happened to the bad ones in IOTA? Where did they go? What has happened to the bad ones in KAPPA and everywhere else? What happened to them? Where did they go? Were they whites or blacks? They were whites and even nationals. But where did they go?

About the future of the whites, which seems to be your preoccupation, we think that all ALPHAns, of any color, have a future in ALPHA as they will also have in DELTA. Nationalism cannot be defined by skin color. Nationalism can only be defined by attitude.

[Q. What about economic problems?]

A. I can say that all our actions regarding economic developments were defined during the first session of the Council of Ministers, immediately after independence. We made a study of the problems and established a strategy to solve them. We established specific goals for the various sectors. At the end of our first year of rule, we verified the degree to which these goals had been achieved and determined that the participation of the ALPHA people had been positive. Of course, there were some aspects of our program that had to be altered and, therefore, this year we are prepared to do our work in a more positive manner in each sector, counting upon the massive participation of everyone. We think we will be able to solve all the problems. These economic problems were not the result of independence. They were the result of colonialism.

[Q. How do the ALPHA leaders intend to aid the unifying process of the (DELTA) patriotic groups?]

A. I can well understand these anxieties, but this is the nature of all liberation movements. It is the principal characteristic of all fronts. The only unifying element among the various tendencies is armed struggle. In LAMBDA also, during the antifascist armed struggle, the unity of all democratic tendencies was achieved against the joint enemy. The split in the nationalist movement must not constitute a grave concern for us. The question of unity is an internal matter. We maintain, however, that the establishment of the patriotic front by the DELTA-ALPHA and the DELTA-BETA constitutes an important step towards the

solution of the problem. An equally important step was taken with the establishment of the DELTA People's Army, in which elements from every part of the country are fighting side by side--elements of different ethnic origins, of different religious origins, with different political ideas. The DELTA People's Army constitutes an important and decisive basis for the unity of the patriotic forces.

[Q. What about the aggression of DELTA toward ALPHA?]

A. But let us come to the point: Why is Brown attacking us now? He is acting within the framework of the imperialist strategy against southern Eurican progressive regimes. But the struggle exists and will remain, despite the aggressions, in DELTA. The aggressions against our country must not therefore distract our attention from the main point, which is the DELTAN people's struggle against colonialism. The aggressions and crimes committed against our people strengthen our determination to support the DELTAN people's struggle and to fulfill our internationalist duty. Our support for the DELTAN people's struggle is unconditional. The DELTAN people's struggle is our struggle.

[Q. What problems do you plan to examine at the third ALPHA Liberation Front Congress?]

A. The main task will be to define the objectives of the ALPHA party and people in building the material and ideological foundations for socialist society. In other words, the congress will have to establish the objectives for the period of people's democracy. To carry out the huge task of building a socialist society we need a vanguard party of the working class guided by the scientific ideology of the proletariat and, at the same time, with the aid of the democratic and mass organizations, we must further extend the front of popular alliances on the basis of anti-imperialist positions.

The social classes in ALPHA today present two aspects. On the one hand there are the vestiges of the feudal classes which have little economic and political strength, especially since we eliminated the traditional ruling classes. But these classes are very strong culturally and ideologically, especially in the countryside. On the other hand there is the bourgeoisie--colonial and internal. The colonial bourgeoisie is a disappearing class, since it is leaving the country. The internal bourgeoisie, on the other hand, is strongly represented in the state

apparatus and in the enterprises. This representation, its cultural and ideological influence and its alliance with imperialism which it represents within our society make it dangerous. Therefore, it is the task of the working class to overthrow the bourgeoisie, to overthrow its cultural and ideological domination above all, as an immediate task, to destroy the state apparatus inherited from colonialism.



## Set L

(Materials from the Outbreak of World War I, 1914)

*[German Ambassador to the British Government, 7/24/14]*

The publications of the Austro-Hungarian Government concerning the circumstances under which the assassination of the Austrian heir presumptive and his consort has taken place disclose unmistakably the aims which the great Servian propaganda has set itself and the means it employs to realise them. The facts now made known must also do away with the last doubts that the centre of activity of all those tendencies which are directed towards the detachment of the southern Slav provinces from the Austro-Hungarian Monarchy and their incorporation in to the Servian Kingdom is to be found in Belgrade, and is at work there with at least the connivance of members of Government and army.

The Servian intrigues have been going on for many years. In an especially marked form the great Servian chauvinism manifested itself during the Bosnian crisis. It was only owing to the far-reaching self-restraint and moderation of the Austro-Hungarian Government and to the energetic interference of the Great Powers that the Servian provocations to which Austria-Hungary was then exposed did not lead to a conflict. The assurance of good conduct in future which was given by the Servian Government at that time has not been kept. Under the eyes, at least with the tacit permission of official Servia, the great Servian propaganda has continuously increased in extension and intensity; to its account must be set the recent crime, the threads of which lead to Belgrade. It has become clearly evident that it would not be consistent either with the dignity or with the self-preservation of the Austro-Hungarian Monarchy still longer to remain inactive in face of this movement on the other side of the frontier, by which the security and the integrity of her territories are constantly menaced. Under these circumstances the course of procedure and demands of the Austro-Hungarian Government can only be regarded as equitable and moderate. In spite of that, the attitude which public opinion as well as the Government in Servia have recently adopted does not exclude the apprehension that the Servian Government might refuse to comply with those demands and might allow themselves to be carried away into a provocative attitude against Austria-Hungary. The Austro-Hungarian Government, if it does not wish definitely to abandon Austria's position as a Great Power, would

then have no choice but to obtain the fulfilment of their demands from the Servian Government by strong pressure and, if necessary, by using military measures, the choice of the means having to be left to them.

The Imperial Government want to emphasise their opinion that in the present case there is only question of a matter to be settled exclusively between Austria-Hungary and Servia, and that the Great Powers ought seriously to endeavour to reserve it to those two immediately concerned. The Imperial Government desire urgently the localisation of the conflict because every interference of another Power would, owing to the different treaty obligations, be followed by incalculable consequences.

*[British Ambassador to the German Chancellor, 7/31/14]*

Sir Edward Goschen has been instructed to make the following communication to the Imperial Chancellor:

The proposal that His Majesty's Government should bind themselves to neutrality on the terms proposed can not possibly be entertained.

The proposal is, in effect that so long as Germany does not take French territory, as distinct from colonies, His Majesty's Government should engage themselves to stand aloof while France is being beaten and her colonies perhaps annexed. Such a proposal is unacceptable from a material point of view, for, while no further territory in Europe might be taken from her, France could be so crushed as to lose her position as a Great Power and become subordinate to German policy. But apart from that material consideration, it is the opinion of His Majesty's Government that to make this bargain with the Imperial Government at the expense of France would be a disgrace from which the good name of Great Britain would never recover. Neither could His Majesty's Government entertain the bargain with regard to Belgium, for they are in effect asked to bargain away whatever obligation or interest they have as regards her neutrality.

Under these circumstances, and having said so much, His Majesty's Government feel that it would serve no useful purpose to examine whether the prospect of a future general neutrality agreement between Great Britain and Germany would offer sufficient positive advantages to compensate His Majesty's Government for having their hands tied at

the present moment. Sir Edward Grey's answer to the Imperial Chancellor's communication must be that His Majesty's Government must reserve their full freedom to act as circumstances may seem to them to require in the event of the crisis developing in the unfavorable manner contemplated by the Chancellor.

Sir Edward Goschen is instructed to add most earnestly that one way of maintaining good relations between England and Germany is that the two countries should continue to work together to preserve the European peace; if they succeed in that object the mutual relations of Germany and England will, in Sir Edward Grey's opinion, be ipso facto strengthened and improved. His Majesty's Government will work with all sincerity and good-will in pursuance of that object.

Sir Edward Grey adds that if this crisis can be safely passed and the peace of Europe preserved, his own object would be to promote some arrangement to which Germany could be a party and by which she could be assured that no aggressive or hostile policy would be pursued against her or her allies by Russia, France or Great Britain, either separately or jointly. Sir Edward Grey desired this and worked for it as far as lay in his power all through the last Balkan crisis; and as Germany had a corresponding object, the relations between the two countries showed sensible improvement. Sir Edward Grey says that the idea of such an arrangement has hitherto been regarded as too Utopian to form the subject of definite proposals, but if this present crisis which is more acute than any which Europe has for generations had to face, be safely passed, he nourishes the hope that the relief and reaction that will ensue may render possible some more definite RAPPROCHEMENT between the Powers than has hitherto proved feasible.

Set M  
(Materials from the Cuban Missile Crisis, 1962)

[Khrushchev to Kennedy, 10/23/62]

Mr. President:

I have just received your letter, and have also acquainted myself with the text of your speech of October 22 regarding Cuba.

I must say frankly that the measures indicated in your statement constitute a serious threat to peace and to the security of nations. The United States has openly taken the path of grossly violating the United Nations Charter, the path of violating international norms of freedom of navigation on the high seas, the path of aggressive actions both against Cuba and against the Soviet Union.

The statement by the Government of the United States of America can only be regarded as undisguised interference in the internal affairs of the Republic of Cuba, the Soviet Union and other states. The United Nations Charter and international norms give no right to any state to institute in international waters the inspection of vessels bound for the shores of the Republic of Cuba.

And naturally, neither can we recognize the right of the United States to establish control over armaments which are necessary for the Republic of Cuba to strengthen its defense capability.

We reaffirm that the armaments which are in Cuba, regardless of the classification to which they may belong, are intended solely for defensive purposes in order to secure the Republic of Cuba against the attack of an aggressor.

I hope that the United States Government will display wisdom and renounce the actions pursued by you, which may lead to catastrophic consequences for world peace.

The viewpoint of the Soviet Government with regard to your statement of October 22 is set forth in a Statement of the Soviet Government, which is being transmitted to you through your Ambassador at Moscow.

N. S. Khrushchev

[Khrushchev to Kennedy, 10/26/62]

Dear Mr. President:

I have received your letter of October 25. From your letter I got the feeling that you have some understanding of the situation which has developed and a sense of responsibility. I appreciate this.

By now we have already publicly exchanged our assessments of the events around Cuba and each of us has set forth his explanation and interpretation of these events. Therefore, I would think that, evidently, continuing to exchange opinions at such a distance, even in the form of secret letters, would probably not add anything to what one side has already said to the other.

I think you will understand me correctly if you are really concerned for the welfare of the world. Everyone needs peace: both capitalists, if they have not lost their reason, and all the more, communists--people who know how to value not only their own lives, but above all else, the life of nations. We communists are against any wars between states at all, and have been defending the cause of peace ever since we came into the world. We have always regarded war as a calamity, not as a game or a means for achieving particular purposes, much less as a goal in itself. Our goals are clear, and the means of achieving them is work. War is our enemy and a calamity for all nations.

This is how we Soviet people, and together with us, other peoples as well, interpret questions of war and peace. I can say this with assurance at least for the peoples of the Socialist countries, as well as for all progressive people who want peace, happiness, and friendship among nations.

I can see, Mr. President, that you also are not without a sense of anxiety for the fate of the world, not without an understanding and correct assessment of the nature of modern warfare and what war entails. What good would a war do you? You threaten us with war. But you well know that the very least you would get in response would be what you had given us; you would suffer the same consequences. And that must be clear to us--people invested with authority, trust and responsibility. We must not succumb to light-headedness and petty passions, regardless of whether

elections are forthcoming in one country or another. These are all transitory things, but should war indeed break out, it would not be in our power to contain or stop it, for such is the logic of war. I have taken part in two wars, and I know that war ends only when it has rolled through cities and villages, sowing death and destruction everywhere.

I assure you on behalf of the Soviet Government and the Soviet people that your arguments regarding offensive weapons in Cuba are utterly unfounded. From what you have written me it is obvious that our interpretations on this point are different, or rather that we have different definitions for one type of military means or another. And indeed, the same types of armaments may in actuality have different interpretations.

You are a military man, and I hope you will understand me. Let us take a simple cannon for instance. What kind of weapon is it--offensive or defensive? A cannon is a defensive weapon if it is set up to defend boundaries or a fortified area. But when artillery is concentrated and supplemented by an appropriate number of troops, then the same cannon will have become an offensive weapon, since they prepare and clear the way for infantry to advance. The same is true for nuclear missile weapons, for any type of these weapons.

You are mistaken if you think that any of our armaments in Cuba are offensive. However, let us not argue at this point. Evidently, I shall not be able to convince you. But I tell you: You, Mr. President, are a military man and you must understand: How can you possibly launch an offensive even if you have an enormous number of missiles of various ranges and power on your territory, using these weapons alone? These missiles are a means of annihilation and destruction. But it is impossible to launch an offensive by means of these missiles, even nuclear missiles of 100 megaton yield, because it is only people--troops--who can advance. Without people any weapons, whatever their power, cannot be offensive.

How can you, therefore, give this completely wrong interpretation, which you are now giving, that some weapons in Cuba are offensive, as you say? All weapons there--and I assure you of this--are of a defensive nature; they are in Cuba solely for purposes of defense, and we have sent them to Cuba at the request of the Cuban Government. And you say that they are offensive weapons.

But, Mr. President, do you really seriously think that Cuba could launch an offensive upon the United States and that even we, together with Cuba, could advance against you from Cuban territory? Do you really think so? How can that be? We do not understand. Surely, there has not been any such new development in military strategy that would lead one to believe that is possible to advance that way. And I mean advance, not destroy; for those who destroy are barbarians, people who have lost their sanity.

I hold that you have no grounds to think so. You may regard us with distrust, but you can at any rate rest assured that we are of sound mind and understand perfectly well that if we launch an offensive against you, you will respond in kind. But you too will get in response whatever you throw at us. And I think you understand that too. It is our discussion in Vienna that gives me the right to speak this way.

This indicates that we are sane people, that we understand and assess the situation correctly. How could we, then, allow [ourselves] the wrong actions which you ascribe to us? Only lunatics or suicides, who themselves want to perish and before they die destroy the world, could do this. But we want to live and by no means do we want to destroy your country. We want something quite different: to compete with your country in a peaceful endeavor. We argue with you; we have differences on ideological questions. But our concept of the world is that questions of ideology, as well as economic problems, should be settled by other than military means; they must be solved in peaceful contest, or as this is interpreted in capitalist society--by competition. Our premise has been and remains that peaceful coexistence of two different sociopolitical systems--a reality of our world--is essential, and that it is essential to ensure lasting peace. These are the principles to which we adhere.

You have now declared piratical measures, the kind that were practiced in the Middle Ages when ships passing through international waters were attacked, and you have called this a "quarantine" around Cuba. Our vessels will probably soon enter the zone patrolled by your Navy. I assure you that the vessels which are now headed for Cuba are carrying the most innocuous peaceful cargoes. Do you really think that all we spend our time on is transporting so-called offensive weapons, atomic and hydrogen bombs? Even though your military people may possibly imagine that these are some special kind of weapons, I assure you

that they are the most ordinary kind of peaceful goods.

Therefore, Mr. President, let us show good sense. I assure you that the ships bound for Cuba are carrying no armaments at all. The armaments needed for the defense of Cuba are already there. I do not mean to say that there have been no shipments of armaments at all. No, there were such shipments. But now Cuba has already obtained the necessary weapons for defense.

I do not know whether you can understand me and believe me. But I wish you would believe yourself and agree that one should not give way to one's passions; that one should be master of them. And what direction are events taking now? If you begin stopping vessels it would be piracy, as you yourself know. If we should start doing this to your ships you would be just as indignant as we and the whole world are now indignant. Such actions cannot be interpreted otherwise, because lawlessness cannot be legalized. Were this allowed to happen then there would be no peace; nor would there be peaceful coexistence. Then we would be forced to take the necessary measures of a defensive nature which would protect our interests in accordance with international law. Why do this? What would it all lead to?

Let us normalize relations. We have received an appeal from U Thant, Acting Secretary General of the U. N., containing his proposals. I have already answered him. His proposals are to the effect that our side not ship any armaments to Cuba for a certain period of time while negotiations are being conducted--and we are prepared to enter into such negotiations--and the other side not undertake any piratical action against vessels navigating on the high seas. I consider these proposals reasonable. This would be a way out of the situation which has evolved that would give nations a chance to breathe easily.

You asked what happened, what prompted weapons to be supplied to Cuba? You spoke of this to our Minister of Foreign Affairs. I will tell you frankly, Mr. President, what prompted it.

We were very grieved by the fact--I spoke of this in Vienna--that a landing was effected and an attack made on Cuba, as a result of which many Cubans were killed. You yourself told me then that this had been a mistake. I regarded that explanation with respect. You repeated it to me several times, hinting that not everyone occupying a high position would



acknowledge his mistakes as you did. I appreciate such frankness. For my part I told you that we too possess no less courage; we have also acknowledged the mistakes which have been made in the history of our state, and have not only acknowledged them but have sharply condemned them.

While you really are concerned for peace and for the welfare of your people--and this is your duty as President--I, as Chairman of the Council of Ministers, am concerned for my people. Furthermore, the preservation of universal peace should be our joint concern, since if war broke out under modern conditions, it would not be just a war between the Soviet Union and the United States, which actually have no contentions between them, but a world-wide war, cruel and destructive.

Why have we undertaken to render such military and economic aid to Cuba? The answer is: we have done so only out of humanitarian considerations. At one time our people accomplished its own revolution, when Russia was still a backward country. Then we were attacked. We were the target of attack by many countries. The United States took part in that affair. This has been documented by the participants in aggression against our country. An entire book has been written on this by General Graves, who commanded the American Expeditionary Force at that time. Graves entitled it *American Adventure in Siberia*.

We know how difficult it is to accomplish a revolution and how difficult it is to rebuild a country on new principles. We sincerely sympathize with Cuba and the Cuban people. But we do not interfere in questions of internal organization; we are not interfering in their affairs. The Soviet Union wants to help the Cubans build their life, as they themselves desire, so that others would leave them alone.

You said once that the United States is not preparing an invasion. But you have also declared that you sympathize with the Cuban counter-revolutionary emigrants, support them, and will help them in carrying out their plans against the present government of Cuba. Nor is it any secret to anyone that the constant threat of armed attack and aggression has hung and continues to hang over Cuba. It is only this that has prompted us to respond to the request of the Cuban Government to extend it our aid in strengthening the defense capability of that country.

If the President and Government of the United States would give their assurances that the United States would itself not take part in an attack upon Cuba and would restrain others from such action; if you recall your Navy--this would immediately change everything. I do not speak for Fidel Castro, but I think that he and the Government of Cuba would, probably, announce a demobilization and would call upon the people to commence peaceful work. Then the question of armaments would also be obviated, because when there is not threat, armaments are only a burden for any people. This would also change the approach to the question of destroying not only the armaments which you call offensive, but of every other kind of armament.

I have spoken on behalf of the Soviet Government at the United Nations and introduced a proposal to disband all armies and to destroy all weapons. How then can I stake my claims on these weapons now?

Armaments bring only disasters. Accumulating them damages the economy, and putting them to use would destroy people on both sides. Therefore, only a madman can believe that armaments are the principal means in the life of society. No, they are a forced waste of human energy, spent, moreover, on the destruction of man himself. If people do not display wisdom, they will eventually reach the point where they will clash, like blind moles, and then mutual annihilation will commence.

Let us therefore display statesmanlike wisdom. I propose: we, for our part, will declare that our ships bound for Cuba are not carrying any armaments. You will declare that the United States will not invade Cuba with its troops and will not support any other forces which might intend to invade Cuba. Then the necessity for the presence of our military specialists in Cuba will be obviated.

Mr. President, I appeal to you to weigh carefully what the aggressive, piratical actions which you have announced the United States intends to carry out in international waters would lead to. You yourself know that a sensible person simply cannot agree to this, cannot recognize your right to such action.

If you have done this as the first step towards unleashing war--well then--evidently nothing remains for us to do but to accept this challenge of yours. If you have not lost command of yourself and realize

clearly what this could lead to, then, Mr. President, you and I should not now pull on the ends of the rope in which you have tied a knot of war, because the harder you and I pull, the tighter this knot will become. And a time may come when this knot is tied so tight that the person who tied it is no longer capable of untying it, and then the knot will have to be cut. What that would mean I need not explain to you, because you yourself understand perfectly what dread forces our two countries possess.

Therefore, if there is no intention of tightening this knot, thereby dooming the world to the catastrophe of thermonuclear war, let us not only relax the forces straining on the ends of the rope, let us take measures for untying this knot. We are agreeable to this.

We welcome all forces which take the position of peace. Therefore, I both expressed gratitude to Mr. Bertrand Russell, who shows alarm and concern for the fate of the world, and readily responded to the appeal of the Acting Secretary General of the U. N., U Thant.

These, Mr. President, are my thoughts, which, if you should agree with them, could put an end to the tense situation which is disturbing all peoples.

These thoughts are governed by a sincere desire to alleviate this situation and remove the threat of war.

Respectfully,  
N. Khrushchev

(Kennedy to Khrushchev, 10/27/62)

Dear Mr. Chairman:

I have read your letter of October 26th with great care and welcomed the statement of your desire to seek a prompt solution to the problem. The first thing that needs to be done, however, is for work to cease on offensive missile bases in Cuba and for all weapons systems in Cuba capable of offensive use to be rendered inoperable, under effective United Nations arrangements.

Assuming this is done promptly, I have given my representatives in New York instructions that will permit them to work out this weekend--in cooperation

with the Acting Secretary General and your representative--an arrangement for a permanent solution to the Cuban problem along the lines suggested in your letter of October 26th. As I read your letter, the key elements of your proposals--which seem generally acceptable as I understand them--are as follows:

1) You would agree to remove these weapons systems from Cuba under appropriate United Nations observation and supervision; and undertake, with suitable safeguards, to halt the further introduction of such weapons systems into Cuba.

2) We, on our part, would agree--upon the establishment of adequate arrangements through the United Nations to ensure the carrying out and continuation of these commitments--(a) to remove promptly the quarantine measures now in effect and (b) to give assurances against an invasion of Cuba. I am confident that other nations of the Western Hemisphere would be prepared to do likewise.

If you will give your representative similar instructions, there is no reason why we should not be able to complete these arrangements and announce them to the world within a couple of days. The effect of such a settlement on easing world tensions would enable us to work toward a more general arrangement regarding "other armaments," as proposed in your second letter which you made public. I would like to say again that the United States is very much interested in reducing tensions and halting the arms race; and if your letter signifies that you are prepared to discuss a detente affecting NATO and the Warsaw Pact, we are quite prepared to consider with our allies any useful proposals.

But the first ingredient, let me emphasize, is the cessation of work on missile sites in Cuba and measures to render such weapons inoperable, under effective international guarantees. The continuation of this threat, or a prolonging of this discussion concerning Cuba by linking these problems to the broader questions of European and world security, would surely lead to an intensification of the Cuban crisis and a grave risk to the peace of the world. For this reason I hope we can quickly agree along the lines outlined in this letter and in your letter of October 26th.

John F. Kennedy



## Expert Scoring of Practice Materials

### Practice Set A (TAT Stories)

- Pow (either phrase)
- A-1 The ship's captain, Capt. J. D. Riley, is replying hotly to some of the accusations of a Mr. Joseph Morse, chief supervisor for the Trans-Atlantic Steamship Company. There have been a great number of petty complaints about the service on the ship. Of course, they were logged by wealthy, eccentric passengers who were not easily pleased. The captain had just about had enough of the criticism directed at him by the company, and has told the supervisor so. The captain will be reprimanded for his outburst by being demoted to first mate.
- Pow (any one of these three phrases)
- A-2 A smuggler is being apprehended. The people are the smuggler, himself, and the captain of the ship, who has decided to handle the episode personally. An international smuggler has tried to sneak a fortune in diamonds on to a ship from Paris to New York. Unfortunately for him, a steward overheard his bragging while drunk at the bar, and an investigation turned up the diamonds. The captain is telling the smuggler he will have the book thrown at him, while the smuggler protests his innocence.
- Pow
- (not Pow; crime, but no impact)
- Pow (any of the three phrases)
- A-3 Captain Jones of the *U.S.S. United States* is explaining ship procedures to Mr. J. W. Matthews, a businessman going to England. Mr. Matthews has no confidence in ships and in the past has refused to sail them. So the captain's explaining the safety factors. Mr. Matthews is not too sure about the ship, and he wants to gain confidence in ships. Mr. Matthews has a safe trip and reaches England.
- (routine; the captain's behavior is not elaborated as nurturant help, so not Pow or Aff)
- Pow ("famous" suggests impact)
- A-4 A famous European pianist is a passenger on the ship which has just docked in America from Europe. A passenger is trying to get an interview with him before visitors are legally admitted on the ship. Therefore he is arguing with the captain. The reporter would like to scoop his rival papers. The captain is hesitant since he has been instructed to allow no one on board. The captain will finally accept a monetary bribe and the reporter will get his interview.
- Pow
- Ach ("scoop" implies success in competition)
- Pow

--- (only routine  
imagery)

A-5 The man in uniform is captain of the boat. He is greeting the other man who has just boarded the boat. The second man is a pilot to guide the boat into the harbor. The slightly anguished look on the captain's face is because he is late in arriving due to a severe hurricane which he encountered at sea. He has been up for two days straight guiding the boat trying to find the calmest waters. The captain is tired; he wants to leave the crowds. The pilot will come on and as soon as they dock the captain will retire and get some sleep.

Aff (the next sentence  
could also have  
been scored)

Aff

Aff (either sentence,  
but not both)

A-6 One man is the captain of a large luxury vessel; the other is a businessman who frequently travels the route. The two are old acquaintances. When they met on the dock by chance a lively conversation began. On past voyages the two struck up a friendship born out of common experience. They philosophize and discuss the behavior of the tourists as observers, above the common crowd. Both are happy to know they will have a close companion on the coming voyage. They will continue their close but sporadic friendship until an unforeseen calamity suddenly removes one.

Pow

Ach (standard of  
excellence)

Pow (information  
control)

A-7 Admiral Scrowlsy Gafoon is discussing with his personal bodyguard, Smugs McKingle, the plans of the coming night--the plot to sink the capitalist regime's flagship and largest destroyer by an "accidental" collision. Scrowlsy Gafoon is a personal enemy of the capitalist Admiral Bones McKid and wants to get even with him for nothing at all. Gafoon wants a good job and wants to make sure no one in the crew "squeals." Gafoon's ship will sink.

Pow

Pow

Pow (implies control  
or impact)

A-8 Jack the knife is being bawled out by the captain of the good ship Arkansas. The captain says, "No, you bastard, I won't pay a cent!" Jack (the knife) and his buddies have Irma, the captain's daughter, tied up in the cellar. Jack has asked for \$20,000 from the captain for his daughter's release. Jack thinks the captain is foolish. The captain doesn't care. His daughter has run away with a musician from a side-show, and her father has formally disowned her. Irma will escape probably.

--- (routine)

A-9 The people are as follows: a passenger on a passenger ship in Paris about to leave for the U.S., and a customs officer in Paris. The passenger has just been told that he cannot take a suitcase full of bananas on board with him. The passenger wants the bananas to take home to his pet chimpanzee, which is starving because it won't eat anything except bananas cooked in Charlie's Banana Shop in Paris. The man thinks he should be allowed to do it not for himself but to be humane. The officer would like to help but can't.

Pow

A-10 This is a sea captain talking to the president of his line. He is angry for reasons described below. The line president has forced the captain to bring his boat into port a day early. The captain is angry because he has just received a ticket for double-parking his boat and since there was no other available pier, the captain wants the president to pay the fine. The president wants to go home. The president will go home, and pay the fine. The boat will be moved.

Aff

A-11 A husband and wife have stopped during one of their Sunday promenades. The man, smiling so casually, obviously has a great deal of love for the woman whose back we can only see. But they have known each other for years, and are not like the other couples seen sitting by the edge of the Seine. They don't feel that overwhelming compulsion to touch that young lovers do.

Aff (remembering  
past affiliation)

It wasn't always like that though, as the man is now remembering. Those winter days by the river, the spring days in the fields.

The man and woman will continue in their life of contentment they have found.

Aff

A-12 We sat bundled up on a wooden bench, talking to keep warm, and watching the immobile scene of deserted frozen water caught beneath ice and between the piers of a stone bridge. Paris was empty, as far as we were concerned. Only John and I were left to take in the dead sights and talk and talk and talk endlessly. We would never leave the bench. We too would be frozen into the scene.



Aff

Pow

Aff ("friends;" in the next sentence, "made love" lacks warmth and is not Aff)

Aff (either phrase)

Pow

A-13 Sam and Martha are very good friends. They haven't seen each other for awhile because Sam was in jail for killing his wife. He just got out of prison yesterday and immediately went to see Martha, one of his best and closest friends. He stayed at her apartment last night, and they made love, since Martha felt obligated to, in a way, because Sam had been without companionship for such a long time. Today they decided to go for a walk along the river. They thought it would be a good opportunity to get re-acquainted. They talked about old times and the future and just things in general. Little did Martha suspect that Sam had deep psychological problems and was in the process of plotting his next murder-hers. Sam is a psychopathic killer, as well as a woman-hater.

--- (not clearly sadness at disruption of a relationship)

A-14 "What's the matter?"

"I don't know, I just don't think that you're the kind of person I want to spend all my time with, Richard."

"Well, what did I do? It didn't have anything to do with my getting too drunk the night before, did it?"

"No, it's just your personality. You aren't ever relaxed and easygoing. Just the fact that you immediately thought something was wrong just because I wasn't cheerful. How come you automatically assumed it had something to do with you?"

"Well, I just thought that since you weren't glad to see me that there was something wrong."

Aff

Pow

Aff

A-15 It was the first snow fall of winter. It was odd coming back to Cambridge after so many years away. We sat there by the bridge, Mary and I, and reminisced about our now distant childhood. The recollection of skating on the Charles, and the time she had pushed me through the ice, brought a laugh to the conversation; but it quickly faded in the murky waters of the river that could no longer freeze over. The town that had been an enormous playground for us years before was now a polluted city on the move. Being away had frozen Cambridge. . . .

A-16 The girl is very upset; she is on the verge of tears.

--- (his listening isn't warm and nurturant; her emotions are not in response to his act)

He is quite cool, happy-go-lucky. He is detached, doesn't want to be involved. He takes her hand, he listens to her problems and questions about life and their probable future relationship, but he doesn't really care. He is selfish and wants to keep things light.

She feels foolish, wants to run away, but is in conflict over what to do. She gets no support from the creep.

(not clear that his words have a quality of warmth)  
Pow (borderline; "persists" suggests control attempt)  
Aff (recollected affiliation)

A-17 A woman walked down to the river side to be alone and get things straightened out in her mind. However, once she got there and was sitting watching the boats pass for awhile, her ex-boyfriend happened to come by. He speaks to her with much feeling, animation, and sincerity. But no longer can she bear to hear his plans for the future together. He persists in discussing it, their old memories together, and their plans, but she sits quietly, thinking only of how she wished he would leave so she could be alone again. Finally, realizing her disinterest, the ex-boyfriend walks away, down the river a bit, and jumps in. Hearing the splash, she runs down to find him but it was too late--he was caught in seaweed under a tugboat, never to reappear.

Pow (her disinterest affects him; but his jumping is not Pow on his part)

A-18 Along the scenic, but nice to look at, banks of the River Charles in homey, but quaint Cambridge Mass. Cuthbert and Aldonza set on a bench counting the pollution fragments and bodies of drowned crew people from last year's regatta.

Aff (marginal; "get along" seems to mean friendship, not just co-existence)

They are two youths from the university. He is majoring in Egyptology and she is majoring in Hebrew. How can two people like this get along? But they do. They spend their reckless times going to places like the Coop, the Wursthau and the Brattle Theatre. On occasion, these people dare to go to Boston.

As they sit they think how pointless their lives are since they missed the Mae West film festival.

Pow

They die in the midst of a battle between Gov. Smith and his rival.

Pow

Pow

Pow

A-19 The man is an FBI agent who is pretending to be a potential agent of the American Communist Party. The woman is an actual active member of the party. She originally joined the party after her brother, who was a labor activist, was sent to jail for life after being framed by the government. She wants to carry on his work. Since then the FBI had been tailing for they suspected that she might become involved in some espionage activities. The FBI agent is pretending to be a man who wants to join the party. Actually while she was unaware, he placed a "bug" on her.

Pow (more than  
routine parenting)  
Aff (either phrase)

Aff

Pow, Aff (nurturant  
help)

A-20 Mr. Parker has been worried. Worried about what? Well, his daughter Sally is now 14 and she will soon be going out and exploring life on her own; college, marriage, etc. Yes, she's 14 and the time is coming near.

One day he pulls her away from her schoolwork and says, "Let's take a walk." She says, "Why sure, father, I'd love to. . . ." It is a beautiful day so they take a walk by the Shooney River. The water is calm and the air is brisk. Father and Sally sit down on the bench and talk. He wants to explain life to her. He wants to do so much for her. But time is passing.

Ach ("new  
breakthrough" would  
also have been  
scorable)

Ach

A-21 Where has the world gone? Two women the only persons in sight in a laboratory of science? What will be next?

No matter that she is merely transferring one saline solution for another.

These women obviously take a great deal of stock in what they are doing, and, no doubt, do it well. Engaged in research, it is most probably not of imminent importance, but may lay the groundwork for a new breakthrough. Whether isolating a virus, or merely repeating a text experiment, all must be done right or the results will be wrong. Thus, the concentration.

Pow  
Ach

A-22 Mary and Alice are liberated women. They have been very active in the women's movement for a long time. They are also well-known research scientists and are quite talented in this field.

Ach

Being such active feminists, Mary and Alice have been concerned with birth control methods for women. They decided to pool their resources and use their research knowledge to develop a new, more effective contraceptive for women that would be more convenient and fool-proof than any other form of birth control. They have been working on the project for 1-1/2 years now, and every day they are hoping that they will eventually come up with the right formula. So far they've only come up with the answers that are not quite what they're looking for.

Pow (disease is  
personified)

Ach ("slow" and care-  
ful" are standards  
of excellence here)

Pow

Aff

Pow (germ is  
personified)

A-23 What was the mysterious disease that was ravaging the land? Person after person was being infected, breath was growing short, obituary lists long. The doctors were totally baffled, but could offer no cure to the frightened masses. Slow, careful isolation of the disease (was it bacteria or virus?) was necessary . . . control, patience. It was hard to be calm, though, with all the rest of the world dying, dying, agonizingly dying. Families were wiped out, doctors could not even take the time to bury their own parents, their own children, their own lovers. Still the panic spread, time grew shorter and shorter, the infection more powerful, less resistant to any treatment. Doctors became infected, whole laboratories closed. There was no hope . . . in the desperation of a dead end, the world died, conquered by a mysterious germ that was all-powerful, all-destructive.

Pow (either sentence,  
but not both)

(not Ach; "good" means  
"likely" here)

A-24 The woman standing in the lab with her hands in her pockets is the same woman that was sitting on the bench. As I have already said, she is a member of the American Communist Party. The woman standing next to her is a Russian scientist who defected to America, but is actually a spy for the Communists. They are working in their secret laboratory trying to develop a substance that they can use to poison the water supply in Washington. They hope that this will then cause chaos in the U.S. and thus, a good situation for a Communist takeover of the U.S.

Ach

Aff

Pow (here "leader"  
suggests influence  
rather than just  
a role title)

Pow

A-25 In this scene, two women scientists, who are both highly intelligent and educated in their fields, are in some type of conflict. The one on the left has a happy home and family, she is a leader among women and very independent. She has a higher position than the woman on the right. The woman on the right is, due to her lower position (in the company, lab, etc.) somewhat bitter and has a type of grudge for the other. This woman (on the right) is not happy with her life and envious of the other. She has buried her time into science thus magnifying her feelings toward the other more well-rounded person. The two women are about to do something important for science and they do not know right now that the repressed conflict will rise up.

---

A-26 Two examples of perpetual students; they finished college ten years ago and are still puttering around in an academic manner. Woman on left is an activist with no finesse and a lot more bitterness than convictions. Other woman has no opinions (although she occasionally borrows one, just in case somebody should ask) and rarely does or says anything without realizing immediately that it was inappropriate. The two share an apartment.

Pow

Ach

Pow

Aff ("lonely" implies  
sadness at isolation)

A-27 She had always wanted to be a chemist. Her parents had told her to get married, have children, and just be a housewife--but she wanted something more. She went to college and graduated magna cum laude, and then on to grad school. In the 1950's attitudes towards the liberated woman were not as free and open as today. She met with much opposition and ridicule, and for years remained a lonely woman against society. Today, she is completely accepted.

---

A-28 The two women are scientists. It appears that they are conducting an experiment. By their facial expressions it is clear that neither has held fulfilling lives. Their work appears to be monotonous now. Neither smiles. Perhaps their total dedication to science has left them unacceptable to all the chauvinists. Each will continue working because of a lack of anything else. Not that their work isn't important, but they should have had time to live.

Pow, Aff

Ach

A-29 Marie Lillsten began her life contained in a N. Y. City ghetto. Only out of the generosity of her aunt could she receive proper high school education in Syracuse, N. Y. where she breathed every scent of fresh clean air. Hard work resulted in success, but Marie's days were packed with academic studies and financial endeavors. Her goal was to become a biological researcher for her mom had died at 38 of cancer, leaving 6 children younger than Marie's mere 14 years.

Pow

Ach ("would succeed"  
also would have  
been scorable)  
Pow; Aff (the help  
or the caring)

An absence from school was necessary for six months in 1971 while Marie worked 10 hours daily waitressing and studying at night. She returned home too, to assist in raising the other children. And finally now, the epitome of her efforts culminated in an opportunity to receive the highest form of education available, a chance Marie cherished and many tossed away. Marie would succeed and Aunt Bertha helped and assisted always. Someone really cared and that was great to know.

(routine)

A-30 There are two women in this picture--in a laboratory doing research. One is performing an experiment--teaching the other, who is merely looking on at this point, how to do this particular experiment.

Pow

(no action caused  
this emotion)

It looks like an old picture--something out of a Russian text book--one can imagine the description below it. Women are treated as equals--the women's liberation movement is a thing of the past in their country. The experiment they are doing is very important and the results will have influence on the lives of many people. It is a tedious chore, but must be done.

The woman who is looking on has great respect for the woman working. She is thinking that there is so much to learn--not only from the experiment, but from people--from life, itself. She perhaps regrets that she is not younger.

Practice Set B

Pow

B-1 The people are the captain of a ship suspected of carrying drugs into this country and the local chief of police. The police chief is questioning the captain and is getting rather forceful. The captain tells the police chief in no uncertain terms what's what. There was an anonymous phone call and several rumors that this ship was bringing drugs into this country. The captain thinks the police chief is trying to be a little Caesar in his questioning and resents this. The captain will be fairly uncooperative and the chief will question others. It will touch off enmity between the two.

Pow (either phrase)

(not Pow; cause of enmity not clear)

Aff

B-2 A businessman whose son is an ensign in the Navy is boarding his son's ship to visit with his son and to have his son show him about. The father very sincerely hoped that the son would go into his business. He was deeply disappointed when his son chose a Naval career. Encouraged by his son's pride, yet still skeptical, he visits the ship. The father, very skeptical about the Navy, is talking to the skipper, who praises his son as an excellent man with a promising future. The father sees the son and, after seeing the ship, changes his attitude from skepticism to pride.

Pow (son's act has emotional effect)

Ach

Aff

B-3 Mr. X has unfortunately been unable to locate a friend of his departing for Europe aboard the S. S. Potter. The boat's purser is on hand for some advice. Mr. X has wandered through all decks of the ship in a vain effort to find his friend. Exasperated, he has sought help. Mr. X is concerned lest he not find his acquaintance in time, for not seeing him off would be an unfortunate faux pas. The purser will check the records and undoubtedly find the friend.

Aff

Aff

Pow (more than a routine request)

B-4 The captain of the Queen Mary is explaining to a passenger that he cannot leave the ship. The fellow is insisting upon doing so, but the captain is, after all, the master. The passenger has left his wallet at home in Greenwich, Connecticut with his passport and, of course, his money. Therefore he naturally desires to disembark from the ship. The captain thinks he is crazy. The passenger thinks the captain is a lunatic. However, the ship is ten miles out from shore. The passenger is, therefore, out of his mind.

--- B-5 A tourist is asking directions of a ship's officer before embarking on a tour of the port. The boat has sailed from the home port of the tourist, arrived at the visited port and after a night's sleep (the ship arrived in the evening), the tourist is curious to explore the port. Instructions as to interesting sights, places, etc. are desired of the officer. The tourist will receive what he wants and embark on his exploration.

Pow B-6 The captain has discovered a stowaway and is in the process of severely reprimanding him. The stowaway is an unhappy gentleman who wishes to return to the fatherland. He has been disillusioned by life in America. The captain is also a skeptical liberal thinker lacking the courage to do the same thing. The captain is doubtful in his own beliefs but admires the fortitude of the gentleman who wants to stow away. The captain will reluctantly turn the stowaway in to the police. His faith in the political system is shaken but not destroyed.

Pow B-7 The captain of a ship is talking to a businessman, who is the owner of the ship. The captain is attempting to explain why the ship, whose funnels are shown in the background, reached port in such bad condition, having twice run into other ships. The owner has accused the captain of poor knowledge of sailing and of negligence. The captain is sure he is not at fault; he is proud of his abilities. He despises the owner for his lack of knowledge of the sea. The captain rather than give up the ship, will sink it in port.

Ach B-8 An officious father is talking to the captain of the ship the former is about to sail on. The father thinks he has handled every part of the planning of this trip in a unique way. He is talking to the captain because he feels the captain will be as pleased with his presence as he is himself; the father thinking he is being very enlightening in saying nothing and the captain is bearing with him. Nothing will come of the discussion. The father will return to face his patient wife and impatient children.

Pow (impressing captain)



- Pow (negative emotion about low prestige) B-9 The man in the uniform is a captain on a commercial liner. He is at present in conversation with a salesman from a shoe polish company. The captain consented to be advertised in a nation-wide magazine as a patron of the particular shoe polish. he did this at the expense of his personal pride, as he was broke. The captain is complaining he was underpaid for the humiliation he encountered. He wants more money or at least some reasonable compensation. He divulges his like for the shoe polish. The captain will get a free case of shoe polish but to save any possible embarrassment, will illicitly grant the merchant a free trip to the shoe polish factories.
- Pow B-10 Mr. Smith's having an argument with Captain Pright over his accommodation aboard ship. Mr. Smith was supposed to get Class A passage, but had to be given Class B due to a clerical error. The captain can not see why Mr. Smith can't understand the mistake, and he is mad. He wishes that Mr. Smith would just take Class B and clam up. Mr. Smith on the other hand is giving the captain a hard time to get a Class A cabin. Mr. Smith will wind up not going because he is stubborn and obstinate and will not take a Class B cabin.
- (not Pow; the "lying" here is for purpose of impact, at this point) B-11 Two connectionless men in Paris by the Seine lying to each other about their eventless pasts. They are both probably aware that everything being said is fictitious but this is immaterial. The specialty of the man on the left is stories of his former influence in important circles; he is fond of stories about maitre-d's in swank restaurants calling him by name and waiving the reservation requirement. He's also big on phone calls from far-away places. Other man has gadded about with some of the world's most exotic women and (reportedly) left a trail of bastards of all races all over the world.
- Pow
- (not clearly exploitation or prestige) B-12 It was a bitter morning in January; the water in the river was hardening to almost solid ice, and the winds searched every crack and corner in its powerful sweep across the ice. The man and girl sit quietly on the cold solitary bench and talk of just ordinary things, trying to avoid discussing the real pertinent issue of which they were afraid. He laughed nervously, but then suddenly quieted. The time was through--nothing could be said about their parting; nothing remained to fill out the blank minutes.
- Aff (tone of story suggests negative emotion linked to to parting)

---

B-13 Where do I begin? With the spring? Perchance the fall? Ah yes, it was a blustery day and I had my long johns on to prevent freezing and had gone out for my morning constitutional. The air was corn flakes and the Goodyear blimp was over my head humming--I was humming too. So out I went in my fair youth to work off my excess weight and I met Alice, ah Alice. She was real disappointment so I kept walking--walking down distorted streets strewn with my next door neighbor's dog manure. All through my mind was flowing some strange vision I had seen one day many years ago--some people, as usual, sitting, as usual, in the quiet by the river never saying anything and never having anything to say anyway.

Aff (story makes clear this is noninstrumental talk)

Aff (the next sentence also could have been scored)

Aff

B-14 In this scene two people, recently acquainted, have been talking by a river. They have gone through a routine day consisting of classes and rushing to things on time. It is late afternoon and the occasion is rare; however they will be doing more activities along this line later. They are only getting to know each other now and though each is portraying themselves in a friendly manner--beneath this they are imagining a further relationship. In the past they have seen each other around; however, this is their first time alone to get to understand each other. The scene is impersonal except to themselves.

("resolving a conflict" is elaborated in a non-affiliative way)

Pow

Pow

B-15 The couple is in Paris. The guy is trying to resolve a conflict with his girl, but she is being very stubborn and self-possessed. She has already drawn her conclusions and is now concentrating on remaining firm in her convictions against his persuasion. The day is in fall; it's beginning to get cold and when the wind blows she pulls her coat collar tighter around her neck. In the earnestness of his argument, the young man does not feel it and leaves his open jacket flapping. His attempts to convince her are becoming more and more distasteful to her and though she will not do it, she would like to leave.

Pow (help)

Aff

B-16 The picture indicates a man and his wife sitting on a bench at the beach. The wife, head bent, was sad or in distress and the husband had taken her here for a walk on the beach and then a talk to cheer her up. The scene will end happily as the two will walk off arm in arm back down the beach.

- Ach (a bizarre story:  
"good" seems to evaluate something about the man's work. Not Pow; "image" means photographic image, not prestige.)
- B-17 A man is talking. He is describing his job. He says he's a lab technician for Kodak. He works with all the chemical processes that have made possible the picture we have seen. He says to the other man, this is a good image that we are a part of. The other man says nothing. He had been staring at a grey bridge--then, after awhile, he closed his eyes and forgot all snow. He is thinking that it is necessary for the room to be dark in order to distinguish all the details of the image.
- Aff
- Aff
- Aff
- Aff ("their world" suggests shared dreams and warmth)
- B-18 They were young and in love. Winter offered no harsh coldness to them, but a warmth that was unexplainable except in terms of their inner beings. Hours would they sit, sucking in the beauty of the winter ice, talking softly, planning. Anyone could tell they were in love by the contentment that shone from their faces. Their eyes shone, they smiled secret smiles, exchanged understanding glances, and planned. Yet their future was not the security they would have wished. The air was full of the tensions of war, they knew not if they would even see the beginning of another winter. So they retreated into their world, where no one could come, where they could dream and plan, feel safe and protected, and hope.
- (affiliation is denied)
- B-19 Naomi and Daniel, brother and sister (not in that order, of course) decided to stop the foolishness and take a breather. Perhaps an unsuspecting passerby would interpret the whole thing as an affair, but then, an unsuspecting passerby would be wrong.  
"Funny thing about the bridge," Naomi began.  
"What bridge?" interrupted Danny boy.  
"London Bridge," continued Naomi. "The river. They sold the river too."
- Aff (many phrases in this story would be scorable by themselves)
- Aff
- Aff
- B-20 It is winter by the Seine river in Paris. A young Frenchman is sitting with his long time girl friend on a bench overlooking the river. He has a contented look on his face as he smiles at her. The couple have just come from morning coffee at a cafe where they went for breakfast after he picked her up from her apartment. The couple now have that content warm feeling about each other sitting by the water on the cold day.  
Finally after a silence the boy is ready to ask the girl the question he has been waiting to ask for a long time. He will propose marriage to her. The girl is content and happy almost knowing what is coming, and will probably jump into his arms and agree when he finally asks her the question.

- Ach B-21 Here we are in a chemistry laboratory of some research complex. The women are two researchers who have been doing such work practically all their lives, since they finished school. They are partners on a research project of no small importance and here they are nearly at the close, perhaps even the climax, of the experiment. Within a few days they will have the results. They are both excited anticipating a great discovery, yet trying to hold some composure.
- Ach B-22 The two women scientists, Ms. Gray and Ms. Smith, were the closest to discovering the cure for cancer that anyone had ever been. Ms. Smith, standing in the background, watching her associate put the last culture of virus into the test tube began to have doubts about the experiment. What if it didn't work? Ten years of work for nothing. But what if it did prove valid? Think of the credit she would get. But would she get enough? She felt the desire to grab the culture from her associate so she could say that she found the answer.
- Pow B-23 The liquid in the test tubes turned out dark green, and the lab assistant turned to the woman waiting apprehensively behind her. "Everything is completely OK," she said, and watched the tension on the face opposite her release itself in a quick movement. Her child would not be seriously ill then, and the substance he had eaten was not poisonous.
- Pow (strong emotional reaction to lab assistant's words)
- Ach B-24 They are both sisters working in a private, almost secret laboratory off in Switzerland. They are well trained chemists, but are not acknowledged by the great medical chemistry associations of the world. Their experiments are almost finished. They are trying to work on the composition on some hitherto unknown chemical, and recreate a synthetic for it.
- Ach
- Aff (either phrase; "work well" refers to relationship, not results) The woman watching is the younger sister but is very helpful. They are very compatible and work well together. They love each other--their parents have died, but they have remained together. They aren't married.

Pow

Pow (prestige concern)

Ach

Pow

Pow

B-25 "Hmmm," thought Josephine. "If I can just get this bazooka out of my pocket before Madame finishes her experiment, I can kill her and the glory will be mine." But poor Josephine. Madame was also carrying a bazooka and being so possessive, she didn't want anyone else to get the credit. Yes, she has invented fuschia food dye--non-toxic, non-alcoholic and not dangerous to your health. So the madame whipped out her bazooka and let Josephine have it. Just at that moment in burst the national guard riding big white horses with rings in their noses (the horses). Not only was madame crushed by the thundering hooves but Josephine (the lieutenant's who led the charge fiancée) was mutilated beyond repair. And to make things worse than imaginable. . . .

Pow

Aff

Pow

Aff (sad at end of friendship)

Pow

B-26 The worshipping student in the background is watching her mentor very closely. She is contemplating far more than the experiment--her hands behind her back are an accidental indication of the plans she is formulating to take over the position of her "colleague" only slightly her senior. The older woman is really aware of these motives, but having personally taken a great, almost sisterly, interest in her pupil, she is reluctant to confront them--much less admit her tacit knowledge to herself. Unless she learns to "fight for her life" she will slowly but surely be eased from her hard-earned position at the facility. It will require a great deal of bitter reconsideration of her "friendship" before she can accept the necessity of such a fight.

--- (routine imagery)

Ach (not giving up shows concern about failure)  
(not clearly Pow because no evidence of effect; marginal)

B-27 Two lab technicians are working on an experiment. The elder is looking on grimly while the younger measures out a certain chemical. Perchance she doesn't trust her? There's tension and anticipation between them, for the results of this experiment are crucial to a study they're doing. The lady drops the chemical into the tube, drop by drop, and nothing happens--one more drop, and still another, and still no results. Could they have failed--have done something wrong? Still, they don't give up. The one holding the pipette is tense, her lips closed together, eyes set on the tube, the other lady's gaze is on the first lady, watching her, testing her, challenging her to prove herself.

Ach

B-28 In a present-day Russian medical lab, two women researchers are working on a mutual investigation. In the Soviet Union, much of the medical profession is occupied by women and this picture depicts the confidence and expectancy of two women doctors working without a male colleague. The discovery that they seemed intent upon making is probably concerned with cancer, the disease most plaguing the Western world today. The routine is a normal one, most likely characteristic of the everyday life of these two researchers.

---

("interested" isn't necessarily warm affiliation)

B-29 The two colleagues have been doing research together for a few months. Both are unmarried--unattached. There is a difference between the two, however. The woman in the foreground has decided that interests outside her work are unimportant. She wishes to concentrate all of her energies upon her work. The other woman makes a similar claim--complete dedication to her work. She does not really possess such dedication, however. She is actually interested in her co-worker.

Ach  
Pow

Ach

B-30 The woman standing at the test tubes is a biochemist who graduated from college fifteen years ago and despite her professor's dire predictions is not a failure. Instead she is on the brink of discovering a cure for cancer and becoming not only world famous but also feeling fulfilled as a woman and a biochemist. The woman onlooking is her able assistant, a graduate of another excellent college, who is somewhat younger but will in her own time also be successful in her research (and of course, in her personal life).

Practice Set C

Pow (score either  
phrase; "best" here  
involves power, not  
excellence)

C-1 The captain of the ocean liner *Spartacus* is about to embark on the ship's maiden voyage. He is quite proud of his being chosen to skipper for this first voyage and is doing his best to attract attention to this honor. As he sees the owner of the ship company, he calls him over and. . . .

Pow  
Ach (either phrase)  
  
(inspection, of ship,  
is routine, not Pow)  
Ach

C-2 A ship's officer is talking to an important looking civilian. In the background is a freighter. The men are talking on a dock. The officer is trying to convince the civilian, an officer from the shipping line, that a new design for this type of ship would be beneficial. The company has been hesitant about spending the necessary money. The official has been sent to inspect the ship seen in the background to inspect prototype improvements.

Pow

C-3 This is certainly not a philisophical controversy on a minor point of ethics. The two men described in the picture are the captain of a ship and the port director. The ship has just arrived from South America with some 40,000 bunches of bananas aboard. The port director is skeptical about the threat of tarantulas and will not let the cargo be moved until the ship is cleared. They are debating. The port director will win.

Pow (emotional react-  
ion to civilian's  
request)

Aff

Pow

Pow (or last  
sentence)

Aff

C-4 The captain of the vessel has been approached by a civilian during wartime, who is trying to book on passage on the ship. He is most irate, because he wants no responsibility for the safety of his passengers, and is sailing strictly a naval cargo ship. The man is trying desperately to find his family in France, before all of the country falls to the Germans--he wishes to cross the English Channel and bring them to England. The man is desperate, considering becoming a stowaway; the captain sympathetic but stubborn, becoming increasingly angry. The captain will not give in, causing the man to try to stow away aboard the ship--he is successful, in that he gets to France and goes through many adventures with the underground, etc., in trying to rescue his family.

--- (next-to-last sentence indicates passenger doesn't really want power)

C-5 The people are the captain of a large ocean liner and a tourist on his ship, the two are arguing about the high prices aboard ocean going vessels. The passenger has been, he says, overcharged for meals, and articles which he necessarily has to buy on board. The passenger does not want his money back, but thinks nevertheless that the prices are outrageous. The captain disagrees.

Pow (any of these four phrases)

C-6 The admiral, or whatever, is bawling out the reporter for some expose magazine for trying to foment trouble in the ranks by bringing out one of the crewmen's unpleasant past. The reporter has been stirring up unrest among the crew and dislike toward the crewmen in particular. What the navy officer is thinking is unprintable. The reporter is figuring out how to get even. The officer will throw the reporter off the ship bodily and the reporter will find a skeleton in the officer's closet to embarrass him and cause him public disgrace.

Pow (either phrase)

Aff  
(not Pow; the control is routine)

C-7 The man is trying to see a friend on board, but the officer will not let him go as the whistle for all ashore who are not going has already blown. The officer is the captain because he obviously feels high up enough so he does not have to smile all the time at a man who wants to disobey his previous regulations --which have gotten him his high post and self-satisfied position. The man who wants to say goodby is an old man. The old man wants a last word with a client. The old man and the captain are both indignant a little.

Pow (either phrase)

Pow

C-8 The captain of the *S. S. United States* is engaged in a furious discussion with the representative of the French Board of Quarantine. A few days before, the ship's doctor was called to a stateroom, there he found a man doubled with pain. The disease was diagnosed as the plague. The French official has informed the captain that the ship will not be allowed to put in. The captain of course is trying desperately to convince him to allow the ship to land. The ship will have to.

Pow (either phrase but not both)



Ach (improvement)

C-9 The businessman is interested in finding out whether it would be practical to ship grain to Antarctica for storage. The ship captain is explaining that it is extremely dangerous to maneuver his Japanese super-tanker in Antarctic waters. The businessman read that grain storage is an expensive undertaking and devised a system to store grain inexpensively in cold climates. The businessman wants to be realistic about his plan and yet he is anxious to put it into effect. The captain is concerned with the safety of his ship and he wants to get as large a rate as possible. The businessman will send the grain to Alaska instead.

Pow

C-10 The man with the uniform is obviously the captain of the ship. The other man is a fire inspector. The captain is trying to convince the inspector that the ship is safe. The inspector found that the ship was not only unsafe but that there was a fire in the captain's cabin because he was smoking in bed. The captain is trying to get him to keep it quiet. The captain bribes the inspector.

Pow (either phrase)

Aff (last sentence of story shows concern for relationship)

(not Pow; her emotions are not linked to any act)

Pow

Aff

C-11 Jack and Laurie have been on the edge of divorce for the past six months. The binding love between them has dwindled to mere friendship. Jack's job has been a constant source of quibbling. His late hours and low pay have caused Laurie to get quite hostile on occasions. Jack refuses to try to get another job because he feels his training is inadequate. Laurie's attempts to bring him confidence have failed. So, today they sit on the bank of the river trying to patch up their differences.

(river not personified, so its fame not Pow)

Ach

C-12 It is a day in early spring, as the snow has disappeared and life has yet to be reborn for another year. The bridge is a historical landmark spanning the famous Charles River in Cambridge where the foundations of the nation were initially born. The people are reflecting upon this overwhelming implication and feeling much a part of the heritage that they both share. As spring is reborn, so is the next generation of trend-setters and idea legislators. Each year a new group faces the world and its problems with the promise of employing its resources and to make it a better place to live. The slate is somewhat blank for winter has just left and wiped out all the dirt that was there.

Aff

Aff (marginal; small talk suggests a blocked desire for affiliation)

Aff

Pow (a "how" question)  
Aff; Pow

Pow (part of a hypothetical question)

Aff

Aff

C-13 The man was sitting on the bench alone until the woman in the picture sat down with him. The man was not thinking about much and was probably day-dreaming while his eyes were fixed on the icy river. The lady in the picture is probably not married and was taking one of her usual day-to-day walks, that lonely people take along icy rivers. This might not have been the first time these people met but they didn't come together.

They are casually discussing the weather, nothing much important. They both want to discuss more important things but don't know how.

C-14 These two people are in love, they sit passively by the river and discuss their problem--How can they convince their parents that they want to get married? There has been violent opposition in both families. They discuss alternatives. Shall we elope? Shall we wait and let our parents fight it out? Shall we move away? Or shall we jump into the river and end it all? The last suggestion seems radical but is discussed anyway as they are very much in love. They decide however to yield to their parents' desires and wait. Although disappointed they will survive on love of each other.

--- (no relationship or shared activity)

C-15 Linda had been walking. She had needed to get out so she came down to the paths and walked. Life was beginning to become a grind, all the days were blending into one another.

Cal has been walking around just looking. He is a painter. He is working on some new stuff and was looking for ideas.

Linda had sat down on the bench for a rest and Cal had sat down with her.

(Lenin's interest is sexual, not loving)

Pow (either phrase)

C-16 This occurs during the Russian Revolution by a frozen river near St. Petersburg. Lenin is taking time out from his revolutionary movement to spend some time with his favorite lady. It is probably a Sunday afternoon, and what better place to proposition a lady than a park bench on a beautiful day. He is probably impressing her with his tales of gore and revolutionary abilities before he pops the big question. The lady, dressed in peasant dress, appeals to Lenin's proletarian instincts.

Aff

Aff

Ach (borderline)

Aff

Pow

C-17 It is wintertime in Moscow and the two people seated on the bench are discussing their plans to get married. The lovers have been together for many months but could not wed because he was working on a secret project in the tundra and could not get away. The couple discuss their future in an idealistic manner--fantasizing about their happiness and wealth. He has a good job with the government and she works for a small store. They will be married and live happily together until he is discovered engaging in illegal activities and arrested by the KGB.

Pow (either phrase)

Pow (either phrase)

C-18 Both the people (at least the man) are crazy which is why they don't seem to care that there is a massive bridge hanging over their heads like a sword of Damocles. Actually, it may be just a mural with a bridge on it, and the woman to the left may be a prisoner of the hatchet-faced character, but why he puts her there is unknown.

The man is so crazy, that what he thinks is a little confused. He is delighted that the woman seems uneasy about sitting under the bridge and probably thinks he knows that it won't fall on top of them. He enjoys showing his fearlessness to her by sitting in such a dangerous place, and she, in turn, stays because she is afraid to leave.

The bridge may very well fall in on them, especially if it's leaning (on canvas) against a wall!

Ach

Pow (implicit impact on world at large; (not Ach; "great" here fame not excellence)

C-19 The two people are Evel Knievel and his manager. They are discussing Evel's newest idea, which is to jump over a frozen river in the winter. For this feat, Evel will collect approximately \$7 million. At the spot where the bench is the jumping ramp will be set up and just across the river the landing ramp will be placed. Evel is talking about the motorcycle he will use, which will be equipped with a toboggan instead of a parachute. If he crashes, he can slide across the ice. The manager is talking about closed-circuit TV rights because millions will want to see the great event.

---

C-20 It was a cold winter day in Paris. Jean Pierre had been waiting on the bench on the bank of the Seine for over an hour. He had been worried that he had written down the wrong time or place of the meeting. But, finally his contact, known to him only as X, arrived. They greeted each other, sat down, and proceeded to talk business. Jean Pierre found out the point of departure which the man (unknown to him) would be taking. X gave Jean Pierre the man's description. Afterwards X said, "Au revoir, bon chance," and left.

(routine investigation  
and supervising)

Ach

C-21 In the laboratory. A girl is performing some kind of chemical operation, doing some kind of research. She's running a test on someone's blood to see what kind of germs may be present. Her head nurse is watching her, supervising, as the girl is kind of new at this sort of thing. The girl cocks her head, trying to get a better view of what is inside. She shakes it a little, mixing up the contents of the test tube, hoping some amazing new discovery can be made. Nothing new shows up. The head nurse watches her curiously, wondering why she is going through so much trouble. The girl shakes the tube again, becoming angrier and angrier. Finally, she shakes so hard that a little blood spills over the side, runs down the tube and onto her fingers. She pulls her hand back in fright, and drops the test tube on the table. Whereupon, the test tube breaks into many little pieces, and blood runs all over the table.

Pow (reputation)

Ach

Pow (more than  
routine)

C-22 It's her big demonstration of the year. Miss Knowles has had to prepare a chemistry experiment to show to the whole class. It took her so long to think of one. She was sure that whatever she did, her teacher--Mrs. White--would think it too elementary or the students, too, would laugh at her ignorance of chemistry. Finally she had what she thought was the perfect experiment. She was so nervous when she performed it. Her teacher stood off to the side, watching exactly what she did as if trying to find fault while Miss Knowles nervously pipetted the solutions--about to choke. . . .

It all came off all right though--but Miss Knowles knows that chemistry is not her subject.

Ach  
Pow  
Aff  
Ach

Aff ("friend," or the  
"moral support")  
Pow  
Ach (even if late)  
Pow

C-23 The woman before the test tubes is a brilliant scientist at a well-known medical sanatorium. The woman next to her is a friend and colleague for many years. The doctor (first woman) is an expert in curing cancer and has treated many people--except for one rare form which has been unconquerable. She is discovering in the test tube this one form. Little does she know that it is her own sample and that she too is dying of cancer. The friend is about to break the news to her and give her moral support. The doctor will continue looking for a cure, but find it just too late to save herself. She will go down in history as a savior.

(routine supervision)

Ach (either phrase)

C-24 Madame LaDean has been making the rounds of her domain, her chemistry lab, critically noting the progress made by her advanced students.

Having noted a general lack of understanding of the concept under study, she hopefully goes to her best student, Anna, who, if she's working as well as usual, will have grasped the situation.

Instead, Anna, too, is having trouble. She didn't understand Madame LaDean's lecture, and now she is having even more trouble with this incomprehensible lab. Not even simple measurements will come out right.

Madame LaDean has a sense of futility, of despair.

Ach (here "recognized" means "thought of" or "viewed as," not "famous", so Pow not scored)

C-25 Both women are obviously technicians of some sort. Yet, the graphics of the picture (gray tones) add an eerie and science fiction quality to the overall presentation. One woman is stirring some formula, while the other diabolically watches over her. Neither of them are married and involvement in the world of science seems to be their world. They are proud and stern, yet, devoted to their work. They want to be successful and recognized as qualified and efficient women lab technicians.

C-26 It's a laboratory in a country where obviously women play a greater role in medical or scientific research. One of the women is checking for coagulation or maybe precipitates while the other watches. They are serious women with a serious task ahead of them.

Ach (in this context, "develop a vaccine" suggests unique accomplishment)

Their country's population is starving and along with the conditions of hunger of course comes disease, plague. They are working in some way to stem the disease's epidemic proportions, or are checking a patient's blood to see if disease has begun or are developing a vaccine to inoculate the population with.

Ach (either phrase; "test-tube babies" suggests unique accomplishment)

C-27 Two of the leading women scientists in the nation have been working on developing test-tube babies for the past 20 years. However, this particular experiment is the most important one. If the egg becomes fertilized and begins to grow--those 20 years will have been worth it. If nothing happens, 20 years will have been practically wasted. Everything hinges on this fraction of a second. . . .

Pow (because of their effects, injections are also scorable)

Pow (the fight or the injection also could have been scored)

C-28 The two scientists pictured here are having a heated argument about the experiments which the one of the left is performing. She plans to inject human subjects with a serum that will make them lose their intelligence, their ability to think. The scientist on the right is arguing that this is cruel and inhumane and she won't stand by and watch this take place. The two have a fight and in the process the one on the right injects the serum into the other scientist. It apparently is an effective serum as the scientist does lose all ability for rational thought and stabs and kills her adversary with a broken test tube.

Pow

---

("dictate" and  
"command" are really  
routine; emotions  
involve curiosity  
more than Pow and  
are not related to  
any specific act)

C-29 Mme. C. came rushing in--she had had some unusual results from the experiment and before making any conclusions she wanted to repeat it to make sure that it wasn't due to an error in laboratory procedures. She asked me to come to her lab and perform the experiment while she instructed me--it was a simple short one to perform and if her results had been valid they should occur when I did the same thing.

I submitted, eager to see what could have made Mme. C feel such a sense of urgency about following up immediately on a rather commonplace experiment. She stood by tense, dictating the materials and steps and I followed her commands.

Pow (more than routine  
teacher behavior)

C-30 A student chemist is performing an experiment over the watchful eye of her teacher. She's not the best student, she's made a few mistakes already. But now she's on her way to completing the experiment satisfactorily. The teacher isn't married and is a bit jealous of the younger student who is. This envy shows itself in the extremely "picky" way in which the teacher is guiding her pupil. She might be a bit upset if the experiment comes out correctly.

Practice Set D

D-1 The captain of a ship belonging to the gentleman in the picture is explaining why he hasn't met the owners expectations.

Pow (captain's concern  
inferred from action)  
Ach (any of four  
phrases)

The ship is a passenger cruise ship which has gotten a poor reputation for service to passengers. The captain is explaining what he'll need from the owner in order to provide better service in the future. He needs more competent help, better quality of food and better support from office staff.

D-2 This is the real Capt. Queeg telling Humphrey Bogart how to roll ball bearings between his fingers. Humphrey is blocking his dexterity with the bearings because of the blatant sexual imagery. Queeg has just explained that a bearing is a bearing is a bearing.

---

D-3 The Captain is explaining to George that his luggage will be found. It is not unusual for passengers to get to their room before the luggage arrives. Although George does feel frustration, he will wait as suggested by the Captain. The Captain will be available for George if the luggage does not arrive shortly.

--- (explaining is  
routine)

D-4 It looks as if there is a senior officer talking with a person of lower rank. There is a conversation going on and judging by the face of the senior officer, who has a smile, it is a friendly conversation. They probably met in passing on the deck of a ship and perhaps were discussing something they had done the evening before. They will probably both continue on their separate ways--getting down to the day's business.

Aff

D-5 The captain of the ship is asking for a payoff for smuggling some items on his ship. The other man asked for the smuggling, and is now meeting with the captain to iron out details about how the items will be loaded off the ship. They have done this before, but the captain knows that the smuggler is slow in paying for the "favor" and the captain is demanding payment now. The man will pay him at the end of the meeting, or else no "items" will be released to the shore.

Pow



Aff

Aff (context makes  
Aff clear)

D-6 An engineer working on an important project is in his office. He has stopped for a moment to look at the picture he has on his desk of his family. He realizes that he has not been able to spend the time he would like to with them. His work has taken up too much of his life and he would like to change that. He resolves to reassess his priorities and put his family in a higher spot.

--- (the toy's  
"election" is not  
described as an  
achievement)

D-7 This is a designer working on a concept called Stepford Wives. He is wondering if he should start with a modular frame that could produce an entire nuclear family or perhaps just one unit at a time. His doubt concerns an earlier career choice about working for Kenner products designing toys. In that capacity one of his models was elected President of the United States. Ultimately his Stepford model fails due to microwave exposure in the kitchen.

Aff (other phrase also  
scorable; story  
suggests sadness)  
Aff

D-8 Lewis seems to always work late. It seems he never has enough time to be with his family. During these late hours his work quality suffers as his thoughts are with his family. Lewis will soon go home, leaving his work unfinished, to be with his family. Tomorrow is another day.

Aff (either phrase)

Aff (either phrase)

D-9 This man is at work. He looks as if he is looking at a picture of his family. He may be working on a project far from home and thinking of his family that he is missing. He may wish that he was back at home with them. He'll remember some of the happy things that have occurred when they are together. After a bit of daydreaming, he'll get back to work knowing that his family waits for him when he finishes.

---

D-10 A father/husband trying to do his job, but keeps thinking about his family.

He seems to be daydreaming. He may feel that he has chosen the wrong profession and wishes he could change. He has a lot of responsibilities raising a family and at work. He cannot just quit and leave. So he stays and continues as always.

- Aff (or other phrase) D-11 It's winter in Boston, a couple in love are sitting together watching the ice form on the Charles. They have both taken the afternoon off from their jobs with intent of spending the rest of the day together. They have been planning to get married as soon as George wins the lottery. He has been purchasing tickets for 4 years now and is trying to convince Zelda that his lucky number is coming up soon!
- Aff
- Pow
- Pow ("explaining" is impressing, here) D-12 This is the bank of the Charles River where this young con artist is explaining to an innocent college student how he has become the youngest full professor at M.I.T. She is unconvinced but enjoys the attention knowing he is oblivious to her highly infectious fatal disease. Shortly she will reject his advances and move on to another unsuspecting hustler.
- Ach (scorable, even if it's not true)
- Pow (her reaction)
- Aff (because of ending) D-13 Stephen is leaving. He does not know how to explain it to Sarah, his "significant other" for these past three years. It's a cold day in Boston and the frozen Charles River does not make parting any easier. In both their hearts, their love is still strong and they know they will never see each other again.
- Aff
- Aff D-14 There is a man and a woman sitting on the banks of a river. They have some quiet time to just talk. They are enjoying the out of doors and the scenery. Talking together lets them know more about each other's feelings.
- Aff
- Aff D-15 Two people in love just taking a stroll and decided to sit and relax on the park bench. Just light easy conversation. No hassles. A day off to relax and enjoy each other's company. They will leave and have a nice quiet dinner outside in a restaurant.
- Aff
- (not Pow; boss's behavior is routine) D-16 Two employees of a medical test center are awaiting the results of an important test sample from the president. The boss, standing on the right is checking that all necessary steps are followed. The whole country's future could be in jeopardy if the test shows positive. The president had been bitten earlier that day by a rabid dog.
- Pow

Ach (uniqueness)  
(not Aff; ironic style  
negates warmth)

D-17 Madame Curie is concocting a elixir made of high grade radium which gives one a glowing sense of well being. The young assistant is curious about who will be the first human to test this wonder drug. Perhaps she will volunteer her bashful boyfriend who has been seeking illumination with Madame Blavatsky.

Ach ("cure" would  
be a unique  
accomplishment)  
Ach

D-18 Gwen has been working for a cure to the disease ever since it started affecting most people in the city. She has been working day and night with her assistant Gail. It is a race against time with no clear winner in sight. She must go on.

---

(not Pow; "help" is  
only an auxiliary  
to "alleviate")

D-19 A doctor and her assistant are doing some lab work. They may be analyzing specimens from a patient that has come in for test. They will get results and let the patient know their diagnosis. If there is a problem, they will offer remedies to help alleviate it.

Ach

D-20 Two female research scientists working in a lab.

They are trying to help find a cure for some disease.

Ach

Both always wanted to do this type of work and are very intense and serious about their profession.

They have a feeling of accomplishment and self-fulfillment and will continue to work in this field.

Ach

(not Aff; "forgives"  
here lacks warmth)

D-21 A circus act is underway. The two star performers are nearing the end of their performance. Just before the start of the act Wayne had found out that Sheila had been unfaithful to him. He wants to forget about the incident but can't.

He's decided to tell her he knows and that he forgives her if she'll never do it again. However, just as he is about to catch her on the last swing he misses, she falls and breaks her neck.

--- (not Aff; sexual  
activity is without  
warmth or love)

D-22 This photo is one of the rare surviving candid shots of my wife and I during our early married life. Often after dinner we would retire upstairs to our spacious bedroom for some stimulating foreplay. The photo captures the completion of a triple jump which was the highlight of our acrobatic fantasy phase. We might have been better off staying with the acrobatics since the high diving into a sponge was disastrous for our marriage.

Aff (borderline; here  
"together" suggests  
an affiliative  
relationship)

D-23 Jane and Harry have been together, performing the same routine for 10 years. At first the excitement of show business and the traveling kept them together and happy. Now it is just a job. They have no other skills and are trapped in this existence. The strenuous physical requirements are becoming harder and harder. One day they will miss their connection and a new life will begin.

Ach (either phrase)

(not Aff; no warmth  
even though they  
are "lovers")

D-24 The couple are practicing for a circus performance. They are in a second rate circus that plays fairgrounds and is traveling from place to place all the time: a dirty, boring job, even though it requires their high skill and coordination to do a performance. She is bored with this life and wants to move to a better, more stable circus, he has been with the same circus all his life and wants to stay there, his family are in this circus too and partly own it. They are not married but are lovers. She will leave him and the circus shortly.

Ach

Ach

D-25 Two acrobats are doing a circus act. They studied gymnastics and found paying jobs at the circus.

They are concentrating on not making a mistake and falling. They have to concentrate very hard. They want to do a good job and put on a good show.

They will get through the routine and continue to perform for many years. Then they will train newcomers.

Ach

Pow

Ach

Pow

D-26 A horse trainer, Mickey, is walking the princess's prize Arabian stallions through a field of flowers. The princess has come along in the hopes of convincing Mickey to move to Egypt with her and the horses.

She needs his talents to run a huge stable in her homeland. Mickey, however, is not interested and is trying to convince her to bring the horses to the U.S.A. They continue back to the stable without reaching an agreement.

Pow

D-27 The border collie has once again located dear old drunken dad. This time he had fallen unconscious in a stable next to a team of horses. During the night he had a vision the horses would lead him to the hidden knowledge of Atlantis. Meg is trying to persuade Dad to return the horses to the barn which he borrowed them from.

Pow (borderline between Pow and Ach; here "star" suggests acclaim)

The sad climax of this story is the collie leaves the farm in disgust for California. Happily the dog becomes a star in the movies and buys a house in Big Sur.

Ach (any of three phrases)

D-28 Sly has always taken care of the prize horses with great care. He was very proud of his training and grooming. Now there is a new owner of the stables, a Mrs. Rancraft. Although she is twenty years younger than he, she does appear to have the knowledge and experience to be a fine owner and boss. They both are looking forward to the relationship.

Ach  
(not Aff; "relationship could be only business")

D-29 Father and daughter are coming back from a walk on their farming estate.

---

(Not Aff; "efficacy" suggests the conversation is partly instrumental)

They are talking about the future of farming, problems, solutions and the efficacy of staying in this business and passing on a tradition to the next generation.

They will keep the business in the family for as long as possible.

Aff (from later context)

(not Aff; "married" is only a fact)

Aff (either phrase)

D-30 The man and the girl from India are taking a walk in the English countryside. She has moved to England from India after living there all her life. She married an English man. She is having a hard time adjusting to life in England, but he lives nearby and has become her friend. She likes him and feels comfortable talking to him and learning about the horses, and the way of life in England. She is thinking of feeding the horses what she has in her hand, but is a little scared. Eventually she will try to ride the horses and like it, and will adapt more to English ways of life and dress, but still taking pride in her Indian customs and background.

(not Pow; here "pride" doesn't necessarily suggest prestige or reputation)

Practice Set E

(not Pow; investigation is routine, and no actor yet)

Pow

E-1 I observe a ship's captain on the deck of a freighter speaking to a civilian. The civilian is a police officer investigating a crime which occurred aboard ship before it docked. One of the crewmen was found involved in the cargo hold. No one witnessed his death except, perhaps, the murderer.

The ship's captain is arguing with the police inspector that the crewman fell into the hold and died by accident. The Police inspector thinks it was a crime.

--- ("serious" not necessarily means having impact)  
(not Pow; "control" is not clearly over others)

E-2 It appears that the Captain of this battleship is having a serious conversation with a public personality. Perhaps a leader in politics. The country has been at war and a serious mission is about to begin. The captain is explaining the complexities of this mission and how he sees the mission to be accomplished. His control in this conversation is needed.

Pow (any of three phrases)

E-3 This is a sea captain speaking to a detective. There has been a theft on his ship. The year is 1957. The captain is sternly explaining to the detective he must find the thief before they reach port. After much interviewing of passengers and crew the detective deduces that the thief is one of the crew he sets a trap using a diamond ring and the thief springs for it and is caught red-handed.

E-4 It had been a real long summer. Captain Haver was more than ready to leave the Vineward for the last roundtrip from Vineyard Haven after the Labor Day weekend. Then he'd have 2 weeks vacation, first a stop off in Falmouth to pick up his wife and their suitcases, and then a long but enjoyable ride to the coast of Maine.

Only problem was, he couldn't leave yet. The ferry had loaded real slow. 8:30 P.M. and lines of angry New Yorkers waiting in their cars for the last trip today. He knew only half of them would get on.

Pow

Then it happened. Someone noticed the gold coin on the deck. Before Haver knew it, the cops, the newspaper and the Mayor were involved. Mayor Tisbury's bowler was stained through above the band, and sweat was pouring down his cheek. "You ain't movin' this ferry no place til we find out whose car contains more of that stolen loot from the Museum," he said gruffly.

(not Ach; "best" does  
evaluate performance)

Haver started to protest, raising his hand to emphasize a point, then dropped it slowly, realizing that it was no use arguing with this guy. He'd wait, the ferry would wait, his wife would wait, and best of all, Maine would wait.

Pow (annoyance partly  
due to officer's  
questions)

E-5 An officer from a ship, that has just arrived at the dock, is approaching a customs official. The officer is answering questions from the customs officer and is annoyed because he is losing time. Both men know each other and have had problems in the past.

The ship's crew has not done anything illegal and after some time lost during the inspection, they will unload.

(not Aff; no warmth)

(Taken as a whole,  
this is a monologue,  
not a mutual and  
noninstrumental  
conversation; no Aff)

E-6 Old photograph advertising Prince shirts. I knew the man before he lost his shape. God, I tried to marry him, but I wasn't rich and attractive enough to him. Now, he lives on Laurel just up from that nice white house with the green shutters. Bald as an egg, Gladys, and round as one. My Victor has not put on a pound since our marriage, but this guy Jack Fartheum really ballooned out. He doesn't seem to work, just sits in his back yard playing with a telephone or something.

Ach (borderline, but  
"pleased" seems to  
involve evaluation)

E-7 I observe a man of about 40 years of age sitting at a drafting table taking a break from work. He is an architect. He is in the middle of a big project for the firm he works for. He is pleased by the way the job is going and he is pleased at his own work.

Aff  
Ach

He is looking at a photograph of his wife and two children. He is thinking to himself what a lucky fellow he is to have such a family and a good job.

Aff

He has the look of self satisfaction. He is thinking of the vacation he has planned with the family as soon as the project is over.

---

(not Pow; no actor)

E-8 Sometimes during the day when you're removed from a family situation, your mind tends to wander to that family. When at work, you can be distracted if the concentration isn't there. At home situations can make you feel happy or they can be seen for what they really are. It is good to be away from ones close to you so you can reflect on them with distance.

(not Aff; no warmth)

(not Aff; no sadness  
or warmth)

E-9 This is a man who is an Architect from the 1940's. He has many drawings of a building he has designed. He a spent many many hours on his building. But his plans have been rejected by the building committee. He's looking at the picture of his family, and thinking how many more hours he's going to be away from them as he has to redo all the plans to the building specifications again but he will do it and keep his job with the building.

---

E-10 Almost 40 and still pushing a pencil. The kids had grown so fast he could hardly believe it. The job sucked and the commute was enough to give him an ulcer.

Scott looked at the picture of his family again and had to catch his breath when he realized that the photo had been taken almost 15 years ago. If he didn't make the move soon, he'd be too old to start a new profession, not to mention too scared.

It was settled then! He and Michelle had talked it over many times and both agreed it had to be done soon. As soon as their youngest daughter started college, they would pack up their stuff, sell the house, and move west to Pennsylvania. They had managed to save a little money, their oldest daughter was on a free scholarship, and their youngest was on the co-op plan at college. Pushing motorcycle sales would be tough too, but in a different way, and he was ready for it.



Aff; Pow (or next phrase)

E-11 Remember. Tell on me how flowers paled our lives, petaling us in Vermont fields. The itch after the haying, you made me oatmeal baths to soothe the sores. Let's rob a bank or something, dump yesterday and today for tomorrow.

Aff (shared noninstrumental activity)

Remember the yellow floors in the summer house along the Costa Brava, near that single standing pine. We took turns looking at the floor arched like that old bridge. Row, row, row.

Aff

Too bad civilization has come to the Charles. Even ten years ago we could have walked down by the river and snuck a kiss and bumpadedump or two. Now, Helene, we almost need a private room in a special. Helene, now wake up. I know it's cold, but it will be all right. I'll hold you. You have stopped shivering at least. Now talk to me a little, just say something. . . .

Aff; Pow (suggestion of reassurance or nurturance)

E-12 The picture shows two graduate students sitting on a bench beside the Charles River.

Aff (either phrase)

They are in the same graduate course and have seen each other in class. Today, however, they are talking person to person for the first time.

After class he suggested to her that they take a walk together. She was ready for the invitation.

Aff

Although this is mid-week he has just asked her if she would have dinner on Friday. He suggests his favorite pizza shop. She says o.k. but no anchovies.

Aff

They both laugh.

E-13 On a warm, sunny day it is nice to escape from the everyday situations and sit alongside the water. Cambridge and Boston have many areas with benches to sit on while having your lunch. I'm reminded of home for the Charles River was in our back yard.

Aff

It is fun being with someone on this bench for the outside air seems to let the words flow easily.

(not Aff; the walk was for an instrumental purpose)

---

E-14 There is a man and woman, who went for a walk on a winter's day. They went to a quiet place with a lovely bridge over a part where it was quiet and free of distractions. They wanted to make plans for a trip to a warm climate. The winter here was pretty but harsh. The trip would take them to South America where they would work together in the warm climate catching birds to send to the zoos in the States. It would be an exciting job.

(not clear her  
unhappiness due to  
lack of Aff)  
Ach

E-15 Carol was always unhappy about something. If it wasn't her job, it was her love life. If those situations were going ok, she'd find something else.

But now she really had something to be unhappy about, and Jack was surprised at how well she was handling it.

Aff (sharing feelings)

December had been cold and dreary and it seemed that winter was far from over. During the holidays, Carol found out that her dad was dying of cancer. Ted would have expected that she would fall apart, but instead, she was sitting there on the banks of the Charles on a cold but sunny day in January, telling him about strength, about love, about real feelings. Things that Ted never realized were in her repertoire of thoughts.

Maybe it was just that people have more trouble dealing with day to day situations which were harder to assign feelings to than real issues.

(not Ach; "tenured" is  
descriptive, not  
status)  
(not Aff; "together"  
not clearly warmth)

E-16 I observe two biomedical chemists working in their laboratory. Both are tenured professors and have recently decided to work on a research project together.

The woman in the foreground is from Paris. She has been in the U.S. for 5 years. It was her idea to start the project. She is very intense in her belief that a certain gene can be identified. This intensity often gets in the way with the project. Her partner, a more reflective person, keeps the perspective. Together they make a good team.

Ach

(not Pow; there is no  
clear helping act  
to create the  
emotional effect)

E-17 There are so many diseases that we're aware of in the world that it is good to know that there are people who have dedicated themselves to science and healing. Becoming aware of your body and how you treat it is an awareness everyone should have and knowing that there is help for sickness can enable you to not feel as helpless.

Ach

Ach

Ach

E-18 This is a scientist and her assistant there working on a project to cure heartworm in dogs. They have been working on the project for six years. Today would be the day that their work could be called a success. The formula has been curing for several days. Now the assistant has checked ten of the twenty vials all of them are positive. The scientist checks the rest. They have done it. Now the project is over they have won.

---

E-19 Meg pipetted the chronoform carefully into the test tube. This extraction was the umpteenth one she had done, but the end was in sight. She would be glad to finish this project; glad because she was getting encouraging results, and glad because she wanted to move onto something else.

She was tempted to tell Chris some of the problems she had had during her years in the lab, but she was afraid that if she said too much, Chris would decide that she had taken a bad job, and leave. Then Meg would have to stay longer and train someone else.

It was a little selfish, but she felt that she had done her stint, and let Chris encounter her own problems, and deal with them in her own way.

---

E-20 A serious woman is working in her lab. She is thinking about her work or appears to be thinking of her work.

(not Aff; warmth  
negated)

A co-worker (possibly a male) appears to be interested in her and is about to tell her so. Although she will be polite, she will tell this person that although she may like him (or her) she is not interested in a serious relationship with this person.

She seems to have more interest in the work than in people (individuals).

Ach

E-21 This is a husband and wife that are circus trapeze performers. They started training when they were very young under the husband's father. They have been training and working in a small show for ten or more years. They were very good, but could not get a break. On this night a manager of a large circus saw them perform, and asked them to work in his circus. They would be rewarded for all their hard work after all.

E-22 This was really it! If Lisa had known 2 years ago how she would really fit in with this troupe, she wouldn't have been so nervous.

She felt really happy and in control of herself. Here she was flying 50 feet above the bigtop floor, attached to nothing, soaring thru the air, but confident to know that her partner would be there at exactly the right second to grab her and take her back to terra firma.

It was really a big change from her old self. She had been afraid to do anything--to change, to think, to move. But somehow she had managed to swallow her fears and take the job. It was unstable, it was chancy but boy was it enjoyable. She began to think that maybe it was the best thing she had ever done. She had taken action and in turn, taken control of her life, and even if the job ended suddenly, she would never again be afraid to go on and do something else.

Ach

E-23 This couple is performing at the circus. They are both well practiced and are confident that they can perform standard acrobatic feats with little difficulty.

Although they are good and professional, they are not creative, showy, and flashy, which will be needed if they are to go anywhere in life.

Perhaps this will come with time.

Ach (either phrase)

E-24 These trapeze artists are performing in a circus. They are concentrating on their performance. They both want to give a good show and not make any mistakes which in their line of work could be a bit of a problem. They will give a wonderful performance.

Ach (either phrase)

E-25 There is a man and a woman doing a trapeze act at a circus. They are married and have been together as an act for many years. He is looking at her and thinking how beautiful she is. She is looking at him and thinking how much she trusts him. He is so strong and reliable. She never fears he will not catch her. They both think what a good life it is. They have been talking about children and she knows he will have to find another partner if she gets pregnant. It is strange to her, but she doesn't worry. She knows he will be just as strong and reliable as a father and husband and they will always be together.

Aff

Aff

(not Ach; here "good" seems to mean "happy" rather than excellent)

Aff

Aff (here "walking"  
is a companionate  
activity)

(not Aff; no sadness  
about separation)

Aff

Aff (talk is non-  
instrumental, thus  
not also Pow)

(not Aff; "visit" is  
instrumental and  
not clearly warm)

Pow

E-26 The picture shows a father and daughter  
together walking across the meadow on the family farm.

She has been away for several years following  
her career in the big city. She and her husband have  
been having marital problems for some time. Recently  
they decided to separate. She tried it alone but  
needed support. She called her father, a widower, and  
asked if she could come home for a visit. She has  
been there for about a week and feels very relaxed.

Often talking to her father she feels it isn't  
so bad and she can face it.

E-27 This is an old man and his daughter. The old  
man still works his farm in the hills. He has horses  
and sheep. He still works the land the old way. His  
daughter has come to visit him from the city. She's  
been gone a long time. She's come back to the farm to  
stay. She's decided the city was not for her. She  
wants to work the land again like her father. He's  
happy at first but convinces her to go back to the  
city. The farming is too difficult for her.

E-28 Thistle climbed the hill methodically. She had  
been up and down this hill three times already today.  
She knew Gus was getting tired, too. She would have  
preferred to just stand in the field and chew on some  
clover. She also realized that if they had to do much  
more of this, Gus would be no fun tonite.

"Why does this jerk have to drag us along on  
his little walks, anyway?" she thought. He had  
company this weekend and Thistle knew that that meant  
tours of the farm, rides, demonstrations of currying  
(and then of course the city human would try it and  
that hurt!), and finally they would allowed to have  
some time to themselves. The kids were too high  
spirited and not dependable for these little jaunts  
thru nature, so Thistle and Gus were it. "Oh well,"  
she sighed, "We're almost back to the stall and we can  
relax, but damn I wish he'd stop pulling on that  
rope!"

Pow (either phrase)

Pow (emotional effect  
of rope-pulling)

E-29 A younger woman is interviewing an older man.  
Although he seems to have work horses, I don't think  
he is a farmer. Perhaps he is a horse breeder. He  
appears to have some money.

It looks like it is early morning on a fall  
day. He is enjoying the attention he is receiving  
from the younger woman and although he would like to  
make an advance, I doubt anything other than thoughts  
will occur.

Pow (either phrase)

He seems to be an honest type.

Aff (either phrase)

E-30 There are 2 people strolling happily through the rolling countryside. The older gentleman is leading two horses as he chats amicably with a younger woman. The young woman appears to have cut some spring flowering bushes and is carrying them. They both appear to be enjoying spring and the reawakening of the countryside. Perhaps they're on their way back to the old gentleman's home, where they will have some tea and get further acquainted.

Aff

Practice Set F

(not Pow; no "investigation" at this point)

Pow

Ach

F-1 The woman is a radio news reporter. She is getting a lead on a story. She has been going to various meetings around the country for the past year, and she has spoken to many people about issues which concern them. Now, one of them has called her and told her that the Freeholder Board's Director will try to force the Welfare Board Director to resign. The reporter will try to get as much information as possible from this source. She is excited and a little nervous. She will next call the Freeholder Board Director and the Welfare Director for their sides of the story. It would be easier to just go with the story now, but she prides herself on presenting all sides to a story as fairly as she can.

Pow ("exasperation" is marginal; "guilt" is emotional effect)  
Ach (either phrase; "well-regarded" by itself is close to Pow)

F-2 She's a professor talking on the phone to a publisher or colleague--a student is coming in to ask her help. She's eager to get back to the conversation (about an article she's written) but has duties to see student. She will say to colleague--can I call you back? If yes--sees student. If no--tells student to come back. Exasperation at student more than colleague--also guilt. Wants to be perfectly available teacher, but also wants to be a competent well-regarded researcher. The academic bind. She looks resigned and humorous about it.

Pow ("pleasantly surprised" suggests an emotion)

F-3 This woman is a reporter. She is using her card file of sources to get information on a rapidly-breaking story. Someone she did not expect has just entered her office. She is pleasantly surprised, and her search for information may take a positive turn.

AffPow ("surprised")Aff ("friends")

F-4 This is Beth. She is working through her rolidex calling acquaintances to ask them to contribute money to a youth organization that she serves as a Board member. Beth wants her friends to contribute, but she feels very reticent about asking them to contribute. She is surprised that she is able to make these calls and pleasantly surprised that her friends respond to her request. Of course, some make excuses, and both of them feel uncomfortable. Meanwhile, Beth is also keeping her eyes on the clock because she has a cake baking in the oven, and she has to finish her phone calls, and the baking soon because she also brought work home from the office. She will make one more call, even though she doesn't have time because she would like to complete this task and put it behind her.

Aff

(not Aff; warmth is  
lacking)

Aff

F-5 An office. She is a secretary trying to reach someone--she is responsible and is trying to stave off some catastrophe. (Don't know what) She likes/is loyal to her boss who depends on her to manage details and who takes for granted that things will work smoothly. She's hassled but like it (though she is tired, especially when does a lot of overtime). She will find some solution, and he'll never realize at all how hard she works for him. She is worked for him for a long time, and thinks sometimes about how to make the switch into Management--she is unmarried (lived with a guy, a lot of fun but it didn't work out). She still hangs around bars when she has the chance but she's getting too old for that scene. Her best friend had a baby last week, and she suddenly realized she was getting older.

Pow

F-6 Susan, the school secretary, has just phoned Mrs Tait as her son Jason has fallen and broken his ankle. He was sliding down the bannisters (forbidden) and slipped and fell. He has been taken to hospital by Mr Robinson and will she please join him there. Susan is anxious to get through as she has other jobs to do and is also worried lest Mrs Tait feels the school was negligent. Mrs Tait is finally reached, Jason scolded ("got away" as they say in the NE of England) and off school for 2 weeks.



Aff

Pow (either phrase; the latter suggests checking up)

F-7 This woman is an office assistant, she just got to work. She is well liked and well respected. But not everyone likes her, and one of her superiors has called her up to ask her whether she did some piece of work she was supposed to do (which of course was fictitious to begin with.) Our woman is doing some fast thinking: this has taken her by surprise. She has herself covered, and will come out of the brief difficulty all right.

F-8 A busy working mother is getting a call from her baby sitter. The baby has sniffles and the sitter is concerned. The mother is trying to decide whether the baby is sick enough that she has to go home--which would be a problem because she is supposed to go to an important meeting in a few minutes. After talking to the sitter for a few minutes she decides the baby can wait until she gets home, but she worries all afternoon!

Pow

Aff

Pow (any of three phrases; first one is hypothetical emotional effect; third one is getting evidence)

F-9 The woman is involved in a bitter divorce. She has hired a detective (the man) who is photographing her husband and another woman making love on a secluded beach. The woman was a loving and faithful wife who had no idea her husband was having affairs. Then one day he announced he was leaving her for another woman. The wife is not seeking revenge, but she is afraid that her husband will not only leave her but take their children and get the money that they have sacrificed and scrimped to save up together. Her attorney has advised this woman to get pictures of the husband's adultery to help her get what she feels she is entitled to in the divorce settlement.

Ach

Ach (standard of excellence for poet)  
(No Pow; this is autonomy)

F-10 Husband-wife research team, photographing fine specimen of duck decoys at early 20th century-Maine. The book will have his pictures and her words. His name will go first, (if hers is there at all.) Fullsame acknowledgements to her in introduction. She writes poetry on the side, finally gets published on her own. The marriage may or may not survive this assertion of her own voice.

Pow

Ach (borderline; here "successful" goes beyond mere completion)

F-11 This is a husband and wife who have just entered retirement from high-prestige careers. They are vacationing in Maine. They are bird-watchers/nature lovers and have just spotted an interesting bird or mammal and are about to take a successful photo.

Aff

F-12 This couple are attractive, middle-aged, married, maybe on a second marriage, and on an outing doing their favorite thing: photographing wildlife. They are both professional people but this is Saturday, and they have taken a drive to the shore, in Maine or North Carolina perhaps, to look for the nesting birds they found the previous weekend. It is cool--spring in Maine, or winter in North Carolina. Just before this shot they were walking together through the tall grass near the ocean and talking together about the week that just ended, very happily. He listened to her, and she listened to him. They spotted a waterfowl's nest, stopped and got the camera ready. Just as he was getting the lens adjusted, the parent bird returned to the nest and was getting ready to sit on the eggs. That is what the woman is pointing at, and she has just said "Oh, look!" After he takes the picture, they will discuss the kind of bird it was, whether it was the male or the female, how soon the eggs will hatch, etc. Then they will continue their stroll, go down to the beach below, sit for a while, still talking happily, and finally return to their car and go home for lunch.

Aff (either phrase)AffAff

(not Ach; "better" here  
suggests warmth)

F-13 There's a bird down the hill. They are avid bird watchers and they go to the sanctuary for a weekend every year this season. They are married now more than 25y, and their marriage has weathered a lot but now they are good companions to each other (sex had been better, but it matters less). Their kids have begun to have children, but their daughter with the grandkids lives far away so for now they are in a freedom zone: Their own parents dead, the dog gone a long time ago. Free to look at birds and enjoy each other on a sunny fall afternoon.

AffAff

F-14 Mr Adams is a photographer on a Sunday paper and has heard of a rare spring flowering gentian that's blooming in the dales in March. He has come to photograph it and Miss Perrin the local warden of the nature reserves showing him the plant. He prepares a short one page spread on different habitats weekly in the colour supplement magazine and had written Miss Perrin, who had suggest March and the gentian for her locale. After a few more shots they will adjourn to a local pub for lunch and drink and general habitat conversation. Both are keen on wild life.

- Ach (standard of excellence re: photography)  
Aff (companionate activity)
- F-15 Two married retirees in Nantucket. They are birders, they have come out after breakfast in May to see what birds have nested on the high places above their (very expensive house). They both enjoy their hobby and are having a great time. She is pointing out some small detail in the scene he is photographing: "Be sure to get the edge of the nest over their to the left." He doesn't regard this as back-seat driving. They make a good team. They will take the picture and then take a bunch more before they go home for hot chocolate at 10:00.
- Pow (any of three phrases; "try" here means "convince;" even for a lawyer this is beyond routine)
- Pow
- F-16 This is a courtroom. The man and woman at the left are attorneys for the man at the right. The man is a prominent citizen who has been accused of embezzling money from the bank at which he works. The lawyers feel the man is guilty, but the female attorney plans to try for a light sentence. She is going to point out that the \$40,000 embezzled was a relatively small sum which was used for (what she feels were) silly projects such as adding a deck to the man's house. She will call a number of character witnesses and argue that the man is really no threat to anyone. The other attorney has the records from the bank, and he will ask bank employees to testify to the man's 20 previous "clean" years of employment. The defendant now realizes what a foolish and devastating mistake he has made.
- Pow ("trying to prove" here suggests impact)  
Ach
- Pow  
Ach
- Pow (any of three phrases; no Ach because context negates any standard implied by "terrific")
- F-17 This looks like a U.N. meeting, say a discussion of human rights in El Salvador. The woman is trying to prove she's as serious and experienced as the guys. (She's not only female but she's younger.) Their views will prevail but she will get credit for being an up and coming diplomat--great future--well-argued points. Unfortunately she's American--has to argue that El Salvador gov't. is terrific even though she knows about all the cover-ups like the murder of the priests. She rationalizes this because she's a careerist. A Jeanne Fitzpatrick in the making.
- Pow (next sentence also would have been scorable)
- Pow ("add to" makes the "support" concrete)
- F-18 These people are at a government hearing. They are the people conducting the hearing. One of the witnesses has just said something that brought a strong response from the man on the right side of the picture. His statement is received with serious attention by the others at the table. The woman seems to be chairman--she is getting ready to support and add to the statement being put forth.

- Pow F-19 This is a high-powered board or committee meeting, perhaps even governmental. The woman is very bright and professionally competent, but her opinions are being ignored by the men (in the vast majority) at the meeting. Her expression reveals how annoyed she is. But the men will not change.
- Ach
- Pow (emotional effect)
- F-20 This is a meeting of a political group--representatives from different countries in some kind of international social organization discussing policy. There are quite a lot of other people in the room, but the woman here is the only woman present. This fact alone makes her stand out.
- Pow (phrase in next sentence could also have scored) The three people here came to the meeting with three different ideas. So far, neither the woman nor the man on her right (the younger man) has had a chance to speak. The man is listening intently to the other man, the one who is speaking, because he disagrees with him. That is only natural, since the one who is speaking is taking a very violent position on something to do with a central issue--population control, abortion, famine. After he finishes there will be a general hue and cry, all within the bounds of politeness, however, and the younger man will speak out strongly against the first speaker's positions. Before the meeting is over the woman will have read a prepared speech which will be very well received and which all the newspapers will quote tomorrow. She will be seen on all the television news reports as well. As usual, the committee will have made very little progress in its deliberations.
- Ach ("well-received" suggests excellence)
- Pow (impact; either phrase)
- F-21 The Soviet Union is splitting apart. Despite all the diplomatic and economic measures and military threat, the Baltic States have persisted in their claim for independence. At least, the Kremlin agrees to come to the conference table to negotiate independence. These three are negotiators on the Soviet side. The bald fellow is the spokesman. The woman says little, but she is reporting back to the foreign ministry on the state of the negotiations. The third person is an interpreter. They all know that the conference will end in independence for the Baltic States, but they all three know that they must appear to resist so that the military back home will believe they have stood up for union principles. The bald guy makes a threatening as the woman watches grimly to make sure that the proper threat is conveyed. They are all three tense because they know they are acting out false positions.
- Pow
- Pow (any of four phrases)

Pow (any of three phrases)

F-22 A banker (S&L) is testifying in front of a senate committee with his two lawyers. His bank has had numerous fraudulent transactions uncovered so he is worried and so are his lawyers. Eventually he is convicted and sent to prison.

Aff

(not Pow; control is negated)

F-23 This is a happy story about a husband and wife who have learned to share the work involved in running their household. Both were fortunate to have been allowed an unusual amount of independence as teenagers. Their parents let them make decisions, and in fact trusted them, to a great extent, to run their own lives. Of course, that was partly because each of these people had quite a strong, optimistic and responsible nature to begin with. When this couple started dating, neither had much money, and they spent a lot of their time in everyday pursuits. The husband had said early in their relationship, "I want us to do everything together," although in fact, he often did the laundry or the marketing all on his own if she had something more pressing to do. She had said early on, "I can really do all of it myself; I'm quite capable; but it's much more fun doing it with you." They feel happy and good about their relationship. They plan to continue working hard at being together and sharing their burdens.

Aff (any of three phrases)

Aff (also next sentence)

Aff

Aff (also next sentence; No Pow, "help" here means co-work)

Aff (also next sentence)

Aff (also next sentence)

F-24 (Is the man blind or just sunglasses?) A girl @ 16 years old is helping her father on Sunday afternoon in October rake leaves. She's happy to be there--she doesn't want to be with her friends at that moment. She likes her times with him. She wonders what college will be like away from home and whether her parents will miss her too much. (She's an only child.) Will Mum help Dad with the leaves? She's used to being close with her parents and doesn't mind the company of adults, particularly his company. In college she meets other quiet contemplative people like herself and marries a sweet kind fellow like Dad.

Aff (also next sentence)

Aff

F-25 Father and daughter are doing yard work. Actually she has her own home, but she has come to visit and is helping with the chores. It is a good way to visit, since cooperating and casual chatter can lay a groundwork of good feeling in their relationship. She visits fairly often so they are comfortable doing these chores during that time.

Aff

F-26 This young woman and her father are doing a common summer task: raking the grass clippings. The only nice thing about it is that they are doing it together. It is probably a weekend day, and they have often done the job together before. Just before, the father had mowed the lawn and the daughter had trimmed around the bushes and weeded the flower beds. After he mowed, she raked the grass into piles, and when he was done mowing he got the bags and they starting putting the clippings in the bags. They couldn't talk much while the mower was on, but when the mowing was over they talked a lot about the family and her school. He told her something he was proud of that he did at work and she told him she was glad for him. She told him about the fun she was having in her classes in college and he was pleased. Both father and daughter are happy and feel at peace with the world; all is going well, for both of them and for their family. When they finish the lawn they will look it over together, he will put his arm around her waist, and they will go inside for a drink of lemonade.

AffAch ("proud of" implies excellence)AffPowAff (any of three phrases)

(not Ach; here "best" implies propriety)  
(not Pow; no act causes resentment)

Pow (elaboration beyond routine request)Pow (either sentence)

(not Aff; warmth lacking)

Pow

F-27 Linda, aged 16, and her father are raking the leaves that have fallen from the oak trees in their backyard. They are both on their best behavior. She resents doing this chore, which she believes could be done by the handyman who works for her family during the week. She knows this is not necessary work. She has been asked to do this work to prove a point--that she should contribute to her family's welfare. Her father believes in this sort of thing, thinks it important that his daughter grows up with a sense of responsibility, that they understand work. This is difficult to convey when he can in fact give them everything they need in a material way. Many a time, they have argued over just such an assignment, both wanting their own way, both resisting on it. This time, mother has prevailed on both to take advantage of a crisp fall today to work outside together. They are awkwardly having a conversation about Linda's plans to go away to college. Father, who has given in to his wife's persuasion that his daughter should go away is asking what she plans to major in.

Aff (seems to express  
positive feeling)  
Aff (also next  
sentence)

F-28 Cooperating cleaning up the yard. The young 2nd wife. They are taking it easy after his episode of chest pain last week, but the sunshine was nice, and it seemed a simple enough job. She's a potter. She does her work in the house. He was/is a government employee. High up. GS 13,14 or some such. He ran some program. She's his gift as far as he's concerned. Gentle, young, funny, creative, alive. He worries of course about keeping her. He tells himself all that stuff about life being transient and CARPE DIEM, but nonetheless there is a sad tension as he gazes at her through the corner of his eye, because he knows he can't keep her forever.

Aff

F-29 My husband has just mowed the lawn at my sister's place in Vermont. I am raking up the grass cuttings which we shall collect and deposit on the compost heap. This is in the future as it looks like October time and we don't get to the coast except in August, and we'll have to wait until we retire for this picture to be true, but I've long hair however I don't think my husband will go bald, so maybe it's my brother who is balding. A nice calm picture of any family set up with people who love each other and care for the environment.

Ach  
(not Aff; talk is  
instrumental)  
Aff (or next sentence)  
Ach (here a standard  
of excellence)

F-30 Father and daughter on autumn afternoon, raking leaves. They usually have trouble talking to each other (he's reticent and awkward, she's fifteen and hasn't much use for parents in general. But when they focus on something outside, like this activity, they do much better. Today they are talking about what to get for wife/mother for her upcoming birthday--she's been low and menopausal for a few months. Both father and daughter feel good about the situation though they feel bad for mom. They're going to think up just the right present.

Practice Set G

This set contains clinically-administered TAT stories. Subjects' responses (labelled "S:") should be scored. Interviewers' questions and comments (indented and labelled "I:") should not be scored.

G-1

Pow

S: Okay, there is a lady and man here and it appears that it seems to be very intent and things go ... this is so stupid ... but anyway, no ... I'll take that back. It really appears to me like this person has gotten shot or something or is in her arms about to die, maybe due to a heart attack and she's holding this person ... as if to say, "Don't die, wait for the ambulance" or whatever. And so this person who is in her arms is thinking, "I'm about to go." And this person is saying "Please don't go." End.

[I: What's the outcome?]

S: I don't know what the outcome is. Hopefully the person survives and lives happily ever after.

G-2

S: I guess they are on ... it's a mother and her daughter, and her daughter is dying and they are ... and what else am I supposed to say?

[I: What's going on, what led up to it, what the outcome is, what kind of plot....]

S: The daughter, I guess, is ... she's ill ... I guess for a while ... and she's in the process of bringing her somewhere where ... when she died. And ... I don't know ... she's upset.

[I: Which one is dying? The daughter?]

Pow

S: The daughter, the one that's being held. Maybe she's killing her, I don't know ... OK?

[I: Let's make up a story about what led up to it, what she's dying of, what's going to happen, you know ... what's the outcome going to be ... just a little story.]

Pow

Pow (these elipses are periods)

S: ... She is ... I have to think ... well ... she's dying cause her mother is killing her ... she's strangling her ... and I guess they got in an argument

(story continues on next page)



Pow (any one of the  
three phrases)

and the daughter maybe was having an affair with the mother's second husband, or something ... and so the mother's killing ... they had a huge fight and the mother is killing her. And the outcome, the daughter dies and the mother eventually goes crazy.

G-3

Pow (unsolicited help)

Aff (either phrase;  
next sentence also  
scorable)

Aff

Pow

Aff

S: Oh ... this is an older woman with her older sister who is ill and she's been ill for a while. And this woman was alone in the house with no one to help her and her sick sister got worse and so she carried her down the stairs to get her to the hospital. At the bottom of the stairs she stopped for a moment to catch her breath, looking at her sister, remembering childhood memories and remembered all the good things they shared and how sad she's been since her sister has been ill. And how much she loves her. And with this flood of memories came a flood of emotions ... how much she loves her sister ... which started her adrenelin pumping and she was able to carry her sister to the car, get her to the hospital, where her sister gets help and stabilizes and they've got more time together.

G-4

Pow, Aff

Pow, Aff

Pow ("checking her,"  
as unsolicited help,  
would also be  
scorable)

S: Yeah, I might as well make it clear ... there's a woman standing above another woman next to the staircase. I guess the woman who's standing above is Josephine and the other one is Mary.... OK ... Mary is in her room, in her bedroom, very distraught and she is very upset about her son going to war and haven't heard from him, so she was in her room. And Josephine was making tea, it was about teatime and Mary was slowing coming down the stairs. She had her hand on the rail and walking in a slumpish way ... and she went down the stairs very slowly. Suddenly she fell ... she didn't injure herself so much, she didn't have a very big fall, but it was ... she toppled down the stairs and Josephine ran over to see what happened and sort of picked her up and ... and Mary isn't hurt but she sees that she's very distraught so Josephine is talking to her and trying to encourage her and tell her that everything will be all right. And because you don't hear from him it doesn't mean anything is wrong now, so lets ... she's trying to persuade her and she's looking at her and checking her ... and....

[I: Be ... because you don't care for him....]

(story continues on next page)

Pow, Aff

S: Yeah ... from her son ... who is in the war ... she doesn't hear anything about him ... where he is or how he's doing so that's it ... she's trying to ... Josephine is trying to cheer her up and comfort her.

Pow

G-5

S: She's strangling him ... I can't tell what....

[I: Whatever it looks like to you.]

Pow

S: ... It looks like they have been arguing about something. She's got a hurt and angry look on her face and her hands are on her neck and she's not sure what she wants to do....

[I: So who are the people and what led up to this, what will happen afterward, what are they thinking and feeling?]

Pow

S: It looks like probably a husband and a wife. He did something or said something that made her angry, but she obviously has the upperhand on this, and I don't whether her ... whether her thoughts ever temper her emotions ... it depends on what happens after this, I don't know....

[I: Well, whatever ... make up a story whatever ... whatever you like ... it's your story.]

S: She comes to her senses and she lets go and they talk it out and it's all OK.

[I: What led up to it ... what are they....]

Pow

S: He came home and he said something that made her mad or did something that hurt her ... I don't know.

[I: Like?]

Pow

S: He put her down, maybe told her the house is messy. Didn't have anything nice to say, complain from the day that he came in the door because he had a tense day, and she had a tense day, too. And she didn't want to hear it anymore or deal with having his anger taken out on her.

Pow

G-6

S: OK. Her name is Sally and Sally is thinking about the wonderful day she's had. A pleasant day. She's just in deep thought about how the day has gone and oh boy ... so I have to say what led up to that or something.

[I: Yes.]

S: Well, I'll just say that she's just come home or she's ... yeah, she's just come home from a day at work, she's having dinner, and she's just spending time to herself thinking about how the day has gone and from her expression it seems like she's ... it was pretty pleasant and the end is that she is hoping that her day will be just like it was the day before.

G-7

S: OK ... this person ... she is a model ... she's modeling for a painter ... somewhere in Europe, I guess in Italy ... and she's a ... she's not a professional model, she's just ... maybe she just like a mother or something in the area ... she's not particularly conscious of her looks or how good-looking she is, but I don't know, maybe she was sitting, maybe the person who was painting her, I don't know, met her daughter somewhere and just sort of liked her presence and decided that he wanted to paint her and found her to be comfort ... comfortable ... a model that is sort of at ease and easy to paint. And, I don't know, what's the outcome? I guess he paints a picture. I don't know, maybe they start up a relationship between her and the painter.

Aff

G-8

S: OK ... this girl is in a dance studio sitting in the corner. She's been studying dance every since she was very young. All she's ever wanted to do is dance. She hasn't gotten many jobs ... she goes to audition after audition. With the competition so tough she doesn't get many parts. Once in a while she is in a chorus or some extra that crosses the stage. She's wondering whether or not the struggling is worth the anguish she sometimes goes through. The aches and pains after all the practices and the disappointment after not getting jobs. And whether or not she should continue with dance or follow the advice of those around her that tell her to do something else with her life to better her life. She remembers how much she's enjoyed dancing ever since she was little, and the

(not Ach; no emotion about failure)

Ach

(story continues on next page)

Ach ("lead in a  
"ballet" is also  
scorable as a  
standard of  
excellence)

first time she took a dance class, the first time she was on stage, and all the joy that dancing brings to her. The dreams that she's had of becoming a successful dancer and eventually she decides that her dream are too big to let go and continues dancing. And one day she has the lead in a ballet.

G-9

Pow

S: This one looks like a young teacher.... And she's still in her classroom next to the chalkboard and it seems like a class that takes place ... not in the city ... and she's just thinking of a remark of one of her ... one of her students that said ... he said something very touching. He just asked her a question ... why she does something a certain way ... which she had never thought of and she's very touched by how the child observed her ... this young boy. And now she's sitting next to the chalkboard and such a simple question put very deep thoughts into her mind.

[I: What kind of question was it? What kind of thoughts might it have put in her mind?]

S: Maybe why she ... nothing too personal ... but ... that's difficult.... I really don't know.

[I: Well just make up anything you like ... nothing difficult.]

S: Like what she's thinking about?

[I: Yeah.]

Pow (implied careful  
control)

S: Ahhh ... could be something like ... it could be personal ... it could be whether she set her hair in such a way and why she is so strict with certain children ... and I don't know ... something like that.

G-10

(not Aff; no warmth)

S: It looks like a young girl who is making a big decision about something ... just sitting in a quiet room trying to figure out what to do ... maybe between work ... deciding about a change in her life, deciding whether she wants to get married or stay in her career. She's trying to figure something out ... she's like trying to figure out a direction. It just looks like she's trying to sit in a quiet room and take time to herself and figure it out for herself. I'm not real creative story-wise....

(story continues on next page)

[I: Well that's OK ... we're not looking for ... you know, we're not looking for award-winning....]

S: To me, it looks like she's trying to make a big decision.

[I: And what's the outcome?]

Ach

S: ... I'm sure she figures out what is best for her, I don't ... uhmmmm ... I don't know.

G-11

---

S: Here it appears ... it just appears like this gentleman here is getting an operation, probably due to the fact he was having some abdominal pains and they are operating on him....

[I: Which gentleman?]

S: This one here on the table. So it seems like two doctors are about to take something out on the left hand side. But that's really wild because I can't make out what this person would be. Except maybe I'll make her or him be the son and say that he's hoping that he'll die so he can get his inheritance ... that's what his smirk is. And as it turns out the man lives and he's out of money.

G-12

Pow

Pow (previous ellipsis marks a completed thought unit, and so is equivalent to the end of a sentence)

Pow

S: Well, it seems like this person in the right hand corner is sort of imagining what's going on ... what's going on behind him isn't really there, but it's just ... it's what he is imagining. And perhaps he has arranged ... he is imagining two people killing the third person. And perhaps ... perhaps he's thinking about that because he's aware that that's going on somewhere and maybe ... he ... maybe actually planned that this third person be killed ... the third person is ... I don't know, maybe someone he owes something to ... maybe a gambling debt or something like that. And then the fact that he's thinking about it and imagining that it's taking place might mean that he's feeling sort of guilty, that his thoughts are haunting him, he's feeling what seemed to be easy asking two people to kill this third person, maybe, has turned out to be difficult. And ... or it's turned out he's not very comfortable with the idea, so his thoughts are sort of haunting him. So that would probably continue. It would be difficult for him to continue on in his life knowing what he caused.

G-13

(not Ach; no clear  
standard of  
excellence)

(not Pow; impact  
denied)

S: This is a young boy trying to decide what he wants to do with his life. He's got a vivid imagination. He's only about 12 and he's trying to decide what to do when he's an adult. He watches a lot of TV and he remembers the program "Doogie Howser MD" and thinks about what it would be like being the doctor and how much fun it would be to still be young but be an adult and become an adult sooner than his friends. But then he remembers what he's seen on other programs with doctors and blood and people in pain, and how busy doctors always seem to be on TV, and he decides he doesn't want to grow up that fast, and doesn't want to be around people who are in pain or feel he is the one causing their pain ... because that's what he thinks about doctors ... mainly shots and poking and prodding and sticking things down your throat. So he decides that being a doctor is not what he wants to be and he goes on to his next imaginary thought.

G-14

Ach

Pow

S: This is a picture of a surgeon and he has students from his medical school and he's very experienced ... this surgeon ... and there is a victim, a patient, who needs to be operated ... he has some kind of growth on the side of his stomach and because of his fame and he has such a big ego that he has to decide some ... you know it doesn't really matter any more how things are done, so he takes these two inexperienced lads and sets them to work and they are just hacking away....

[I: So he ... I'm sorry ... so he takes these two...?]

S: Inexperienced lads!

[I: Inexperienced lads?]

Pow (implied concern  
with reputation)

S: Yes ... and they just hack away ... and he lets his reputation ... it doesn't matter anymore what the results are ... so that's it.

[I: What will the outcome be?]

Ach

S: The outcome will be kind of a poor job and ... uhmmm ... well he wouldn't do any work anymore ... he'll just let his ... I wouldn't say students ... but what do you call those ... apprentices, you know, take over, and whether they do a good job or not ... he

(story continues on next page)

Pow

doesn't get credit for it anymore ... just his name stands out.

[I: Yeah ... tell me again ... who is the man who is being operated on?]

S: He is just someone who is a patient with a little growth on the side of his stomach ... a tumor ... it's very minor but it has to be cut out.

G-15

S: That looks like a man that's been in a ... some kind of accident and needed emergency surgery and while the surgery is happening, he's dying and his spirit's getting lifted up out of his body and he can see what's happening.

[I: Which is the ... which is the spirit that's being lifted up?]

S: In the back ... it looks like maybe he was a businessman that had a heart attack or had some sort of problem and the younger, healthier him is going to heaven now.

[I: What kind of accident did he have?]

Pow

S: It looks like maybe he had a heart attack from him being a businessman here, maybe he was under a lot of stress and his body couldn't take it. He had a heart attack and he's dead now but they are trying to save him. That's one of those out-of-body experiences and he makes through the surgery OK and goes on the whole health kick and is OK afterwards.

G-16

Aff

S: This picture to me it appears like this is a mother and you are really interested in making these pictures seem like they could be a man or a woman. But anyway I'll say that this is a mother and son expressing their love for one another, and no situation has to come about to express this except for the love they have for each other. And I'll say that this is the son or the guy and he just feels really content with the fact of having someone to love him and to express their love for each other. So it just looks like they are ... they find comfort with each other and they are both giving each other love and they are both at peace at the moment.

Aff

G-17

Aff, Pow (next phrase  
also scorable)

S: Looks like maybe a priest and someone of his ... I'm not sure what they are called, but like in the ... maybe they are living in a monastery, and the man in the left hand ... on the left side is the father or one of the elders ... elder people in the monastery. And the man on the right hand side is a troubled man who came to the monastery, recently perhaps, and is distraught over something ... maybe what drove him to come to the monastery was some unhappiness. And so right ... in this picture there, embracing that ... you can see that the man on the right hand side, the one who recently came to the monastery, is somewhat upset or is ... that the embrace means more for him ... that he's sort of needy. And the man on the left, while in one sense he is offering comfort he's also somewhat removed and in a position of control. And eventually what happens is that the man on the right who just got to the monastery, sort of becomes more secure within the monastery and sort of takes on the same sort of removed controlling ... character ... character like....

[I: Barren ... manner....]

S: What....

[I: Uhhmm ... this person who is upset or needy, can you say more about that ... why ... what is ... what's brought him to where he is?]

Aff (either phrase)

S: Uhhmm ... he's just sort of not particularly ... not socially ... he's just sort of a socially awkward person, maybe he grew up with parents that were somewhat ... that weren't really around a whole lot ... and maybe ... he ... he's just someone.... Anyway so he's just ... he's just grown up being somewhat awkward, not having a lot of friends, is fairly lonely ... and sort of stumbled around from place to place, and eventually ended up in this monastery sort of searching for companionship.

G-18

Aff

Aff (next sentence  
also scorable)

S: This is an older couple on their 50th anniversary. Their children have given them a big party with all their friends and relatives. They have a lot of memorabilia around them as decorations for the party. And this is the solo dance between the two of them and they are in the middle of the dance floor with the lights dim and everybody standing around watching them sharing in all the love and joy that

(story continues on next page)



fills the room. And the two forget about all the people standing around them and dance their dance and remember the first time they met, the first time they saw each other, the first time they danced their solo dance at their wedding, first child, second child, all the children, grandchildren, and how much they love each other and wish they could have another 50 years together.

G-19

Pow, Aff

Ach

Ach (borderline;  
"good" suggests  
excellence as well  
as morality)

Pow, Aff

S: I see an older person reassuring a younger person and ... this younger person is very unhappy about what is happening in school and she is not sure if she is going to make it, if she's going to be successful in school, and feels very let down by the kids, she doesn't feel like she has much support ... so this older person, her mother, I'm not sure ... is telling her that, you know, if she tries it is very good ... and the important thing is trying ... and if she fails it doesn't matter because she can always ... you know ... it doesn't mean that she's a bad person. And she's telling her now that she's going to bake some pies ... and she's going to cheer her up and it shouldn't hurt you.

G-20

Aff (next phrase  
also scorable)

Aff

Pow

S: It looks like an older married couple who had been apart for a long time and is very happy to see each other. And they are just holding each other and enjoying being close. And happy to be back together cause maybe they were apart because one of them lost a family member, then went to be with their family at that time and the other one is supporting them through a hard moment.

[I: Who did this?]

Aff

S: A family member maybe or a friend.

[I: Like....]

Aff

S: A friend of theirs....

[I: Yeah, like make someone happy.]

Pow, Aff

S: The lady lost a cousin and she went home to the funeral without him cause they are old, so financial reasons she couldn't have him there when she really needed him. But she's back home now and he's holding her and making her feel better.

G-21

Pow ("murdered" in  
next phrase also  
scorable)

Pow

S: This is a man ... this is evil ... it is. I can make up a scary story or something like that. He's the man from who knows where, a dark sinister man ... but I don't have to say that necessary. This is taking place at a graveyard and he is mourning but that's not ... this is crazy ... you think of all those scary movies you've seen ... this could be one of those scary movies where the guy communicates with the dead. And maybe before he kills he goes out and grants the wishes ... maybe he's at someone's tombstone who was murdered or something ... some mystery movie ... and in order to grant his wishes the dead person goes and thinks that he's talking to this person to carry out the wishes to kill someone and so right now he's communicating with the dead. He's getting some vibes or something whatever ... something to do with whatever....

[I: What is whatever?]

Pow

S: To kill him....

[I: To kill who?]

Pow (either phrase)

S: To kill whoever is out there who killed this person in the grave and so as it turns out he carries out his wishes and that's how that goes.

[I: Who is this dead person?]

S: Just someone ... I'm saying that this guy feels he can communicate with the dead.

[I: Who is he that he's communicating with?  
The dead person?]

S: I don't know who it is ... just a person? I mean a man or a male or ... a female or anything?

[I: No....]

Pow (either phrase)

S: Just person X and the person ... yeah, they were partners in crime and he's gotten killed so since these two were partners he's gone to the grave to say, "I'll carry out your wishes." And before he does it I guess he's going to cosign and say, "OK, it's all set, I've found the person who's killed you and I'm going out and take care of it myself." So that's what he does.

G-22

Pow S: Well, it looks like someone standing in a graveyard at night. He's not ... he doesn't look like he's mourning ... he looks more like he's ... thinking some kind of evil thoughts. Perhaps he's at the graveyard ... he's there to ... he's standing in front of the tombstone of somebody that ... that was killed, maybe his brother, but yet he may have come there out of a need to sort of remember who his brother was. But at the same time his ... he might have ... him and his brother might have grown up with a lot of anger between them ... they were never really quite getting along ... and he's not quite in touch with the fact that he's upset that his brother is gone. He's not maybe ... he might have had a thing ... a quick feeling of wanting to go see ... go to the graveyard and visit his brother's tombstone, but once he got there, rather than feel upset, more feelings of anger came up. And he continues to come back to the graveyard at night when no one else is around, over the next year, and he eventually comes to terms with what his relationship was with his brother and becomes more accepting of it and is able to actually mourn his death. And his brother ... the reason his brother died ... he found out he has cancer, or something.

Aff

G-23

Aff S: This one is Ebenezer Scrooge and "A Christmas Carol," towards the end of the story when he's standing looking at his own tombstone remembering his past and all that the spirits have shown him in this one night. And how scared he is looking at his own tombstone and how he wishes he can change the outcome and he's thinking of all the things that he can do to change the outcome so that maybe he won't die a lonely old man and have such a scary end, lonely end. And not have such a dark grave.

[I: What happens?]

Ach S: Well, as the story goes on he wakes up the next morning, it's Christmas morning, and the spirits did all their work in one night and he's got a second chance ... so he dances and sings and goes on to improve his life.

G-24

---

S: This is a cemetery background and there's a man standing there and he looks like he's doing some experimentation ... experimentation for the Jones Project ... no I'm joking ... just for his lab. And he's trying to ... he wants to have extra brains and see what material they are made of so he's standing there near a grave and he's deciding which one he's going to pull up first. Which body he's going to pull up ... and so that's what he's doing ... he's going to take the body ... but they have to be fresh ... so he can't wait too long so that they are decomposed. And he pretty much knows the cemetery pretty well and when people are just buried he dissects them and takes the brains out and does strange experiments ... and he has to put them back.

[I: And what led up to this?]

S: Because he has a very dark, creepy look about him ... he doesn't look like he's very fit for society ... he's very strange ... strange looking ... it's a very dark picture ... and the way his hands are held ... they are kind of ... not very relaxed. They are held together like he is up to something?

[I: Whose brain is it that he wants to take now?]

S: Someone who is just buried ... maybe six hours ago they were buried and he can't see whose body it is ... so he can only tell when he digs them up.

[I: He doesn't know who it is?]

S: No.

[I: And when he does dig this person up who might it turn out to be?]

S: It could be anybody ... in this particular one? A young man in his late 40s who died of a heart attack ... so ... and that's it.

G-25

Pow

S: This looks like a Stephen King picture ... I don't know ... it looks like an evil ... it looks like something out of a "Scooby-Do" cartoon. Somebody that's risen from the grave ... I don't know ... to scare away any kids who decide to play in the graveyard cause he's tired of being disturbed while

(story continues on next page)

he's resting. I don't know ... this is the kind of picture that would've given me nightmares when I was little.

[I: So who is this person who....]

Pow

S: He's one of those old men that hated kids tramping through his yard when he was alive ... cared very much about his garden ... cared very much about his property and now he's dead and he just wants to rest peacefully but there is a bunch of high school kids that constantly come and drink and play in the graveyard. He's tired of it, tired of them, and wants to take the chance to scare them and have the upper hand, so he's there waiting ... he's invisible so they can't see him unless he wants them to.

[I: What happens?]

Pow

S: The kids come through and he gives them the scare of their lives and then he gets to rest peacefully after that.

G-26

Pow

(marginal Aff; next  
phrase is stronger)

Aff

S: This is a scene from "Little House on the Prairie" from way back and ... boy, I have a headache but anyway ... what do I want to make it. The last one is always the hardest one. OK, this is a scene from ... this takes place in Iowa and it's just a normal day with where this guy is just basically taking care of the farmland and mom is watching and Sue is on her way ... she's a teacher and the mother is basically taking or I'll feel that she'll be in control as far as making sure that everything is taken care of or overseeing ... she's the overseer. The guy is the farm ... I don't know what you call him ... he tends to the farm, a very masculine kind of guy. Sue here is attracted to this guy cause he's got a nice body and all that, he's very masculine. And let's see ... the two are very attracted to each other but the only thing that is keeping them away from each other is the mother here. She doesn't feel that the two of them need to be together but as it turns out they end up getting together and live happily ever after. The end.

G-27

Ach (unique  
accomplishment)

Aff

S: Uhmmm ... well, seems to be on a farm, maybe this woman on the left hand side grew up on ... on the farm. Perhaps this is the mother on the right, and her brother with the horse. And maybe she's the first ... the woman on the left with the books, is the first one to have ever gotten an education in her family. And as she gets an education, she grew up very close to her family, but as she continues to get an education, she becomes more distant from them because her world and their world becomes increasingly different. And so she's standing here sort of feeling, she starts to feel awkward in an environment that she used to feel very comfortable with and that she grew up in. And eventually she's maybe in her last year of high school and she gets a scholarship to college and she eventually moves out of the country. When she goes to college, she moved to another ... to the city ... and sort of establishes a life there in the city and sees her parents less and less. And eventually basically sees them once a year, and their relationship really is never ... it never even approaches being as close as it was while she was growing up.

G-28

Ach

Pow  
Aff

S: This is a young girl out in the countryside on her way to school. She knows she has a long way to go to school, she has to walk, catch a bus, get to school. And she looks back to see her parents working the land and how much her parents love the land. And wonders what her life's going to be. Is she going to be as happy as her parents staying in the country or does she want to go off to school in a big city, and what it is that she wants to do with her life. She wants to be as happy as her parents are but not necessarily do the same as her parents, so she stands for a minute at the end of the road and looks back and wonders what it is she is going to do, and how she can be as happy as her parents. And she remembers she's late to catch the bus and if she doesn't hurry she'll miss the bus. So she runs to the bus stop, catches the bus, goes to school, continues her education. When she's older she remembers the time that she stopped at the end of the road and how she wondered what she would be while she sits in her big office in her own building where she has become a successful business woman. And she realizes that no matter what she does because of everything her parents had instilled in her as a child growing up, she loves herself and her family and knows what's important ...

(story continues on next page)

so no matter what she does, whether she's in the country working the farm land with the rest of her family or in the big city working behind a big desk in the business world, she's happy.

G-29

S: OK ... this is a picture where it is on a farm and there is a young man who is working with his shirt off and he's ... he comes to work on the farm. He has a little cabin ... a little barn to stay in. And there is a woman next to the tree ... she is kind of ... she runs the place and she's single and she is observing this young man. And there is a woman in the foreground and she is her daughter who goes to school and she doesn't have to work on the farm, she is busy with school. And the girl doesn't seem to take an interest in this man but the mother is kinda cooking up a plan or plot for her daughter to get together with this man ... sort of judging him ... how he works and how he's doing and thinking of this plan ... having them get together.

Pow

[I: You said that the woman was single but she has a daughter?]

S: Yes, but her husband passed away ... he became very ill and passed away and she's been single for six years and she's a very strong woman and she has helping hands....

[I: Helping?]

S: Helping hands ... people who work for her ... she maintains the farm.

[I: And the outcome?]

S: The outcome will be a conflict at first because the daughter doesn't like her mother to chose who she is marrying but eventually the daughter will fall in love with this man and ... she'll continue with school and then she'll help on the farm and help him and she'll grow up to like him and she won't be forced by anyone but it will end up that way and he'll take care of her.

Pow

Aff (either phrase)  
(not Pow; the "help"  
is merely co-action)

Pow

G-30

S: It looks like a family in front of a farmhouse ... the girl looks kind of torn about leaving, about going away but I mean it looks like she's going to

(story continues on next page)

--- (not Pow or Aff;  
"help" here suggests  
co-acting)

school or she's going to teach. She sort of feels like she should be there to help cause her father is working hard and her mother is pregnant. They obviously are in charge of a lot of land ... it just looks sort of like she's going in the direction that she doesn't want to go but that's where she's supposed to go, she's a follower. So she goes ... I'm an uncreative person.



Practice Set H  
(Political Speeches)

Aff

I am happy to announce my candidacy for President of the United States. I seek an open nomination openly arrived at, earned in the primaries and local caucuses and state conventions. I want to tell you why I am running and why I am asking people to join in running with me.

(Pow is denied)

Aff

It may be hard for some people to believe, but it is not lust for elective office or power. I know too well, and in ways too personal, the sadness and isolation associated with the Presidency. So I do not approach this campaign in a spirit of compulsive ambition or naive exhilaration.

(Ach is denied)

The reason I am running is simply this: Given what I believe; what I have worked for throughout the last 30 years; what I see happening in this country and the world, and what I want to see happen; and given the lack of leadership to deal with our problems at home and abroad--I could not stand aside.

Every candidate for the office of the Presidency in recent memory has believed that his was the critical hour. So, it is difficult to find language undebased by the rhetoric of the past to express how I feel about where we are as a people today.

Ach (negative affect about failure)

But we know--all of us in this room and the millions of Americans who are not here--that this time is different. There are many reasons, but none more compelling than this: for only the second time in this century, the forward movement of America has been reversed; we have retrogressed as a society. And it is this sudden, overwhelming reversal of momentum, that has generated the vast crisis of confidence we face today. We face problems of the character that confronted FDR, but none of his successors. Not since the Great Depression has America stood in fear of the future.

Pow

Is it any wonder that we have lost our way? Beliefs fundamental to American society have been confounded--the beliefs:

--that America fights only in just wars--and wins because our cause is right;

--that all Presidents are righteous men worthy of public trust;

Ach (either clause)

--that all who seek work in this country can find it;

--that continuous economic growth is our natural heritage;

--that, alone among countries, the American economy has the strength to prosper in isolation.

I could go on, but you know the litany.

How do we find the way forward? There are clear choices to be made.

Pow

The Republicans propose their favorite solution --blame the Government for everything. They claim somehow to get rid of Government. And then, they say, we will return to normalcy. Rely on free markets, and everything will be again the way it was before . . . but we all know that's not true.

Pow<sup>1</sup>

We know many markets are not free. The price we pay for food and gasoline, for a hospital bed or for heating oil, has climbed almost beyond sight, not because of competition but because a few people and a few organizations wield great economic power, and because Nixon and Ford have both permitted huge sales of wheat to Russia before making sure there's enough at home to feed America at reasonable prices.

Pow<sup>2</sup>

Score either  
1 and 3,  
or 2 and 4,  
but not  
all (the  
contiguity  
rule)

Pow<sup>3</sup>

Pow<sup>4</sup>

In the name of the free market, the Administration has vetoed price controls on oil, while trying to stop an education bill that will have no effect on prices. The Republican strategy has been to fight inflation by putting people out of work. But the insecurity of double-digit inflation hasn't been stopped by unemployment, by forcing men and women to suffer from lack of what work alone can provide.

Ach (implied concern  
to do better)

Ach

The Administration's strategy has given us the worst depression since Herbert Hoover's. Worse, it hasn't even managed to keep prices down. American families deserve a better break than that.

Some Democrats say there's nothing wrong that more money and more programs in Washington won't cure. We need only rely on government, and all will be well.

In my judgment, this approach and the Republican approach are both dead wrong. In the words of Adlai Stevenson, "let's talk sense to the American people." Let's discuss the realities we all can see rather than repeating outdated phrases. What are those realities?

Mankind has entered a new era. Our philosophic, religious and political beliefs can still provide the framework for our activity in the years ahead. But the problems we now face are different in nature, not just in size, from those we faced before. They will not respond to the old shibboleths and nostrums. Nationalism, jingoism, great power chauvinism, individualism, old-fashioned liberalism, populism, conservatism--none of these alone is sufficient for the future. Instead we must seek a common existence, rooted in our common solutions. And, the first place where we must bring our common efforts to bear on our common human problems is here at home.

Aff

Common existence at home starts with putting the government--as the expression of our common will--on the side of the consumer, the taxpayer, the individual and the community. Government must abandon those tasks that individuals, families, and neighborhoods can do for themselves. But, it must protect the condition in which they can remain truly free and independent.

Pow, Aff ("protect" has a nurturant sense here)

We have learned--through welfare waste, through schooling that doesn't educate, through houses we can't afford, through products that don't last--that government and corporate bureaucracy are no substitute for self-reliant individual effort. But we have learned also--through medical tragedy turned into economic disaster, through joblessness that persists even while prices soar--that the self-reliant individual and family can be reduced to myth if government, while "getting off people's backs," does not remain on their side.

Pow (hypothetical effect, or next sentence)

I'm opposed to centralized, rigid, unresponsive bureaucracy; I worked to combat that kind of bureaucracy in business, as head of my local School Board, and later in Washington and in the Foreign Service. In the Peace Corps, in Headstart, in Legal Services for the Poor, in Foster Grandparents, we created the least bureaucratic public enterprises in modern governmental history. But a purely negative approach to government will get us nowhere. Only a governmental policy actively working for the small and the personal can turn this country away from the large and the anonymous; only a national commitment to the human scale can restore a sense of community.

Ach

Aff

Such a commitment means many things:

To the millions of Americans who want work and cannot find it, my commitment is jobs. The independence of Americans and their families depends on work, and there is much work to do. As Bob Kennedy said:

"It is the shaping impulse of America that neither faith in nature, nor the irresistible tides of history, but the work of our hands, matched to reason and principle, will determine our destiny."

Pow (personified force)

Pow

To the tens of millions who see the fruits of their work consumed by uncontrollable inflation, my philosophy is limits on the forces that produce spiraling prices. To talk of "free markets" as the solution to inflation in fuel is a fraud. A market dominated by a handful of giant oil companies is not free. And, the domination of other markets by concentrated private power must be ended.

Aff

(not Pow; effect is too vague and reflexive)

Ach

(not Pow; too routine)

Pow

To the many whose hopes are suddenly shattered by economic collapse or unanticipated need--whether in health or education, whether victims of crime or of misfortune--my philosophy is to provide a net beneath which we will not let one another fall and above which we will encourage all to rise. Each paying his fair share of the cost, all of us should be able to turn to the community when faced by risks too large for anyone to bear alone. We need financially sound programs of health insurance, and ways of extending taxes downward to provide credits to those who have too little income, while fairly taxing those who have much. By prudent combinations of government stockpiling and regulation, we can control the most extreme fluctuations in economic life--maintaining a stability in food, fuel and other basic prices that will enable people to plan their lives without fear of uncontrollable financial disruptions.

Aff (metaphor for people together)

Pow (not a denial; next sentence is also scorable)

Pow

Aff

Pow

Aff

To the millions of families who see their children fail and their neighborhoods collapse, the meaning of this philosophy is reunion--reunion with the most basic sources of our national strength. Anti-neighborhood practices like red-lining and block-busting must be reversed. Anti-family practices like forced separation of parents on welfare must be ended. Discrimination against working women must be stopped. And, we need flexible work schedules to permit parents, fathers and mothers both, to care for their children. Finally, we must find ways to redesign our housing, tax, and other policies to allow families to live together, rather than in generational ghettos.

Aff

(not Ach, standard of  
excellence unclear)

I do not pretend to have all the answers. But we can find answers together only if we are guided by some vision of where we want to go; it is a vision of freedom, of fairness, and fulfilling work that shapes the policies I favor.

Aff

Aff (either phrase)

Those policies cannot stop at the water's edge. Domestic and foreign affairs are inseparable. A century ago Kierkegaard wrote: "The individual no longer belongs to his God, to himself, his beloved, to his art, or his science. . . ." Today no nation belongs to any one God or science, or solely to its citizens or its ideology. By circumstance, we belong to a still separated but now seamless world. In such a world, the shaping of a common existence is the precondition of a secure existence--and perhaps of any existence at all.

Pow (next sentence also  
could have been  
scored)

Pow

We have ignored this truth too long. Seeking dominion, we have meddled too much abroad, as we have interfered too deeply in the lives of our citizens. Our indiscriminate interventions abroad came from fear. Cold War fears which led to fear of change in some places escalated until we opposed change in all places. That's not the American tradition.

Ach ("best");

Pow ("fight")

Pow

Aff

Pow

Aff (or next sentence)

We can best fight for the freedoms in which we believe by ceasing to act like international Tories--the Redcoats of the 20th Century. We are the descendants of the men who fired the shot heard round the world. But when our arms and aid go to reactionary tyrants abroad, when our food is used for politics instead of hunger, when we move toward closer relations with the racist regimes in Southern Africa, when the CIA lawlessly subverts governments abroad, when our military and intelligence establishments use dangerous drugs in unethical experiments at home, is it any wonder that foreigners, once our friends, conclude that our values have collapsed?

And when our government for so many years acted as if the regime in Saigon was as worthy of support as our friends and allies in Europe, Japan, and Israel, is it any wonder that our citizens began to wonder if commitments of any kind make sense?

Pow

Aff

Abroad, as at home, our challenge is to redefine the role of government. And the first step is to recognize our commitment to a common existence.

Aff

Our founders made a declaration of independence. Ours must be a declaration of interdependence. The United States must play a more positive role with our European and Japanese partners

(Pow is negated)

in resolving international recession. And, we must turn away from a pattern of confrontation and grudging negotiation with the governments of the Southern Hemisphere.

Pow

We were once a symbol of hope not because we manipulated events abroad but because we embraced the ideals that moved nations and shook the world. We can be a symbol of hope again.

Ach

(score  
either,  
but  
not  
both)

The irony of America today is that we have everything to achieve our objectives: we have the people and the resources--no nation has freer, better people or richer natural resources--we have the highest political, religious and philosophical traditions; we have everything we need today . . . but leadership.

Ach

(not Ach; "best" does  
not evaluate performance)

Pow (any of these  
three phrases)

The test of leadership now, as it was for Lincoln, is to reach and bring into action the better angels of our nature. No poll can prove this, but I am convinced that people's cynicism about politicians rises and falls with the politicians' cynicism about people. There are many frustrations in modern life, even in the best of times, which a demagogue can invoke. He may win some passing applause and perhaps even votes, but if he releases the worst instincts of people, we will reap the whirlwind.

(not Pow; "lead" is  
routine here)

Ach

Aff (any of three  
phrases)

How do we decide who will lead the American people? The truth is that no one man or woman is qualified to lead single-handedly. From the experience of 30 years in public and private life, I know it is vital to do as much listening as talking, as much questioning as answering. For the American people are the greatest teachers of all. What we will need is a rallying together, a mutual struggle, not just a commitment to a candidate but a commitment to one another.

Aff

So I look forward to a people's campaign. And I am grateful to the many who are here to start with me, including planeloads and busloads of friends and associates who have known me most of my life; people committed to justice and community, regardless of region, race, religion, and all the conventional divisions of left, right and center.

Pow (either this  
phrase or the  
next sentence)

Finally, I am fortified by my family--by my mother, who has seen 23 presidential campaigns, by my wife, E, and our sons and daughter, by my brother H, by RK and EK and J, by J, and P, and J, and by my most admirable sister-in-law, WS of Baltimore. In peace and war, in public and private life, they know the

Aff

demands and duties, the joys and sorrows of the kind of course I am taking, and they have encouraged me to take it.

Aff; Pow (either phrase)

When my own family came to Maryland over 250 years ago, they came with dreams that millions of Americans have come to share. Those dreams nourish me today. They will inspire all of us in the days and months ahead.

Aff

Whenever Washington lacks positive direction, it has been remarked, you may be sure that something is struggling to be born in the nation. There is a wind coming. It can be a good wind or an ill wind; it is up to us, together, to set its direction.

Pow; Ach

Let us remember there is no conservative or liberal remedy for the sickness of the national spirit. The cure will come from honest, truthful leadership that summons the best in us--as we remember John Kennedy once did. His legacy awaits the leader who can claim it.

Ach

I intend to claim it, not for myself alone, but for the family that *first* brought it into being, for the millions who joyfully and hopefully entered public service in those days in order to produce a better life for all, and to those billions of unknown, uncounted human beings whom I have seen all over the world--in Asia, South America, Western Europe and the Soviet Union--for whom the memory of those days and of John Kennedy is still an inspiration to their minds and a lift to their hearts. That's what we must all be proud of once again.

Pow

## Set I

Aff

America needs new leadership . . . leadership that balances a humane understanding of people's needs with fiscal responsibility.

Pow; Ach (next sentence also scorable)

America needs new leadership . . . leadership that will open new opportunities for improved quality of life for all citizens.

America needs new leadership . . . leadership willing to utilize the best of our past but not afraid to move forward to explore new methods to attain great success in the future.

Ach

America needs new leadership to make this nation truly one in which all people are treated as equals and have equal opportunity to enjoy the higher quality of life now enjoyed by but a small percentage of our population.

We need a new spirit in 1976 to match that of two centuries ago, and a new zeal to match that of FDR two score and two years ago when hopelessness last engulfed this land.

Ach  
Pow

Ach

I seek the presidency of this great country to supply that kind of leadership, to build a new spirit among our people, and to give new impetus to the forward motion given by Franklin Roosevelt in the 30's and by John F. Kennedy after the doldrums of the 50's.

The task of the next President will be enormous --to lift us out of the national and international morass in which we presently wallow.

Pow

Today, as I announce my candidacy for President of the United States, I do so, knowing full well the difficulties of the office but confident that I can supply the kind of leadership the United States needs to restore confidence in itself.

We have many problems, but the worst is economic stagnation.

Ach ("turning around" means "improve" here)

It is absolutely essential that the next President of the United States be a person with sound ideas for turning the economy around, and with the executive ability to get things done.



Ach

As a professional engineer, I've been solving problems all my life. I demonstrated some of my ability right here in this hotel, nearly two years ago, when I successfully mediated the national truck strike.

Ach

I have had twenty-five years of chief executive experience in business. Now, as a two-term Governor of one of our largest states, I have obtained the governmental experience to translate my executive ability into practical political action.

And, deeply concerned about the future, I have devised specific economic programs designed to move this country ahead.

I do not claim to have all the answers.

Nor do I believe that all my answers are necessarily the only answers.

Ach (in this context)

Pow

But, if the next President does not have creative programs and new directions to offer the American people, economic stagnation will continue and our relative position in the world will continue to decline.

Aff

Ach ("sound" suggests excellence)

In 1976, the last thing American people need is another smiling politician or spellbinding orator spewing political rhetoric. What we need is a leader with deep concern for people and their problems and determination to carry out a sound program to resolve those problems.

(not Pow; routine here)

I intend to offer that kind of leadership to the American people.

Ach (next sentence also could be scored)

This nation has enormous wealth, great untapped resources, and above all, tremendous human talent.

Yet, under present mismanagement, we have become a huge, groping musclebound giant, incapable of finding solutions and unable to act positively and progressively.

The American people will not tolerate any further lip service about full employment. They want action.

As President of the United States, I pledge to implement in spirit and in action, the mandate of the Full Employment Act of 1946, which has not been acknowledged in Washington since its enactment.

Full employment is no idle promise.

Ach (any of these  
four phrases)

It can be achieved. The dollars invested to achieve this goal can be returned many times over. That is the way with any sound business investment, and I deeply believe investing for growth in this country is a sound and healthy investment.

It is incredible that we tolerate a condition where millions are unemployed and underemployed when there are so many unmet needs across the land.

Ach

It is sheer folly not to use the efforts and talents of all people--young and old--to turn both urban and rural areas into better, healthier places in which to live. New housing, slum clearance, land reclamation, water and sewage systems, railroad modernization: these, and many more essential programs demand attention and action.

Ach (next sentence  
could have been  
scored)

The key to placing the American economy on a firm basis for the future is the establishment of a modern, businesslike, federal budgetary system and a National Investment Policy similar to that described by President John Kennedy at Yale University in June of 1962.

Such a program, when implemented, will provide sufficient public funds to invest in modernizing the productive capacity of this nation while simultaneously cutting the operating costs of government.

Ach

The establishment of a businesslike federal bugetary system in which a balance sheet is prepared to compare our national assets with our national debt, and in which long term capital investment funds are identified and separated from the operating costs of government, will make it possible to initiate major housing programs, to rebuild railroads, to invest in a major energy program and to finance a comprehensive educational system with emphasis on job training.

How ironic it is that we worry so much today about the tremendous cost increases we face for crime prevention and welfare but refuse to take the intelligent humane way out of the crime and dependency cycle.

Ach ("intelligent,"  
in previous sentence,  
also scorable)

Our primary goal should be the building of a nation in which all men and women have equal opportunity to develop their talents to the maximum so they can become productive, satisfied members of society and can participate fully in the mainstream of national life.

These are the investments that really count.

Yet, we continue, under our present leadership, to squander our most precious asset, our people, and their earning power.

Ach

Indeed, this country has so much to offer that the only thing we have that's greater than present wealth is our future potential.

Pow

I'm not describing a planned society. My program will invigorate the private sector. Studies show that as we make required public investments in our resources, transportation systems and our people, we will stimulate greater private sector investment, which will and must provide the great bulk of employment and economic growth.

Ach

Pow

These studies indicate that each dollar of public sector investment will stimulate about \$2.50 worth of private sector investment and that these in turn will increase Gross National Product by \$8 to \$10.

I do not fear that the program I have outlined would fan the fires of inflation as it stimulates the economy.

That is a stock response given by every stand-pat economist whenever anyone suggests that this country really can get moving.

Aff

Aff (not negated by  
derogatory use)

Pow (great impact)

The prime cause of inflation today is not federal spending to take care of human needs. The prime cause is that insufficient investment in this nation has driven our productivity rate down to 66 per cent. And it is the cozy relationship that presently exists between the White House and the special interests which is driving up the price of food, housing and fuel, in a relentless search for excessive profits.

Ach

Pow (or next sentence)

We can have economic growth while controlling inflation if we are willing to stand up to those mega-businesses which profit excessively from our present misfortune.

Ach

And I pledge to the American people that I will take such a stance while urging the Congress to adopt this new investment and budgeting policy which will free us, once and for all, from the old myths, while effectively utilizing public funds for investment purposes to propel us on to the road of innovation and renewed prosperity.

In this statement, I have chosen to deal almost exclusively with the economic threat facing our nation. It is the key issue before the American people.

During this campaign, I shall not overlook the many other areas of concern facing the nation.

Ach

But no other issues will really be solved unless we have a healthy economic base.

Pow

Our position in the world is entirely dependent upon our strength at home.

Roosevelt, Truman, and Kennedy understood this.

Pow (or next sentence)

They understood fully that our position in the world is related to the health and stability of our internal situation.

And, perhaps, at no time in our history, has our international position so been threatened by doubts and uncertainty about our domestic condition.

Pow (marginal; here suggests prestige)

The rest of the world today, looks to the United States.

Some look to us for leadership.

Pow

Others seek out our weaknesses.

But nuclear arsenals and bloated military budgets, will not protect American from itself.

Nor can ambassadors and statesmen settle the problems of the world if our national leadership cannot solve the internal problems of our country.

Pow (either phrase)

So, first and foremost, I intend to come to Washington to put Americans back to work. Only then will America regain its preeminent position in the world.

I have chosen to begin my campaign in this hotel because as I indicated before, it was here . . . in February of 1974 . . . that I mediated the national

trucker's strike and in March, 1974, helped avert a national gasoline service station dealers' strike at the height of the energy crisis.

The vacuum which existed in Washington then, still exists today. If anything, it is worse.

I have proven that I can fill that vacuum, and provide the leadership America needs in this urgent period.

Ach

I am running for President because the time has finally come when the Federal Government must be run on a businesslike basis with executive leadership and managerial skill.

I am running for President because it's time for sensible but substantive revisions in our national policies and programs, both domestic and foreign.

Ach

I intend to avoid rhetoric and appeal instead to the good judgment and concern of the American people.

Pow

As this campaign continues, I fully expect to impress upon the minds of the American voters the very real need for the solutions I propose.

Ach

Aff; Pow

Ach

I sense the people are seeking something new, and better. I am, therefore, confident that they will respond and join me in turning this country around to build a better future for themselves and their children before it is too late.

Thank you.

Set J

Pow (not warm enough  
for Aff)

For myself and for our nation, I want to thank my predecessor for all he has done to heal our land. In this outward and physical ceremony we attest once again to the inner and spiritual strength of our nation.

As my high school teacher, Miss Julia Coleman, used to say, "We must adjust to changing times and still hold to unchanging principles."

("good" means moral,  
not excellence)

Pow  
Aff

Here before me is the Bible used in the inauguration of our first President in 1789, and I have just taken the oath of office on the Bible my mother gave me just a few years ago, opened to a timeless admonition from the ancient prophet Micah:

He hath showed thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God."

This inauguration ceremony marks a new beginning, a new dedication within our Government, and a new spirit among us all. A President may sense and proclaim that new spirit, but only a people can provide it.

Ach

Pow (either phrase,  
but not both)

Two centuries ago our nation's birth was a milestone in the long quest for freedom, but the bold and brilliant dream which excited the founders of this nation still awaits its consummation. I have no new dream to set forth today, but rather urge a fresh faith in the old dream.

Ach

Pow (effect on  
others)

Ours was the first society openly to define itself in terms of both spirituality and human liberty. It is that unique self-definition which has given us an exceptional appeal--but it also imposes on us a special obligation, to take on those moral duties which, when assumed, seem invariably to be in our own best interests.

Aff (either phrase)

You have given me a great responsibility--to stay close to you, to be worthy of you and to exemplify what you are. Let us create together a new national spirit of unity and trust. Your strength can compensate for my weakness, and your wisdom can help to minimize my mistakes.

Aff  
Ach

Let us learn together and laugh together and work together and pray together, confident that in the end we will triumph together in the right.

Ach

The American dream endures. We must once again have faith in our country--and in one another. I believe America can be better. We can be even stronger than before.

Aff  
Ach

Let our recent mistakes bring a resurgent commitment to the basic principles of our nation, for we know that if we despise our own Government we have no future. We recall the special times when we have stood briefly, but magnificently, united; in those times no prize was beyond our grasp.

Pow  
Ach

But we cannot dwell upon remembered glory. We cannot afford to drift. We reject the prospect of failure or mediocrity or an inferior quality of life for any person.

Aff

Our Government must at the same time be both competent and compassionate.

Ach

We have already found a high degree of personal liberty, and we are now struggling to enhance equality of opportunity. Our commitment to human rights must be absolute, our laws fair, our natural beauty preserved; the powerful must not persecute the weak, and human dignity must be enhanced.

Ach (here, "great"  
suggests excellence)

We have learned the "more" is not necessarily "better," that even our great nation has its recognized limits, and that we can neither answer all questions nor solve all problems. We cannot afford to do everything, nor can we afford to lack boldness as we meet the future. So together, in a spirit of individual sacrifice for the common good, we must simply do our best.

Aff  
Ach

Ach  
Pow (either phrase)

Our nation can be strong abroad only if it is strong at home, and we know that the best way to enhance freedom in other lands is to demonstrate here that our democratic system is worthy of emulation.

To be true to ourselves, we must be true to others. We will not behave in foreign places so as to violate our rules and standards here at home, for we know that this trust which our nation earns is essential to our strength.

Pow

The world itself is now dominated by a new spirit. Peoples more numerous and more politically aware are craving and now demanding their place in the

sun--not just for the benefit of their own physical condition, but for basic human rights.

Ach  
Pow  
Aff

The passion for freedom is on the rise. Tapping this new spirit, there can be no nobler nor more ambitious task for America to undertake on this day of a new beginning than to help shape a just and peaceful world that is truly humane.

(in contrast to "great" above, "nobility" suggests Pow, but next sentence is also scorable)

Pow

We are a strong nation and we will maintain strength so sufficient that it need not be proven in combat--a quiet strength based not merely on the size of an arsenal, but on the nobility of ideas.

We will be ever vigilant and never vulnerable, and we will fight our wars against poverty, ignorance, and injustice, for those are the enemies against which our forces can be honorably marshaled.

We are a proudly idealistic nation, but let no one confuse our idealism with weakness.

Pow (hypothetical)

Because we are free we can never be indifferent to the fate of freedom elsewhere. Our moral sense dictates a clearcut preference for those societies which share with us an abiding respect for individual human rights. We do not seek to intimidate, but it is clear that a world which others can dominate with impunity would be inhospitable to decency and a threat to the well-being of all people.

Ach  
Pow

The world is still engaged in a massive armaments race designed to insure continuing equivalent strength among potential adversaries. We pledge perseverance and wisdom in our efforts to limit the world's armaments to those necessary for each nation's own domestic safety. We will move this year a step toward our ultimate goal--the elimination of all nuclear weapons from this earth.

Pow  
Aff (borderline)

We can urge all other people to join us, for success can mean life instead of death.

Pow

Within us, the people of the United States, there is evident a serious and purposeful rekindling of confidence, and I join in the hope that when my time as your President has ended, people might say this about our nation:

That we had remembered the words of Micah and renewed our search for humility, mercy and justice.



Aff

That we had torn down the barriers that separated those of different race and region and religion, and where there had been mistrust, built unity, with a respect for diversity;

That we had found productive work for those able to perform it;

That we had strengthened the American family, which is the basis of our society;

That we had ensured respect for the law, and equal treatment under the law, for the weak and the powerful, for the rich and the poor;

Pow (or "nations  
might say" in next  
sentence)

And that we had enabled our people to be proud  
of their own Government once again.

Aff

I would hope that the nations of the world might say that we had built a lasting peace, based not on weapons of war but on international policies which reflect our own most precious values.

(not Ach; content of  
"dream" unspecified)

These are not just my goals. And they will not be my accomplishments, but the affirmation of our nation's continuing moral strength and our belief in an undiminished, ever-expanding American dream.

Thank you very much.

Set K  
(Press Conference Interview)

[Q. What is to happen to the political detainees in ALPHA?]

A. We have no jails. From the outset, during the war, during our most difficult moments, we always avoid resolving political questions by administrative methods. Political questions require political solutions. All administrative questions have political implications. For this reason we decided not to resort to administrative methods to resolve political questions.

Pow ("bred" suggests effect on others)

Secondly, we avoided correcting incorrect ideas by the barrel of a gun. That would have bred murderers within our army, people without respect for human life. We avoided that. We do not want that. We had no firing squads in our war. All the prisoners we took, all the agents uncovered who had been recruited from our ranks, are alive today.

Pow

[Q. So they are now being re-educated.]

Pow

A. They are being re-educated. Their re-education takes place among the people, discussing and working with the people, so that the people may prove that they are right, and the others wrong. The people are educating them.

Pow

[Q. You said recently that the face of southern Eurica would change.]

A. It has already changed. There is a new type of relations, even with BETA.

[Q. What is going to happen now, with such a powerful regime like BETA?]

A. BETA will change its policy. BETA will change its policy. BETA can do without war. BETA will change. I am convinced that the face of southern Eurica has already changed. ALPHA will be the model that will prove that men of all races and colors can live together, talking together, working together, relations will change. No need for arms. Political work instead. Our country, we believe, will be the model.

Aff

[Q. Relations between GAMMA and ALPHA are excellent. How can this situation be explained, in view of the ten-year murderous war waged between the two countries?]

Pow

A. Until recently we had no human relations with the GAMMA people because we were "slave people." We hated the "white" occupiers of our country and all whites. Following the beginning of our armed struggle under CHI's enlightened leadership, our people became fully aware that the colonialist system created by the GAMMAS in our country was the enemy, not the [GAMMA] "whites." As a result of this antiracialist struggle our people forgot about the centuries old hate existing between them and the whites. Let us be frank about this: it was quite an achievement!

Ach

Pow

(not Aff; "normalization is not "close")

Pow

Aff

Ach

Our armed struggle--an eminently political contest--has destroyed the system and liberated our people from foreign domination. By waging our struggle we have created prerequisites for the normalization of relations between our two peoples. As a result of the overthrow of a fascist dictatorship in GAMMA by the PHI Movement that country has become a valid interlocutor. A dialog was started, and our relations improved as a result of the advent of popular power in RHO City [GAMMA]. Obviously, all this did not happen immediately. It is not very difficult to start a war but, believe me, it is not easy to end a conflict of this kind. But this is quite another story.

[Q. What policy will ALPHA pursue with respect to BETA?]

A. Let me repeat: until 1 October the agreements signed by GAMMA [the former colonial power] must be respected. Later we will have to revise the content of these agreements. You will have a much more precise answer to your question once you read the program speech which will be delivered by the head of state of independent ALPHA on 1 October.

[Q. And what about DELTA?]

Pow

A. A distinction should be made between the case of DELTA and that of BETA. BETA is a sovereign state controlled by a racialist white minority which has oppressed the majority and tried to justify this opposition by referring to a so-called racialism philosophy. DELTA is an illegal regime, a consequence of EPSILON colonialism. Any relations with the DELTA regime are out of the question.

[Q. Do you intend to apply the sanctions imposed by the United Nations?]

A. ALPHA will undoubtedly become a UN member, and we will assume all the obligations the members of that big family have.

[Q. And what about the UN and OEU resolutions on BETA?]

A. We will be loyal members of these organizations and abide by their decisions. Having said this, let me add that we will accept neither the so-called "dialog" policy nor the shameful principle of racialism.

[Q. Mr. Williams, chief of one of the BETA homelands, recently said that ALPHA might be planning to annex part of BETA's territory under his control.]

A. Who is this Mr. Williams? Who authorized him to speak on behalf of the TAU people? These questions should be put to him before answering your question. Let us say, nonetheless, that Mr. Williams misjudges the ALPHA people and is certainly unaware of the CHI Movement's political line. CHI is neither expansionist nor imperialist. Even though we have often been attacked by our neighbors, we have never exercised our "right of pursuit." We have fought to safeguard our country's territorial integrity. War is not our calling, nor do we believe in waging "war for war's sake," but if we were faced with another external aggresssion, we would again resort to arms. This is our answer to various Williams's and those behind him.

Pow

Pow

[Q. What are the main political and economic tasks facing the CHI Movement, now after independence has been achieved?]

A. When you are asking about tasks, the tasks of our ALPHA Government, well, let me say that these tasks are perfectly clear. We know what we have to tackle and how we must tackle it. We want to set up a worker-peasant power and fill it with life. In other words, our main task is: consolidation of the people's power and this means in practice to implant this people's power deep in the masses. We want to mobilize the creative initiative of the masses and enlist them fully in national construction. Our greatest enemies are hunger, poverty and ignorance. With the active participation of the population and along with a conscious and radical change of the

Pow (next sentence  
also scorable)

Pow

Ach

Aff (borderline)

Ach

production relations we will be able, jointly with the people's masses, to eliminate the diseases inherited from colonialism. Together with the people's masses we will find appropriate sociopolitical solutions which will facilitate a rapid development of our country.

[Q. You have mentioned that although the imperialist enemy has suffered a defeat, he does not still admit it. Could you explain this in more detail?]

Pow

Pow (either phrase;  
next sentence also  
scorable)

Pow (next sentence  
also scorable)

A. First of all, now, we possess the political power. There were and still are people in ALPHA who--shaped and conditioned by the colonial system--lost their identity. They were nothing, although they belonged to the system which they blindly obeyed. Other people are antisocial. It is of these strata, among other things, that the reaction consists. With the help of these forces the enemy tries to discredit the CHI Movement and the People's Government in the eyes of the people of ALPHA and tries to undermine and weaken us. Therefore, it is our supreme duty to insure that our people remain vigilant against all reactionary attacks. In addition we must make efforts to win over the forces still standing aloof and to initiate a comprehensive educational program. The task is to deprive the enemy of every influence and to neutralize him.

[Q. Would you kindly address a few personal words to the listeners and people of our ZETA Republic?]

Pow (either phrase)

Pow

Aff (next sentence  
also scorable)

Aff

Pow

Aff

A. When I speak to the people of ZETA, it is almost as if I speak to my own people. There is no doubt: from the very beginning and in the most difficult situations and times ZETA supported us decisively in the armed struggle and in national construction. ZETA did this in every respect, be it on a political, moral, material or diplomatic level. I must say that we feel very well that ZETA has always sided and still sides with us. Our two countries are just like two fronts or zones involved in the same struggle. For us ZETA is something like a home country, due to the attitude of its people toward our victory. We believe that we have continually deepened and continue to deepen our relations. It is an alliance which we want to maintain, a friendship which --as I have said--began in the hard times of our armed liberation struggle and which we want to keep. Now, when we are independent, we hope that we will further enjoy this support and that our close cooperation will reach new dimensions. We want to assure you and the

Pow

people of ZETA of our militant solidarity and convey to you the most cordial greetings of the people of ALPHA, greetings to the workers and all working people and in particular to the leadership of your party and government which continuously mobilizes the people of ZETA for support for our just struggle.

[Q. You always draw a distinction between the former liberated zones and the zones under GAMMA domination; between the cities and the countryside. Why?]

Pow

Aff

Pow; Ach

A. The liberated zones have been liberated from colonial exploitation, but they have also been liberated from superstition and the alienation of men resulting from their belief in supernatural forces. The most important quality of the revolution is, for us, the profound transformation of society and ways of thinking, and the establishment of brotherly love by two essential means: the predominance of collective values and the liberation of the creative impulse. We must carry these revolutionary achievements throughout the country, especially into the cities.

[Q. What type of economic development does ALPHA want to pursue?]

Ach

Ach

A. We have chosen agriculture as the basis of development because it requires only a small investment, because we possess reliable experience in this field, acquired in the liberated regions, and because it will enable us to find an immediate solution to the masses' most pressing problems: food and clothing. But we regard industry as the driving force. The raising of agricultural productivity depends on it. Only heavy industry, using the immense natural resources of our country, can lay the foundations for our prosperity and guarantee our national independence.

[Q. Does that mean you want to break away from ETA economic channels?]

Aff

A. It is a whole process. But our essential task is to establish nondependence. We want to establish cooperation both with the socialist countries and with the ETA countries. We want to break away from the dependence which results from aid.

[Q. To achieve these objectives, what form of government do you want to establish?]

Pow

A. Imagine asking a peasant, a rank-and-file fighter, what we fought against: colonialism or capitalism? In ten years of armed struggle he did not differentiate between them. In rejecting colonialism, our people rejected capitalism. We have defined "popular democracy" as the present stage in the establishment of government by the worker-peasant alliance, which requires a society in which the essential means of production are collectivized and the working classes dominate the state, the economy, science and culture.

Pow

[Q. And this stage requires the CHI Movement to act with an iron hand?]

Pow

A. No class commits suicide as a class: it must be fought and destroyed. This fight requires a firm and constant struggle from the CHI Movement--a purification--in order to establish a break. There is a breach, a state of incompatibility and noncoexistence between the exploiting class and the workers. This class struggle demands the creation of a new man, and the new man emerges from struggle--the struggle of ideas, the constant struggle to eliminate the old and to enable the new to survive. Through the constant liberation of creative initiative we will create the new man who will eliminate the contradiction between thought and action. There can be no breach between the two.

Pow

Ach

Pow

Ach

[Q. How do you determine your enemy now?]

Pow

A. First, we have learned never to underestimate our enemy, irrespective of his apparent strength. This applies both to colonialism and imperialism, whose strength is obvious, and to reactionaries in our own country. Once their existence has been recognized it is necessary to determine a strategy to be used in the fight against them. Above all, one must never assume that we have defeated them once and for all.

Pow

Pow

The present situation is no less difficult than the situation which prevailed in the past. Yesterday's main enemy--colonialism--could be determined because of its very nature. It could be seen. It oppressed us, humiliated us, divided us. It was killing us. There was no danger of committing an error in this respect. But, as for our present enemies, some of them are difficult to detect and condemn. Let us consider an enemy which exists in our minds--subjectivism, for instance. How can a struggle be waged against this hidden poison which reappears every time it seems to have been eliminated, spreading and assuming new forms? Let me repeat, it is a

Pow

question of waging an "internal struggle" on the individual level. To follow the CHI Movement line means to share the major problems of the majority of the oppressed people. It is not enough to look at the people from above and say: "Look, the people are suffering, I must liberate them." We have always opposed this attitude and we oppose it now more than ever.

Pow (either phrase)

Pow

Pow

Pow

Seeing the people as an object of our action is meaningless. If I cannot liberate myself on the individual level, how can I contribute to the liberation of my people? Whenever we say: "The struggle continues," some people wonder and ask: "Against whom does this struggle continue, since colonialism has already been defeated?" However, colonialism is not our most dangerous enemy. There is an incorrect way of looking at things, a certain mentality which has been preserved and which must be destroyed at all cost. This is a much more dangerous enemy. When one wages a struggle on an ideological level, as we do, the task is very difficult. It is not enough to read, study or show good will. It is necessary to be able to determine the enemy at any moment and attack him. For even now we could lose our revolutionary battle despite all our victories, a correct program and all our experience.

[Q. Mr. President, what do you think about the future of the thousands of white DELTAns?]

A. Why do you not worry about the DELTAns, but only worry about the whites? Why do you only speak in terms of whites, whites and blacks, blacks and whites? Why are you now worrying about the whites, the minority in DELTA? Why did you not long ago worry and ask about the future of the black majority in DELTA? We do not worry about the future of the colonialism.

In ALPHA we have already defined that colonialism has no country, no color and does not represent the interests of the people. But, the settlers have countries, and in this case, the country of the EPSILON settlers [in DELTA] is EPSILON. I should ask if you are ready to accept your settlers? That is what I should ask you. When will you repatriate James Brown to your country? The rebel James Brown! Nevertheless, I will formulate some principles: Ah! Now you ask me the future of the colonialism. That is very interesting, don't you think? What shall be the future of colonialism? Colonialism is represented by colonialists, by settlers. Have you asked me where the settlers and



Pow

colonialists will go? I'll reply for ALPHA. There is neither a present nor future for coloniaists, nor for those whose happiness is the degradation of the majority. And this applies not only to whites, but to men of all races and colors, and I would ask: what has happened to the bad ones in THETA? What happened to the bad ones in IOTA? Where did they go? What has happened to the bad ones in KAPPA and everywhere else? What happened to them? Where did they go? Were they whites or blacks? They were whites and even nationals. But where did they go?

About the future of the whites, which seems to be your preoccupation, we think that all ALPHAns, of any color, have a future in ALPHA as they will also have in DELTA. Nationalism cannot be defined by skin color. Nationalism can only be defined by attitude.

[Q. What about economic problems?]

Ach (score either,  
but not both)

A. I can say that all our actions regarding economic developments were defined during the first session of the Council of Ministers, immediately after independence. We made a study of the problems and established a strategy to solve them. We established specific goals for the various sectors. At the end of our first year of rule, we verified the degree to which these goals had been achieved and determined that the participation of the ALPHA people had been positive. Of course, there were some aspects of our program that had to be altered and, therefore, this year we are prepared to do our work in a more positive manner in each sector, counting upon the massive participation of everyone. We think we will be able to solve all the problems. These economic problems were not the result of independence. They were the result of colonialism.

[Q. How do the ALPHA leaders intend to aid the unifying process of the (DELTA) patriotic groups?]

Pow

Aff

(not Ach; this is  
a power goal)

(not Aff; too abstract)

A. I can well understand these anxieties, but this is the nature of all liberation movements. It is the principal characteristic of all fronts. The only unifying element among the various tendencies is armed struggle. In LAMBDA also, during the antifascist armed struggle, the unity of all democratic tendencies was achieved against the joint enemy. The split in the nationalist movement must not constitute a grave concern for us. The question of unity is an internal matter. We maintain, however, that the establishment of the patriotic front by the DELTA-ALPHA and the DELTA-BETA constitutes an important step towards the

Pow ("fighting");  
Aff ("side by side")

solution of the problem. An equally important step was taken with the establishment of the DELTA People's Army, in which elements from every part of the country are fighting side by side--elements of different ethnic origins, of different religious origins, with different political ideas. The DELTA People's Army constitutes an important and decisive basis for the unity of the patriotic forces.

[Q. What about the aggression of DELTA toward ALPHA?]

Pow A. But let us come to the point: Why is Brown attacking us now? He is acting within the framework of the imperialist strategy against southern Eurican progressive regimes. But the struggle exists and will remain, despite the aggressions, in DELTA. The aggressions against our country must not therefore distract our attention from the main point, which is the DELTAn people's struggle against colonialism. The aggressions and crimes committed against our people strengthen our determination to support the DELTAn people's struggle and to fulfill our internationalist duty. Our support for the DELTAn people's struggle is unconditional. The DELTAn people's struggle is our struggle.

[Q. What problems do you plan to examine at the third ALPHA Liberation Front Congress?]

Ach (from speaker's point of view) A. The main task will be to define the objectives of the ALPHA party and people in building the material and ideological foundations for socialist society. In other words, the congress will have to establish the objectives for the period of people's democracy. To carry out the huge task of building a socialist society we need a vanguard party of the working class guided by the scientific ideology of the proletariat and, at the same time, with the aid of the democratic and mass organizations, we must further extend the front of popular alliances on the basis of anti-imperialist positions.

Pow The social classes in ALPHA today present two aspects. On the one hand there are the vestiges of the feudal classes which have little economic and political strength, especially since we eliminated the traditional ruling classes. But these classes are very strong culturally and ideologically, especially in the countryside. On the other hand there is the bourgeoisie--colonial and internal. The colonial bourgeoisie is a disappearing class, since it is leaving the country. The internal bourgeoisie, on the other hand, is strongly represented in the state

Pow

apparatus and in the enterprises. This representation, its cultural and ideological influence and its alliance with imperialism which it represents within our society make it dangerous. Therefore, it is the task of the working class to overthrow the bourgeoisie, to overthrow its cultural and ideological domination above all, as an immediate task, to destroy the state apparatus inherited from colonialism.

Set L  
(Materials from the Outbreak of World War I, 1914)

[German Ambassador to the British Government, 7/24/14]

Pow (either phrase)

The publications of the Austro-Hungarian Government concerning the circumstances under which the assassination of the Austrian heir presumptive and his consort has taken place disclose unmistakably the aims which the great Servian propaganda has set itself and the means it employs to realise them. The facts now made known must also do away with the last doubts that the centre of activity of all those tendencies which are directed towards the detachment of the southern Slav provinces from the Austro-Hungarian Monarchy and their incorporation in to the Servian Kingdom is to be found in Belgrade, and is at work there with at least the connivance of members of Government and army.

Pow

Ach

Pow (either phrase  
in this sentence;  
the next sentence  
also could be  
scored)

Pow

(scorable for Pow,  
but the following  
sentence has  
stronger imagery)

The Servian intrigues have been going on for many years. In an especially marked form the great Servian chauvinism manifested itself during the Bosnian crisis. It was only owing to the far-reaching self-restraint and moderation of the Austro-Hungarian Government and to the energetic interference of the Great Powers that the Servian provocations to which Austria-Hungary was then exposed did not lead to a conflict. The assurance of good conduct in future which was given by the Servian Government at that time has not been kept. Under the eyes, at least with the tacit permission of official Serbia, the great Servian propaganda has continuously increased in extension and intensity; to its account must be set the recent crime, the threads of which lead to Belgrade. It has become clearly evident that it would not be consistent either with the dignity or with the self-preservation of the Austro-Hungarian Monarchy still longer to remain inactive in face of this movement on the other side of the frontier, by which the security and the integrity of her territories are constantly menaced. Under these circumstances the course of procedure and demands of the Austro-Hungarian Government can only be regarded as equitable and moderate. In spite of that, the attitude which public opinion as well as the Government in Serbia have recently adopted does not exclude the apprehension that the Servian Government might refuse to comply with those demands and might allow themselves to be carried away into a provocative attitude against Austria-Hungary. The Austro-Hungarian Government, if it does not wish definitely to abandon Austria's position as a Great Power, would

Pow

then have no choice but to obtain the fulfilment of their demands from the Servian Government by strong pressure and, if necessary, by using military measures, the choice of the means having to be left to them.

Pow

The Imperial Government want to emphasise their opinion that in the present case there is only question of a matter to be settled exclusively between Austria-Hungary and Servia, and that the Great Powers ought seriously to endeavour to reserve it to those two immediately concerned. The Imperial Government desire urgently the localisation of the conflict because every interference of another Power would, owing to the different treaty obligations, be followed by incalculable consequences.

*[British Ambassador to the German Chancellor, 7/31/14]*

Sir Edward Goschen has been instructed to make the following communication to the Imperial Chancellor:

The proposal that His Majesty's Government should bind themselves to neutrality on the terms proposed can not possibly be entertained.

Pow (the next sentence  
could also have  
been scored)

Pow

The proposal is, in effect that so long as Germany does not take French territory, as distinct from colonies, His Majesty's Government should engage themselves to stand aloof while France is being beaten and her colonies perhaps annexed. Such a proposal is unacceptable from a material point of view, for, while no further territory in Europe might be taken from her, France could be so crushed as to lose her position as a Great Power and become subordinate to German policy. But apart from that material consideration, it is the opinion of His Majesty's Government that to make this bargain with the Imperial Government at the expense of France would be a disgrace from which the good name of Great Britain would never recover. Neither could His Majesty's Government entertain the bargain with regard to Belgium, for they are in effect asked to bargain away whatever obligation or interest they have as regards her neutrality.

Under these circumstances, and having said so much, His Majesty's Government feel that it would serve no useful purpose to examine whether the prospect of a future general neutrality agreement between Great Britain and Germany would offer sufficient positive advantages to compensate His Majesty's Government for having their hands tied at

(autonomy, not Pow)

the present moment. Sir Edward Grey's answer to the Imperial Chancellor's communication must be that His Majesty's Government must reserve their full freedom to act as circumstances may seem to them to require in the event of the crisis developing in the unfavorable manner contemplated by the Chancellor.

Aff

Sir Edward Goschen is instructed to add most earnestly that one way of maintaining good relations between England and Germany is that the two countries should continue to work together to preserve the European peace; if they succeed in that object the mutual relations of Germany and England will, in Sir Edward Grey's opinion, be ipso facto strengthened and improved. His Majesty's Government will work with all sincerity and good-will in pursuance of that object.

Aff

Sir Edward Grey adds that if this crisis can be safely passed and the peace of Europe preserved, his own object would be to promote some arrangement to which Germany could be a party and by which she could be assured that no aggressive or hostile policy would be pursued against her or her allies by Russia, France or Great Britain, either separately or jointly. Sir Edward Grey desired this and worked for it as far as lay in his power all through the last Balkan crisis; and as Germany had a corresponding object, the relations between the two countries showed sensible improvement. Sir Edward Grey says that the idea of such an arrangement has hitherto been regarded as too Utopian to form the subject of definite proposals, but if this present crisis which is more acute than any which Europe has for generations had to face, be safely passed, he nourishes the hope that the relief and reaction that will ensue may render possible some more definite RAPPROCHEMENT between the Powers than has hitherto proved feasible.

Aff

Set M  
(Materials from the Cuban Missile Crisis, 1962)

[Khrushchev to Kennedy, 10/23/62]

Mr. President:

I have just received your letter, and have also acquainted myself with the text of your speech of October 22 regarding Cuba.

Pow (a "serious threat")  
Aff (that the threat  
is to "peace")

Pow (many phrases in  
this sentence; the  
next sentence also  
could be scored)

I must say frankly that the measures indicated in your statement constitute a serious threat to peace and to the security of nations. The United States has openly taken the path of grossly violating the United Nations Charter, the path of violating international norms of freedom of navigation on the high seas, the path of aggressive actions both against Cuba and against the Soviet Union.

(In this and the next  
sentence, Pow is  
negated)

The statement by the Government of the United States of America can only be regarded as undisguised interference in the internal affairs of the Republic of Cuba, the Soviet Union and other states. The United Nations Charter and international norms give no right to any state to institute in international waters the inspection of vessels bound for the shores of the Republic of Cuba.

And naturally, neither can we recognize the right of the United States to establish control over armaments which are necessary for the Republic of Cuba to strengthen its defense capability.

Pow

We reaffirm that the armaments which are in Cuba, regardless of the classification to which they may belong, are intended solely for defensive purposes in order to secure the Republic of Cuba against the attack of an aggressor.

Ach  
Pow  
Aff (see above)

I hope that the United States Government will display wisdom and renounce the actions pursued by you, which may lead to catastrophic consequences for world peace.

The viewpoint of the Soviet Government with regard to your statement of October 22 is set forth in a Statement of the Soviet Government, which is being transmitted to you through your Ambassador at Moscow.

N. S. Khrushchev

[Khrushchev to Kennedy, 10/26/62]

Dear Mr. President:

I have received your letter of October 25. From your letter I got the feeling that you have some understanding of the situation which has developed and a sense of responsibility. I appreciate this.

By now we have already publicly exchanged our assessments of the events around Cuba and each of us has set forth his explanation and interpretation of these events. Therefore, I would think that, evidently, continuing to exchange opinions at such a distance, even in the form of secret letters, would probably not add anything to what one side has already said to the other.

Aff

I think you will understand me correctly if you are really concerned for the welfare of the world.

Aff (either phrase)

Everyone needs peace: both capitalists, if they have not lost their reason, and all the more, communists--people who know how to value not only their own lives, but above all else, the life of nations. We communists are against any wars between states at all, and have been defending the cause of peace ever since we came into the world. We have always regarded war as a calamity, not as a game or a means for achieving particular purposes, much less as a goal in itself. Our goals are clear, and the means of achieving them is work. War is our enemy and a calamity for all nations.

Aff (either phrase)

("progressive" not  
Ach when describing  
groups)  
Aff

This is how we Soviet people, and together with us, other peoples as well, interpret questions of war and peace. I can say this with assurance at least for the peoples of the Socialist countries, as well as for all progressive people who want peace, happiness, and friendship among nations.

Ach

Pow

I can see, Mr. President, that you also are not without a sense of anxiety for the fate of the world, not without an understanding and correct assessment of the nature of modern warfare and what war entails. What good would a war do you? You threaten us with war. But you well know that the very least you would get in response would be what you had given us; you would suffer the same consequences. And that must be clear to us--people invested with authority, trust and responsibility. We must not succumb to light-headedness and petty passions, regardless of whether



Pow (either clause;  
"war" is  
personified)

elections are forthcoming in one country or another. These are all transitory things, but should war indeed break out, it would not be in our power to contain or stop it, for such is the logic of war. I have taken part in two wars, and I know that war ends only when it has rolled through cities and villages, sowing death and destruction everywhere.

I assure you on behalf of the Soviet Government and the Soviet people that your arguments regarding offensive weapons in Cuba are utterly unfounded. From what you have written me it is obvious that our interpretations on this point are different, or rather that we have different definitions for one type of military means or another. And indeed, the same types of armaments may in actuality have different interpretations.

Pow

You are a military man, and I hope you will understand me. Let us take a simple cannon for instance. What kind of weapon is it--offensive or defensive? A cannon is a defensive weapon if it is set up to defend boundaries or a fortified area. But when artillery is concentrated and supplemented by an appropriate number of troops, then the same cannon will have become an offensive weapon, since they prepare and clear the way for infantry to advance. The same is true for nuclear missile weapons, for any type of these weapons.

Pow

(Pow is negated)

Pow

You are mistaken if you think that any of our armaments in Cuba are offensive. However, let us not argue at this point. Evidently, I shall not be able to convince you. But I tell you: You, Mr. President, are a military man and you must understand: How can you possibly launch an offensive even if you have an enormous number of missiles of various ranges and power on your territory, using these weapons alone? These missiles are a means of annihilation and destruction. But it is impossible to launch an offensive by means of these missiles, even nuclear missiles of 100 megaton yield, because it is only people--troops--who can advance. Without people any weapons, whatever their power, cannot be offensive.

How can you, therefore, give this completely wrong interpretation, which you are now giving, that some weapons in Cuba are offensive, as you say? All weapons there--and I assure you of this--are of a defensive nature; they are in Cuba solely for purposes of defense, and we have sent them to Cuba at the request of the Cuban Government. And you say that they are offensive weapons.

Pow (either phrase)

But, Mr. President, do you really seriously think that Cuba could launch an offensive upon the United States and that even we, together with Cuba, could advance against you from Cuban territory? Do you really think so? How can that be? We do not understand. Surely, there has not been any such new development in military strategy that would lead one to believe that is possible to advance that way. And I mean advance, not destroy; for those who destroy are barbarians, people who have lost their sanity.

Pow

Ach

Pow (the next sentence also could be scored)

I hold that you have no grounds to think so. You may regard us with distrust, but you can at any rate rest assured that we are of sound mind and understand perfectly well that if we launch an offensive against you, you will respond in kind. But you too will get in response whatever you throw at us. And I think you understand that too. It is our discussion in Vienna that gives me the right to speak this way.

Ach

Pow

Ach

Aff

Pow

Aff

Ach

Aff (either phrase)

This indicates that we are sane people, that we understand and assess the situation correctly. How could we, then, allow [ourselves] the wrong actions which you ascribe to us? Only lunatics or suicides, who themselves want to perish and before they die destroy the world, could do this. But we want to live and by no means do we want to destroy your country. We want something quite different: to compete with your country in a peaceful endeavor. We argue with you; we have differences on ideological questions. But our concept of the world is that questions of ideology, as well as economic problems, should be settled by other than military means; they must be solved in peaceful contest, or as this is interpreted in capitalist society--by competition. Our premise has been and remains that peaceful coexistence of two different sociopolitical systems--a reality of our world--is essential, and that it is essential to ensure lasting peace. These are the principles to which we adhere.

Pow (either phrase)

You have now declared piratical measures, the kind that were practiced in the Middle Ages when ships passing through international waters were attacked, and you have called this a "quarantine" around Cuba. Our vessels will probably soon enter the zone patrolled by your Navy. I assure you that the vessels which are now headed for Cuba are carrying the most innocuous peaceful cargoes. Do you really think that all we spend our time on is transporting so-called offensive weapons, atomic and hydrogen bombs? Even though your military people may possibly imagine that these are some special kind of weapons, I assure you

that they are the most ordinary kind of peaceful goods.

Ach

Therefore, Mr. President, let us show good sense. I assure you that the ships bound for Cuba are carrying no armaments at all. The armaments needed for the defense of Cuba are already there. I do not mean to say that there have been no shipments of armaments at all. No, there were such shipments. But now Cuba has already obtained the necessary weapons for defense.

Pow (the next sentence also could be scored)

I do not know whether you can understand me and believe me. But I wish you would believe yourself and agree that one should not give way to one's passions; that one should be master of them. And what direction are events taking now? If you begin stopping vessels it would be piracy, as you yourself know. If we should start doing this to your ships you would be just as indignant as we and the whole world are now indignant. Such actions cannot be interpreted otherwise, because lawlessness cannot be legalized. Were this allowed to happen then there would be no peace; nor would there be peaceful coexistence. Then we would be forced to take the necessary measures of a defensive nature which would protect our interests in accordance with international law. Why do this? What would it all lead to?

Aff

Pow

Aff (in this context "normalize" suggests warmth)

Let us normalize relations. We have received an appeal from U Thant, Acting Secretary General of the U. N., containing his proposals. I have already answered him. His proposals are to the effect that our side not ship any armaments to Cuba for a certain period of time while negotiations are being conducted-- and we are prepared to enter into such negotiations-- and the other side not undertake any piratical action against vessels navigating on the high seas. I consider these proposals reasonable. This would be a way out of the situation which has evolved that would give nations a chance to breathe easily.

You asked what happened, what prompted weapons to be supplied to Cuba? You spoke of this to our Minister of Foreign Affairs. I will tell you frankly, Mr. President, what prompted it.

Pow (either phrase)

(not Pow; "respect" is here not a strong emotion)

We were very grieved by the fact--I spoke of this in Vienna--that a landing was effected and an attack made on Cuba, as a result of which many Cubans were killed. You yourself told me then that this had been a mistake. I regarded that explanation with respect. You repeated it to me several times, hinting that not everyone occupying a high position would

Pow

acknowledge his mistakes as you did. I appreciate such frankness. For my part I told you that we too possess no less courage; we have also acknowledged the mistakes which have been made in the history of our state, and have not only acknowledged them but have sharply condemned them.

Aff (either phrase)

While you really are concerned for peace and for the welfare of your people--and this is your duty as President--I, as Chairman of the Council of Ministers, am concerned for my people. Furthermore, the preservation of universal peace should be our joint concern, since if war broke out under modern conditions, it would not be just a war between the Soviet Union and the United States, which actually have no contentions between them, but a world-wide war, cruel and destructive.

Pow

Aff

Pow

Pow

Why have we undertaken to render such military and economic aid to Cuba? The answer is: we have done so only out of humanitarian considerations. At one time our people accomplished its own revolution, when Russia was still a backward country. Then we were attacked. We were the target of attack by many countries. The United States took part in that affair. This has been documented by the participants in aggression against our country. An entire book has been written on this by General Graves, who commanded the American Expeditionary Force at that time. Graves entitled it *American Adventure in Siberia*.

Ach

Pow; Aff

Pow; Aff

We know how difficult it is to accomplish a revolution and how difficult it is to rebuild a country on new principles. We sincerely sympathize with Cuba and the Cuban people. But we do not interfere in questions of internal organization; we are not interfering in their affairs. The Soviet Union wants to help the Cubans build their life, as they themselves desire, so that others would leave them alone.

Pow (the next sentence also could be scored)

You said once that the United States is not preparing an invasion. But you have also declared that you sympathize with the Cuban counter-revolutionary emigrants, support them, and will help them in carrying out their plans against the present government of Cuba. Nor is it any secret to anyone that the constant threat of armed attack and aggression has hung and continues to hang over Cuba. It is only this that has prompted us to respond to the request of the Cuban Government to extend it our aid in strengthening the defense capability of that country.

Pow  
Aff

If the President and Government of the United States would give their assurances that the United States would itself not take part in an attack upon Cuba and would restrain others from such action; if you recall your Navy--this would immediately change everything. I do not speak for Fidel Castro, but I think that he and the Government of Cuba would, probably, announce a demobilization and would call upon the people to commence peaceful work. Then the question of armaments would also be obviated, because when there is not threat, armaments are only a burden for any people. This would also change the approach to the question of destroying not only the armaments which you call offensive, but of every other kind of armament.

Pow

I have spoken on behalf of the Soviet Government at the United Nations and introduced a proposal to disband all armies and to destroy all weapons. How then can I stake my claims on these weapons now?

Pow

Armaments bring only disasters. Accumulating them damages the economy, and putting them to use would destroy people on both sides. Therefore, only a madman can believe that armaments are the principal means in the life of society. No, they are a forced waste of human energy, spent, moreover, on the destruction of man himself. If people do not display wisdom, they will eventually reach the point where they will clash, like blind moles, and then mutual annihilation will commence.

Pow  
(not Ach; hypothetical)  
Pow

Ach

Let us therefore display statesmanlike wisdom. I propose: we, for our part, will declare that our ships bound for Cuba are not carrying any armaments. You will declare that the United States will not invade Cuba with its troops and will not support any other forces which might intend to invade Cuba. Then the necessity for the presence of our military specialists in Cuba will be obviated.

Pow

Ach  
Pow

Mr. President, I appeal to you to weigh carefully what the aggressive, piratical actions which you have announced the United States intends to carry out in international waters would lead to. You yourself know that a sensible person simply cannot agree to this, cannot recognize your right to such action.

Ach

Pow

If you have done this as the first step towards unleashing war--well then--evidently nothing remains for us to do but to accept this challenge of yours. If you have not lost command of yourself and realize

Pow ("knot" is  
metaphor for war)  
Ach

clearly what this could lead to, then, Mr. President, you and I should not now pull on the ends of the rope in which you have tied a knot of war, because the harder you and I pull, the tighter this knot will become. And a time may come when this knot is tied so tight that the person who tied it is no longer capable of untying it, and then the knot will have to be cut. What that would mean I need not explain to you, because you yourself understand perfectly what dread forces our two countries possess.

Pow (hypothetical  
effect)

Therefore, if there is no intention of tightening this knot, thereby dooming the world to the catastrophe of thermonuclear war, let us not only relax the forces straining on the ends of the rope, let us take measures for untying this knot. We are agreeable to this.

Aff (either phrase)  
Pow ("gratitude" is  
emotional response;  
also "appeal")

We welcome all forces which take the position of peace. Therefore, I both expressed gratitude to Mr. Bertrand Russell, who shows alarm and concern for the fate of the world, and readily responded to the appeal of the Acting Secretary General of the U. N., U Thant.

(not Aff; avoiding war  
not same as peace)

These, Mr. President, are my thoughts, which, if you should agree with them, could put an end to the tense situation which is disturbing all peoples.

These thoughts are governed by a sincere desire to alleviate this situation and remove the threat of war.

Respectfully,  
N. Khrushchev

[Kennedy to Khrushchev, 10/27/62]

Dear Mr. Chairman:

Ach

I have read your letter of October 26th with great care and welcomed the statement of your desire to seek a prompt solution to the problem. The first thing that needs to be done, however, is for work to cease on offensive missile bases in Cuba and for all weapons systems in Cuba capable of offensive use to be rendered inoperable, under effective United Nations arrangements.

Assuming this is done promptly, I have given my representatives in New York instructions that will permit them to work out this weekend--in cooperation

with the Acting Secretary General and your representative--an arrangement for a permanent solution to the Cuban problem along the lines suggested in your letter of October 26th. As I read your letter, the key elements of your proposals--which seem generally acceptable as I understand them--are as follows:

Pow

1) You would agree to remove these weapons systems from Cuba under appropriate United Nations observation and supervision; and undertake, with suitable safeguards, to halt the further introduction of such weapons systems into Cuba.

2) We, on our part, would agree--upon the establishment of adequate arrangements through the United Nations to ensure the carrying out and continuation of these commitments--(a) to remove promptly the quarantine measures now in effect and (b) to give assurances against an invasion of Cuba. I am confident that other nations of the Western Hemisphere would be prepared to do likewise.

Pow

If you will give your representative similar instructions, there is no reason why we should not be able to complete these arrangements and announce them to the world within a couple of days. The effect of such a settlement on easing world tensions would enable us to work toward a more general arrangement regarding "other armaments," as proposed in your second letter which you made public. I would like to say again that the United States is very much interested in reducing tensions and halting the arms race; and if your letter signifies that you are prepared to discuss a detente affecting NATO and the Warsaw Pact, we are quite prepared to consider with our allies any useful proposals.

Pow  
Aff

But the first ingredient, let me emphasize, is the cessation of work on missile sites in Cuba and measures to render such weapons inoperable, under effective international guarantees. The continuation of this threat, or a prolonging of this discussion concerning Cuba by linking these problems to the broader questions of European and world security, would surely lead to an intensification of the Cuban crisis and a grave risk to the peace of the world. For this reason I hope we can quickly agree along the lines outlined in this letter and in your letter of October 26th.

John F. Kennedy





Calibration Sets  
for  
Running Text Motive Imagery Scoring

The first calibration set consists of thirty stories. The pictures used to elicit the stories are as follows:

- Stories 1-5: Ship's captain talking to a man
- Stories 6-10: Man working at a drawing board
- Stories 11-15: Couple sitting on a bench by a river
- Stories 16-20: Two women in lab coats and scientific apparatus
- Stories 21-25: Woman and man on a trapeze
- Stories 26-30: Woman and man with a horse in the country

The second set is a political speech. The expert scoring for these calibration sets is packaged separately.

Calibration Set A

CA-1 Two people are having a conversation. One is the boat captain, the other is a passenger. The passenger booked a cruise. The captain is telling the passenger all about his ship.

He thinks the passenger wants information about the ship itself. The passenger wants information about the ship's speed, route, safety, etc.

They will take the cruise and have a good time. The weather will probably be good and the passenger will eat well, look around at all ports of call, and sunbathe a lot. He will have a nice vacation and arrive back home. Satisfied.

CA-2 Two men are engaged in a Serious Conversation. One is the Captain of a Luxury liner about to set sail. The other, a private detective, who has just told the captain the ship must be detained. It is feared that an illegal passenger is on board, a passenger wanted very much by the police. The Captain is skeptical, and wants definite proof that there is such a dangerous person.

The proof given by the detective is not enough for the Captain to delay departure. The Luxury liner sails, along with the "Cat burgler" who had been sought after.

CA-3 The captain and one of his passengers are talking about a problem the passengers having with his cabin. The water is leaking in his porthole.

The captain explains, that this happens at times and he will see its taken care of immediately. Mr. Smith, the passenger, says all right, goes back to the cabin and waits for someone to come.

After a short wait, a man comes and fixes the porthole.

As Mr. Smith trip continues he is pleased to find no more water coming in.

CA-4 It's 1952. The Captain of the cruise liner is smuggling drugs hidden in antique figurines from the South China Seas. Sort of a "Maltese Falcon" scenario. Captain is trying to make a deal with the man in the hat who is an undercover agent unbeknownst to the Captain, although he knows that someone is on his tail and he is in a hot spot. He's trying to get out of it and walking right into it. The man in the hat is just listening. Eventually the Captain will be caught. He will cook his own goose.

CA-5 "Now, listen Bill. We found the cashmere sweaters in this little shop in Sydney. This little Kangaroo Lady actually taught me a new knit and purl stitch, two loops over and three under produces an iris pattern. Very pretty in ivory and purple with a green background."

"But what hope do we have of getting the diamonds in?"

Oh, see the rhinestones on the little, wide-armhole vest, just wash the glitter off. A few more are in my knitting-needles and I really found the perfect place. Use them as hem weights.

"Well, then we should have enough to go home to England forever."

Not forever, just until we know no one is chasing us.

CA-6 This man is a architect for a large company who is having thoughts about leaving the company and opening his own architectural firm, to design homes, building, for his own clients, rather than buildings, complexes for his company. He is thinking of the security that his present company gives him financially and security wise, and for his family, but he thinks what would really make him happier at work and at home is being his "own" boss. He wants to do what's best for him and his family. What he now will do is tell his wife, and make plans to gradually go on his own, doing a few independent jobs on his own, and then when his own business is doing better, will leave his present company.

CA-7 This man is a draftsman of some sort and he is at work.

He prepared for this job by going to school--college--for many years. He likes his work.

The picture on his desk is his family, whom he loves. He is anticipating going home when work is done to his loving family.

He wants to get his work done soon.

He will finish his work and go home for dinner. After a nice evening with his family, he will be back at work tomorrow, doing the best job he can on his drafting.

CA-8 A man deep in thought, being torn by a decision he must make. He is an industrial architect working on plans to build a Nuclear Plant in his home town. It is a small town with good family people. People who need jobs which the plant would provide. The company planning to build the plant, he feels, is not a reliable one, and has made mistakes in the past. But the townspeople need jobs, and feel this is the best thing.

This architect will decide that although the plant will provide work for his fellow townsmen, it is far too dangerous to complete the plans and put his family in danger.

CA-9 Mr. Jones, an architect is going to surprise his family by building them a new house.

As he gazes at their picture he tries to picture in his mind the kind of house they would really love.

As the house come to mind he quickly sketches it down. That night he takes it home and tells his wife, next week we begin a new house.

His wife is very excited, but anxious, so much to do, how will we get it all done. Her husband exclaims, don't worry everything will work out.

CA-10 1938 movie. This man is an architect whose business is in trouble. Someone from his past has emerged and is trying to blackmail him. Not wanting to threaten the happy new life with wife and kiddies he has established since breaking free and changing his ways, he is now facing the torturous decision of whether or not to do something dishonest (embezzle money) to keep the blackmailer quiet. He is torn. He tries to cover it up but eventually his wife suspects something is wrong, gets it out of him, they take it on together and all works out in the end. (I feel a bit cynical about this ending--I like the idea, but it sounds a bit smarmy, like a 1938 movie, perhaps!)

CA-11 This is a couple that works together in an office in Cambridge. He likes her very much, but he is kind of the office "nerd," someone that everyone gets along with, but who everyone kind of feels sorry for or thinks is a bother sometime. She has gone out for a walk in the early spring, during her lunch hour, to get some fresh air and exercise. He went out also, and followed her, to have a chance to talk away from the office. She is looking off in the distance, thinking that she would like to change jobs, move up, and yet he is going on and on about his more immediate hopes and plans for his life. He will stay working there for a long time. She'll probably leave for another job in a year or so.

CA-12 Two people in a park. They are a young couple --probably not married. They have been going together for a while and enjoy being together and discussing things they have in common and their goals in life. They want to get to know each other better. Each of them wants to know the plans and dreams of the other.

They will probably get married sometime in the future; they both seem too young now. They will finish schooling and get jobs and find a place to live.

CA-13 Two people sitting together, perhaps at lunch time break. They seem to know each other, and enjoy each others company. The both work for the same company, and have taken a walk after lunch. Now they are sitting, more likely discussing some work related matter.

CA-14 Janet asked her husband Fred to meet her on the river. She was so excited. How long they had waited for this to happen.

Fred appeared and she rushed to him, tears in her eyes. Fred, she said, we're going to have a baby.

Fred was struck, speechless. He thought it would never happen. As he took her hand they sat on the bench. Fred was beaming from ear to ear.

This is the best news, what we've both waited for so long. I love you, Janet. I love you, Fred.

CA-15 By the Charles River, Harvard law student with a Radcliffe Art History major. He is entranced by her beauty, brains and eccentric behavior, though fearful that her questionable background might not be acceptable to his stuffy blue-blood family, in fact to himself. He is snotty and repressed. She is attracted and impressed but essentially frustrated that he always acts like a stick-in-the-mud. They are together for a couple of years but as she grows in herself she finally has the presence of self and mind (unlike myself) to realize that it will never work and goes on to marry an equally eccentric physicist from MIT.

CA-16 There are two research scientists who work in a lab doing medical research. The woman on the left is the head of the program, and usually gets the publicity when any progress or results happen. The woman on the right does most of the background, hard, routine work, and doesn't get much credit for the work done. The woman on the left is the boss, and is somewhat autocratic--work is work, you do it and you get paid for it. The right side woman is rather shy and unassertive, but proud of her work and accomplishments. She is going to ask her boss for a raise, because she knows she is good at her job. The boss will give her a raise, because she knows the other woman is the backbone of the program.

CA-17 Two women are working in a lab. They are both researchers. They have studied and done research for a long time on this project and are thinking it would be nice to have a breakthrough and get good results.

They want the research to go well and be productive. They want to make a contribution to science.

They will get results, which will get them a step closer to a solution to the problem. They will continue doing research, searching for the truth in small pieces.

CA-18 Two women in a laboratory. Both seem to have knowledge and authority. The older one in the background is probably the Professor, and the other the Student. The student is a mother and wife gone back to school to become a doctor. The professor feels this student has good potential, and observes her carefully. The professor wants this woman to succeed and will give her every chance she can, for she too is a wife and mother.

CA-19 They had been trying for days, months, years to find a cure for the deadly disease. Finally they were on the threshold of something.

As they stood and watched the chemicals mix, their breaths were held in anticipation. If this worked many people would be saved finally from AIDS.

As she dropped the specimen into the test tube, what they had dreamed of for so long happened. It worked, as they looked at each other their eyes were full of tears and excitement. They had finally won.

CA-20 A Nobel-prize winning scientist (with test-tube) and her considerably less-talented assistant who has always been jealous of her. In working on a cure for AIDS they have inadvertently discovered (or think they have) an antidote for advanced adolescent narcissism in men (guess who I'm angry at today). The assistant realizes that this could be a staggering breakthrough for mankind, stopping wars, death, destruction, pollution of the environment, unjust imbalance of wealth etc., but her personal grudge against her boss perverts her perspective and she is plotting to sabotage the experiments so that they never will be known to modern science. Her boss catches her in the lab one night trying to alter the results, understands what is going on, stops her, fires her, but not before explaining that, in fact the antidote only worked on brain cells up to the age of sixteen thereby only replicating a natural life process, and was therefore useless.

CA-21 A young trapeze artist, who has always dreamed of being the star of the show, now has her chance. The real star of the show had quit the circus that day, over a contract dispute. Now this young girl will have her chance to prove to them all, even the young man she is working with, and admires greatly that she is good!

She is unsure at first, but does prove to be a star after all!

CA-22 As the trapeze swung her higher and higher, Faye realized she could never leave the circus. Chris had been after her for months to go. She had almost relented. But, now has she swung back and forth ready to swing a double somersault--Daniel, her catcher, waiting. She knew Chris would have to love her life if he really loved her.

CA-23 The last performance of stunning trapeze artiste, well-known for her skill, body and hair. An orphan, found and brought up by a circus family has decided to run away from the circus go to Paris and find her roots. She gets work as a fashion model, where her face is seen and recognized by her mother's sister who contacts her, tells her her parents were killed in the war shortly after she had wandered away from them during a shelling attack. She quits modelling (after having made a lot of money) finding it shallow and boring. Thrilled to be reunited with what remains of her family she settles near them in Paris and pursues a writing career.

CA-24 Supple gypsy spinners swinging from town to town, summer fair to winter carnival. Spinning upward and around, sometimes on trapezes tied to telephone poles while comrades sell cotton candy. Cokes, and caramel candy. No place to call home; no chance to return. To small towns near Budapest, Kracow, and Sofia from where they were driven by guns and tanks crashing down on their dreams. She was a doctor, and he wrote short stories about bow ties and high heels. She liked Tokaiazii, with onions and cheese on cafe chairs talking to girl friends, flirting with every man. She likes Rochester with its broken down center. It feels like home. He likes Miami; sun and women unlike home.

CA-25 These two trapeze artists have been working together for about 6 months. He had been working at the circus for about a year when she came along. He needed a new partner so he asked if she was interested.

Together they have been rehearsing the new act. It has taken a lot of time to get it right. Finally they feel they are acting as one.

Tonight they are performing in public for the first time. They have just completed a double spin and the crowd is applauding. This is what they have been waiting for.



CA-26 A man and woman are walking through a meadow with their horses. The man takes care of the horses all the time. The woman comes to visit regularly. She likes horses and riding, but has to live in the city, where she works.

The man is telling her facts about horses. She wants to know how her horse is doing and information about horses in general. The man enjoys talking about horses. It is a beautiful day to be outside. The woman and her dog will have a nice day and go back to the city, but they will be back next week. The man will come for the horses and feed them.

CA-27 I have never seen such beautiful country as Ireland. It took my breath away. The rolling green hills, even the rain couldn't dampen my spirits.

Then I met a man who worked on a large farm. He loved animals, especially horses. The two draft horses he had with him were superb.

I asked him to tell me some stories of this country of his. I'm sure he had many. As we walked along a mountain trail he told me of his childhood, and how he came to love his country and these animals so well.

I left Ireland a little freer and more hopeful knowing life could be so fulfilling.

CA-28 A woman on a vacation, away from her hectic work schedule and city life, has taken a walk into a nearby field to pick wildflowers for her room. She meets a kind ol' Gentlemen, his dog, and two beautiful horses. They talk and walk together for a while. The little ol' man after hearing her story of why she is there, explaining that everyone needs a break, or rest from their work. Just like his beautiful animals need to be let loose each day to wander the fields.

CA-29 By virtue of a time travel box, an Indian Maharanee from the 17th century travels forward and is dropped into a field in turn-of-the-century Northern England. Totally confused, she wanders over the fields till she runs into a local farmer whose wife has recently died. He is delighted to find a beautiful, exotic, cultured young woman wandering helpless on his land. He offers her a place to stay in exchange for help around the house (about which she knows nothing having had servants all her life). She is a bit put off at first but grows to be fond of him as they try to break the language barrier. They become great friends and she even begins to like country life, though missing the luxury and amenities of the Indian court. She is endowed with psychic powers and realizes she can send them both back to India for a little visit. He thinks this is swell and off they go. He loves the Indian court but after a while misses his horses and the countryside and knows he's getting old and his death is coming. She sends him back but comes to visit occasionally. When he dies she takes his dog back to India.

CA-30 Father and daughter, home for a week, walking and talking with the horses across the meadow where she used to play. He wants her to stay, but she has a home, a husband, children and his parents in the city. Yes, she misses the grape harvest with all the pickers. And she remembers her first kiss at the side of the maple tree that is gone now. Father's dog and Clydesdales never change, though. He wants her home. He wants her to bring the children more often. They should know horses.

She can't talk to him anymore, never could. Fathers are sweet to hug, but they know so little of life.

Calibration Set B

Senator Mathias, Chief Justice Burger, Vice President Bush, Speaker O'Neill, Senator Dole, reverend clergy, members of my family, friends, and my fellow citizens:

This day has been made brighter by the presence here of one who for a time has been absent. Sen. John Stennis, God bless you and welcome back.

There is, however, one who is not with us today. Representative Gillis Long of Louisiana left us last night and I wonder if we could all join in a moment of silent prayer.

There are no words adequate to express my thanks for the great honor you have bestowed on me. I will do my utmost to be deserving of your trust.

This day, as Senator Mathias told us, is the 50th time we the people have celebrated this historic occasion. When the first President, George Washington, placed his hand upon the Bible, he stood less than a single day's journey by horseback from raw, untamed wilderness.

There were 4 million Americans in the Union of 13 states. Today, we are 60 times as many in a Union of 50 States. We have lighted the world with our inventions, gone to the aid of mankind wherever in the world there was a cry for help, journeyed to the moon and safely returned.

So much has changed. And yet we stand together as we did two centuries ago.

When I took this oath four years ago, I did so in a time of economic stress. Voices were raised saying that we had to look to our past for the greatness and glory. But we, the present-day Americans, are not given to looking backward. In this blessed land, there is always a better tomorrow.

Four years ago, I spoke to you of a new beginning and we have accomplished that. But in another sense, our new beginning is a continuation of that beginning created two centuries ago; then for the first time in history, a people said, "government is not our master, it is our servant;" and government's only power will be that which we the people allow it to have.

That system never failed us. But, for a time, we failed those principles. Over recent years we asked things of the federal government that it was not equipped to give. We yielded authority to government that properly belonged at local or state levels or in the hands of the citizenry. We allowed taxes and inflation to rob us of our earnings and savings. We watched the great industrial machine that had made us the most productive people on earth slow and the number of unemployed increase.

By 1980, we knew it was time to renew our faith, to strive with all our strength toward the ultimate in individual freedom, consistent with an orderly society.

We believed then and now: There are no limits to growth and human progress, when men and women are free to follow their dreams. And we were right to believe. Tax rates have been reduced, inflation cut dramatically, and more people are employed today than ever before in our history.

We are creating a nation, once again vibrant, robust, and alive. There are many mountains yet to climb. We will not rest until every American enjoys the fullness of freedom, dignity, and opportunity which is our birthright as citizens. It is our birthright as citizens of this great republic.

If we meet this challenge, these will be years that Americans have restored their confidence and tradition of progress;

When our values of faith, family, work and neighborhood were restated for a modern age;

When our economy was finally freed from government's grip. When we made sincere efforts at meaningful arms reduction, by rebuilding our defenses, our economy, we developed new technologies that preserved peace in a troubled world;

When America courageously supported the struggle for individual liberty, self-government, and free enterprise throughout the world, and turned the tide of history away from totalitarian darkness and into the warm sunlight of human freedom.

My fellow citizens, our nation is poised for greatness. We must do what we know is right and do it with all our might. Let history say of us, these were

golden years--when the American Revolution was reborn, when freedom gained new life, when America reached for her best.

Our two-party system has served us well over the years, but never better than in those times of great challenge, when we came together not as Democrats or Republicans, but as Americans united in the common cause.

Two of our Founding Fathers, a Boston lawyer named Adams and a Virginia planter named Jefferson, members of that remarkable group who met in Independence Hall and dared to think they could start the world over again, left us an important lesson. They had become in the years spent in government bitter political rivals.

In the presidential election of 1800, many years later when both were retired, and age had softened their anger, did they begin to speak to each other through letters and bond was re-established between those two who had helped create this government of ours.

In 1826, the 50th anniversary of the Declaration of Independence, they both died, died on the same day, within a few hours of each other, and that day was the Fourth of July.

In one of those letters exchanged in the sunset of their lives, Jefferson wrote, "It carries me back to the times when, beset with difficulties and dangers, we were fellow laborers in the same cause, struggling for what is most valuable to man, his right of self government. Laboring always at the same oar, with some wave ever ahead threatening to overwhelm us, and yet passing harmless . . . we rode through the storm with heart and hand."

With heart and hand, let us stand as one today: One people under God determined that our future shall be worthy of our past. As we do, we must not repeat the well-intentioned errors of our past. We must never again abuse the trust of working men and women, by sending their earnings on a futile chase after the spiraling demands of a bloated federal establishment. You elected us in 1980 to end this prescription for disaster. I do not believe you reelected us in 1984 to reverse course.

At the heart of our efforts is one idea vindicated by 25 straight months of economic growth: Freedom and incentives unleash the drive and

entrepreneurial genius that are the core of human progress. We have begun to increase the rewards for work, savings and investment, reduce the increase in the cost and size of government and its interference in people's lives.

We must simplify our tax system, make it more fair and bring the rates down for all who work and earn. We must think anew and move with new boldness, so every American who seeks work can find work: so the least among us have an equal chance to achieve the greatest things--to be heroes who heal our sick, feed the hungry, protect peace among nations, and leave this world a better place.

The time has come for a new American Emancipation--a great national drive to tear down economic barriers and liberate the spirit of enterprise in the most distressed areas of our country. My friends, together we can do this, and do it we must, so help me God.

From new freedom will spring new opportunities for growth, a more productive, fulfilled and united people, and a stronger America--an America that will lead the technological revolution, and also open its mind, heart, and soul to the treasures of literature, music and poetry, and the values of faith, courage, and love.

A dynamic economy, with more citizens working and paying taxes, will be our strongest tool to bring down budget deficits. But an almost unbroken 50 years of deficit spending has finally brought us to a time of reckoning.

We have come to a turning point, a moment for hard decisions. I have asked the Cabinet and staff a question and now I put the same question to you. If not us, who? If not now, when? It must be done now, by all of us going forward with a program aimed at reaching a balanced budget. We can then begin reducing the national debt.

I will shortly submit a budget to the Congress aimed at freezing government program spending for the next year. Beyond that we must take further steps to permanently control government's power to tax and spend.

We must act now to protect future generations from government's desire to spend its citizens' money and tax them into servitude when the bills come due.

Let us make it unconstitutional for the federal government to spend more than the federal government takes in.

We have already started returning to the people and to state and local governments responsibilities better handled by them. There is a place for the federal government in matters of social compassion. But our fundamental goals must be to reduce dependency and upgrade the dignity of those who are infirm or disadvantaged. And here, a growing economy and support from family and community offer our best chance for a society where compassion is the way of life, where the old and infirm are cared for, the young and, yes, the unborn protected, and the unfortunate looked after and made self-sufficient.

There is another area where federal government can play a part. As an older American, I remember a time when people of different race, creed, or ethnic origin in our land found hatred and prejudice installed in social custom and, yes, in law. There is no story more heartening in our history than the progress we've made toward the "brotherhood of man" that God intended for us. Let us resolve there will be no turning back or hesitation on the road to an America rich in dignity and abundant with opportunity for all our citizens.

Let us resolve that we the people will build an American opportunity society, in which all of us--white and black, rich and poor, young and old--will go forward together, arm in arm. Again, let us remember that, though our heritage is one of blood lines from every corner of the earth, we are all Americans pledged to carry on this last, best hope of man on earth.

I have spoken of our domestic goals, and the limitations we should put on our national government. Now let me turn to a task that is, above all, the primary responsibility of national government--the safety and security of our people.

Today, we utter no prayer more fervently than the ancient prayer for peace on earth. Yet history has shown that peace does not come, nor will our freedom be preserved, by good will alone. There are those in the world who scorn our vision of human dignity and freedom. One nation, the Soviet Union, has conducted the greatest military buildup in the history of man, building arsenals of awesome, offensive weapons.

We've made progress in restoring our defense capability. But much remains to be done. There must be no wavering by us, nor any doubts by others, that America will meet her responsibilities to remain free, secure, and at peace.

There is only one way safely and legitimately to reduce the cost of national security, and that is to reduce the need for it. And, this we are trying to do in negotiations with the Soviet Union. We are not just discussing limits on any further increase of nuclear weapons. We seek, instead, to reduce their numbers. We seek the total elimination, one day, of nuclear weapons from the face of earth.

For decades, we and the Soviets have lived under the threat of mutual assured destruction; if either resorted to the use of nuclear weapons, the other could retaliate, and destroy the one who had started it. Is there either logic or morality in believing that, if one side threatens to kill tens of millions of our people, our only recourse is to threaten tens of millions of theirs?

I have approved a research program to see if a security shield can be developed that will destroy nuclear missiles before they reach their target. It wouldn't kill people. It would destroy weapons; it wouldn't militarize space. It would help demilitarize the arsenals of earth. Such a shield could render nuclear weapons obsolete. So, we will meet with the Soviets hoping that we can agree on a formula for ridding the world of the threat of nuclear destruction.

We strive for peace and security, we are heartened by the changes all around us. Since the turn of the century, the number of democracies in the world has grown fourfold. Today, human freedom is on the march, and nowhere more so than in our own hemisphere. Freedom is one of the deepest and noblest aspirations of the human spirit. People worldwide hunger for the right of self-determination, for those inalienable rights that make for human dignity and progress.

America must remain freedom's staunchest friend, for freedom is our best ally. And, it is the world's only hope to conquer poverty and preserve peace. Every blow we inflict against poverty will be a blow against its dark allies of oppression and war. Every victory for human freedom will be a victory for world peace.



So we go forward today, a nation still mighty in its youth and powerful in its purpose. With our alliances strengthened, with our economy leading the world to a new age of economic expansion, we look to a future rich in possibilities. And all of this is because we worked and acted together, not as members of political parties, but as Americans.

My friends, we live in a world lit by lightning. So much is changing and will change, but so much endures, and transcends time.

History is a ribbon, always unfurling; history is a journey. And as we continue our journey, we think of those who traveled it before us. We stand again at the steps of this symbol of our democracy--well, we would be standing at the steps of our symbol of democracy if it wasn't so cold. Now we're standing inside the symbol of our democracy--and we see and hear again the echoes of our past.

A general falls to his knees in the hard snow of Valley Forge; a lonely President paces the darkened halls, and ponders his struggle to preserve the Union; the men of the Alamo call out encouragement to each other; a settler pushes west and sings a song, and the song echos out forever and fills the unknowing air.

It is the American sound; It is hopeful, big-hearted, idealistic--daring, decent, and fair. That's our heritage, that's our song. We sing it still. For all our problems, our differences, we are together as of old. We raise our voices to the God who is the author of this most tender music. And may He continue to hold us close as we fill the world with our sound--in unity, affection, and love. One people under God, dedicated to the dream of freedom He has placed in the human heart, called upon now to pass that dream on to a waiting and hopeful world.

God bless you and may God bless America.



Measuring Personality at a Distance:  
Development of an Integrated System for  
Scoring Motives in Running Text

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(Abstract)

A new integrated method for scoring achievement, affiliation-intimacy, and power motive imagery in verbal running text (speeches, interviews, literary works, etc.) is introduced as an aid to personality research at a distance. Systematic studies demonstrate that the new scoring system has interscorer and temporal reliability, validity, and convergence with scores from the original TAT-based scoring systems. Group and individual studies of political leaders, as well as studies of conflict escalation, illustrate its range of application. Overall, the performance of the new integrated running text system, which is nonreactive and can be applied to any naturally-occurring verbal material, suggests an alternative to the testing procedures of traditional personality research and assessment.

Personality research is often limited by the way in which personality variables are measured. These limits are especially prominent in the study of individual lives. Often it is impossible to administer traditional psychological tests or carry out an interview. Examples include cases where testing is impossible, such as studies of political leaders, prominent persons, or historical figures who are no longer alive; and situations where testing is possible but undesirable because it is highly reactive and arouses test-taking or self-presentational sets, suspiciousness, defensiveness, or anxiety. Personality researchers, therefore, have begun to overcome this problem by developing indirect methods of measuring personality that can be applied "at a distance," as a supplement to the more conventional methods of psychobiography (Hermann, 1968). In general, these methods are nonreactive, so that they can give repeated measurements over time without repeated testing; and they are flexible, so that they can measure personality characteristics in a variety of contexts.

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A later version of this paper is published in A. J. Stewart, J. M. Healy, Jr., & D. J. Ozer (Eds.), Perspectives in personality: Approaches to understanding lives (pp. 59-89). London: Jessica Kingsley, 1991.

Because of widespread interest in understanding the relationship between personality and politics, at-a-distance techniques are probably most widely used in political psychology (e.g., Hermann, 1977), but they have also been applied to literary figures (Porter & Suedfeld, 1981), notable persons, and in fact to college students and other traditional groups of personality research subjects, as an alternative to traditional testing. Prominent among the variables measured in this way are motives (Hermann, 1979, 1980a, 1980b), integrative complexity (Suedfeld & Piedrahita, 1984; Suedfeld & Rank, 1976), and temperament (Historical Figures Assessment Collaborative, 1977; Simonton, 1986).

This chapter reports the development of a single, simplified and integrated system for scoring the achievement, affiliation-intimacy, and power motives, all at once, in both the traditional Thematic Apperception Test (TAT) stories and also any other imaginative verbal material such as interviews, speeches, autobiographies, literary works, and mass media. Since all three motives are scored at once, and since the new scoring system can be learned in about the same amount of time required to learn one of the original systems, the time and expense of scorer training and scoring are considerably reduced.

Motivation involves the domain of personality concerned with goals and goal-directed actions, in contrast to other domains of personality such as cognitions or beliefs, temperament, or social learning history. In recent decades, personality psychologists have developed methods of measuring several important human motives through content analysis of fantasy productions or other imaginative verbal material (see Atkinson, 1958; 1982). The achievement motive involves a concern for excellence and unique accomplishment, and is associated with restless activity, moderate risk-taking, using feedback or knowledge of results, and entrepreneurial activity (see McClelland, 1961). The affiliation-intimacy motives involve a concern for close relations with others. Sometimes they predict interpersonal warmth and self-disclosure, but under conditions of threat or stress, they can produce a "prickly," defensive orientation to others (see Boyatzis, 1973; McAdams, 1982). The power motive, a concern for impact and prestige, leads both to formal social power and also to profligate, impulsive actions such as aggression, drinking, and taking extreme risks (see Winter, 1973; Winter & Stewart, 1978). These three motives are drawn from Murray's (1938) comprehensive taxonomy. They are not the only important human motives, but they do involve many of the most common and significant human goals and concerns.

### Background

The achievement, affiliation, intimacy, and power motive scoring systems were originally developed to code the brief imaginative stories, each usually about 100-150 words long, that people tell or write in taking a TAT (see Atkinson, 1958). Scoring categories were defined by observing how experimental arousal of the motive in question affected the contents of TAT stories. (See Winter, 1973, chap. 3, for a detailed account of this process.) Each scoring system consists of a generic category of motive imagery, scored as either present or absent in each story, and from six to ten subcategories, each of

which can be scored as present or absent only if motive imagery has already been scored for the story. The total score for a story is the number of imagery and subcategories scored as present in that story.

With considerable modification and adaptation, several researchers applied these traditional scoring systems to measure the motives of political leaders or historical figures "at a distance" (Donley & Winter, 1970; Hermann, 1980a, 1980b; Winter, 1976, 1980, 1982; Winter & Stewart, 1977a), to score people's dream reports and essays (LeVine, 1966), and to assess motives in a variety of historical and literary documents (Berlew, 1956; Bradburn & Berlew, 1961; Child, Storm, & Veroff, 1958; Cortes, 1960; deCharms and Moeller, 1962; Giliberto, 1972; Henley, 1967; McClelland, 1958, 1961, 1975; Straus & Houghton, 1960). Typical materials scored in these studies--speeches, press conference transcripts, and lengthy excerpts from literary works, all conveniently labeled as "running text"--are usually much longer than TAT stories and do not have any consistent natural divisions into shorter segments. Often these materials are less imaginative than TAT stories, with only a rudimentary plot line. Hence the scoring systems originally developed to code TAT stories had to be substantially modified in order to be applied to running text.

In making changes, most researchers followed the original practice of Berlew (1956, also cited in McClelland, 1958, p. 531), who dropped the subcategories and scored only motive imagery per 100 lines of text. Donley and Winter (1970) elaborated this correction for variability in lengths of text by expressing scores in terms of motive images per 1,000 words. Later experience in scoring political speeches led Winter and Stewart (1977a, pp. 48-49) to propose some extensions and simplifications of the scoring definitions for achievement, affiliation and power motive imagery.

While the results of most of these previous studies have been consistent with the research findings of TAT-based studies of individuals, the convergence and equivalence of the original motive scoring systems with the various modified, adapted versions has never been systematically demonstrated. This chapter first introduces a single codified and integrated version of the motive scoring systems for application to TAT's or any kind of running text. Then, data from several earlier studies are rescored and reanalyzed in order to explore the psychometric credentials of the new integrated running text scoring system and to establish its convergence with the three original scoring systems. Finally, results from several new studies are also presented or cited in order to demonstrate the wide range of usefulness of the new system.

The results presented here should make it possible to use this new scoring system with psychometric confidence, both to score TAT's with greater simplicity and less expense, and also to investigate many problems and topics--ranging from the intensive study of individuals to studies of personality processes in conflict escalation and other complex social processes--which up to now could not be easily studied with the original motive scoring systems. Examples will be given to illustrate this range of applications.

### The New Integrated Scoring System

The integrated system for scoring motives in running text is based on a codification and simplification of the existing motive scoring systems. It can be applied to any verbal material that is at least in part imaginative or "aspirational," rather than being purely factual; or that contains statements about goals, actions, or wishes: TAT stories, interviews, and press conference transcripts, speeches, dialogue, and a variety of literary forms including novels, stories, plays, poems, songs, and mass media programs. Table 1 presents a brief outline of the contents of this scoring system. 1 All three motives are scored at once. Only motive imagery is scored; subcategories are dropped. For each motive, the original definitions of motive imagery were simplified, clarified, and rephrased in language that was as broadly applicable (that is, not tied to particular picture cues) and as clear and economical as possible. Over the years, the original motive scoring systems had become "encrusted" with modifications, exceptions, and special points rarely used in TAT scoring and irrelevant to running text. These were either eliminated in the rephrased general definitions, or else omitted completely. These changes were based on the author's experience of twenty-five years of scoring and teaching the original scoring systems and developing the revised power motive scoring system, as well as conferences with several expert motive scorers.

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 Insert Table 1 about here  
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### Definitions of Motive Imagery

Several examples for each motive will illustrate the process of redefinition, simplification, and codification. Readers interested in more detail can obtain the complete scoring system as noted in footnote 1. For example, the original definition of achievement motive imagery--"competition with a standard of excellence"--contained further glosses such as "competitive activity . . . with affective concern over goal attainment or certain types of instrumental activity" and "meeting self-imposed requirements of good performance," and further elaborations in extensive footnotes (see Atkinson, 1958, pp. 181-183). This was simplified to "adjectives or phrases which positively evaluate performance, such as 'good,' 'better,' 'best,'" which is the working definition that most expert scorers actually use. "Long-term [i.e., career] involvement" was a frequent achievement theme in the earliest TAT research, probably because of the particular pictures and subjects used (see McClelland, Atkinson, Clark, & Lowell, 1953, p. 113, 118-119). It was scored as achievement imagery without further explicit concern for excellence, but only by making certain assumptions, under certain circumstances, and with several hedges and cautions (Atkinson, 1958, p. 184). Because long-term-involvement by itself is so tortuously linked to achievement concerns, and because it is rather rare in most TAT stories, it was simply dropped from the new integrated running text system in the interests of simplicity and efficiency. At the same time, the achievement and power aspects of competition, which were somewhat muddled in the two original scoring systems,

were more clearly distinguished: references to the quality of performance are scored for achievement, while references to the prestige or impact derived from the outcome are scored for power.

The original definition of affiliation imagery was concern about "establishing, maintaining, or restoring a positive affective relationship with another person...a relationship most adequately described by the word friendship." Further glosses referred to "warm, companionate quality" and "the desire to be liked or accepted or forgiven." This was rephrased as "expression of positive, friendly feelings toward other persons," a definition that also reflects much of the spirit of McAdams's (1980) scoring definition for the intimacy motive (conceptualized as related to but distinct from affiliation). Because of this overlap of scoring content, as well as because of the results to be reported below, the revised scoring definition will be labeled "affiliation-intimacy" in the rest of this chapter. Finally, themes of "unity" and "good relations" among people often occur in political and cultural verbal material; since these usually involve affiliative concerns, specific language regarding them was added in elaborating the definition of affiliation-intimacy imagery.

In the case of power motivation, distinctions which had often confused scorers in the past were clarified and elaborated. For example, concerns for autonomy are not scored unless they are elaborated to include additional concern for power; and power as impact on others is scored, while power as inherent strength or capacity (as in "powers of reasoning") is not scored.

After all modifications, extensions, and revisions were made, and after several different kinds of material involving different formats and topics had been scored, the entire new integrated running text scoring manual was once again rewritten, in order to organize everything in the most logical and coherent form, and to cover issues that arise in scoring many different kinds of material.

### Scoring Conventions

Rules and conventions about units of scoring and units of analysis were based on those introduced by Donley (1968), Donley and Winter (1970), and Winter and Stewart (1977a). In written text, the sentence is the unit of scoring. A single sentence can be scored only once for the imagery of any particular motive, although it can be scored for two or more different motives. Also, if imagery for the same motive occurs in two consecutive sentences, it can be scored only once, unless the two occurrences are separated by imagery of another, different motive. If imagery for a motive occurs in three consecutive sentences, it could be scored in the first and third sentences, and so forth, for every other consecutive sentence in which it occurs.

These rules have two purposes. First, they simplify scoring decisions in cases where what seems to be a single motive is spread out over two sentences. Here are some examples involving achievement motive imagery from TAT stories:

The inventors are becoming very emotional about its outcome. Will it be a success? Yes, they will discover a new metal which will revolutionize industry. (The first two sentences seem to be part of the same image, involving anticipation of achievement. According to the rule, only one image can be scored. If that image is assigned to the first sentence, then the third sentence, which introduces a new achievement theme of unique accomplishment, can also be scored.)

They probably need more advertising about sales of their products, and in the past they didn't succeed so well. They are probably thinking about ideas to promote more sales. (The first sentence is only scorable because of the second sentence; both are really part of the same image of counteraction following failure.)

Poor management has caused business to slump. They are trying to rebuild the business. (The second sentence is only scored for achievement because of the first sentence, which by defining the previous situation as failure makes it clear that rebuilding is a counteraction.)

These rules also distinguish repetition that merely clarifies the writer's or speaker's meaning (often because of the format used, as in the above examples) from repetition extending over several sentences that indicates special concern about a given motive theme. This latter kind of repetition is more common in rhetoric, such as political speeches, than in imaginative TAT stories.

Once the text has been scored, the resulting scores are expressed as motive images per 1,000 words. (Alternative ways of correcting for length, such as counting the proportion of text sentences containing motive imagery, do not yield correlations with criterion behaviors as high as those obtained using images per 1,000 words.)

#### Example of Running Text Scoring

The following passage from Abraham Lincoln's 1861 inaugural address illustrates how the integrated running text system is applied:

<u>Ach</u>	The course here indicated will be followed unless current events and experience shall show a modification or change to be proper, and in every case and exigency my <u>best</u> discretion will be exercised, according to circumstances actually existing and with a view and a hope of a peaceful solution of the national troubles and the <u>restoration of fraternal</u>
<u>Aff</u>	<u>sympathies and affections</u> . That there are persons in one
<u>Pow</u>	section or another <u>who seek to destroy the Union</u> at all
	events and are glad of any pretext to do it I will neither
	affirm nor deny; but if there be such, I need address no
<u>Aff</u>	word to them. To those, however, <u>who really love the Union</u>



Pow

may I not speak? Before entering upon so grave a matter as the destruction of our national fabric, with all its benefits, its memories, and its hopes, would it not be wise to ascertain precisely why we do it?

Psychometric Studies:  
Description of Data Sets,  
Subjects, and Procedures

Data previously collected from a variety of other studies were rescored with the new system, and the results were analyzed in order to provide information about the psychometric characteristics and validity of the new system. All scoring was done by a trained scorer who had demonstrated mastery of the new system (Category Agreement above .85 on each motive with the scoring of an expert; see below in "Results" section for details). In all cases, the scorer was not aware of the original motive scores, scores on other variables, and the experimental condition or other classification of all subjects.

Practice sets of sample TAT stories used to train scorers. Stories in these practice sets probably have more variance in motive imagery than do most groups of TAT stories, so they are most appropriate for a first study of convergence between the two systems. Three sets of thirty stories each for achievement (Atkinson, 1958, pp. 701-719), affiliation (Atkinson, 1958, pp. 736-760), and power motivation (Winter, 1973, pp. 274-296) were rescored according to the new integrated running text system, in order to establish the relationships between the original systems and the integrated running text system at the level of the individual TAT story.

Study of students from "Ivy College." TAT's given to 234 male students entering college in 1960 (Winter, McClelland, & Stewart, 1981) were rescored to establish the relationships between the original systems and the integrated running text system at the level of the person.

Motive arousal experiments. TAT stories from several original motive arousal experiments, in which one group ("aroused") was given experimental arousal of a motive and another ("neutral") group was given no such arousal, were rescored: Achievement ("success-failure," "failure," and "relaxed" conditions from McClelland, Clark, Roby, & Atkinson, 1949); affiliation (Atkinson, Heyns, & Veroff, 1954); intimacy, a new system designed to reflect the positive desire for warm, close interpersonal states in contrast to the more instrumental and defensive concerns of the affiliation motive (McAdams, 1980, study 1); and power (Veroff, 1957; Winter, 1973, pp. 62-63). These data sets were used to determine whether scores from the integrated running text system could successfully differentiate the groups of "aroused" and "neutral" stories which were the foundation and first source of validity of the original systems.

Study of the test-retest reliability of the power motive. Winter and Stewart (1977b) collected data from 70 male and female college students to

study the temporal stability of the power motive over a one-week interval, with different groups given varying retest instructions: to tell the same stories, to tell different stories, or to tell whatever stories they liked without regard to whether they were the same or different. This data set was used to determine the temporal stability of the integrated running text system under these three retest instructional sets.

Study of leadership among Naval officers. Winter (1978, 1979) studied the relationship between motivation and supervisors' ratings of leadership in a sample of 22 male United States Navy officers. TATs had been scored with the original scoring system. The new system was used to score critical incident interviews conducted with each officer. This analysis was designed to determine whether motive scores based on verbal material from a situation more like ordinary life and less like a psychological test (and scorable only with the new system) show stronger relationships to behavior than would motive scores based on traditional TATs. The critical incident interviews were conducted by trained Navy interviewers, lasted about an hour and a half, and covered important success and failure experiences in each subject's present job (see Flanagan, 1954). Using a seven-point scale, each subject's "total competence as a leader and a manager, based on performance in current position" was rated by that subject's immediate superior officer.

#### Results of the Psychometric Studies

##### Learnability and Interscorer Agreement

Several persons with no previous motive scoring experience learned the new integrated running text scoring system. After about fifteen hours of practice, each achieved very high levels of category agreement with expert scoring. Category Agreement figures on the final three sets of practice materials, combined across all three motives, were above .85 (see Winter, 1973, pp. 248-249). These figures are quite comparable to those reported for the original scoring systems (see Smith & Feld, 1958), suggesting that the integrated running text scoring system is learnable, objective, and therefore usable for research purposes. With the new system, scorers can be trained to score all three motives in about the time required to learn the original scoring system for one motive, which also suggests a gain in the efficiency of scorer training.

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Insert Table 2 about here  
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##### Convergence with Original Scoring Systems

Table 2 presents the correlations between motive imagery scores from the integrated running text system and the original scoring systems for two data sets, including calculations by story and by person. All of these correlations between the two systems are highly significant, suggesting that there is considerable overlap or convergence, even though the running text system uses

only imagery, permits multiple imagery scoring per TAT story, and dispenses with the subcategories. (The correlations by story, from the practice sets, are about ten points higher than those by subject, probably because the practice sets have a larger proportion of highly-saturated stories and a greater variance of scores.) Nevertheless, the two systems are by no means identical, and there is a good deal of room for divergence and perhaps differential prediction to action.

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 Insert Table 3 about here  
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### Differentiation of Aroused and Neutral Stories

For each motive arousal experiment, stories from "aroused" and "neutral" conditions were mixed together and scored blind to condition. In the achievement motive arousal study, the "success-failure" and "failure" conditions, both of which originally aroused the achievement motive, were also combined and contrasted to the "relaxed" condition. Results are shown in Table 3. The integrated running text scoring system clearly differentiates aroused and neutral groups of stories from the original achievement motive arousal experiments. For data from the affiliation motive arousal experiment there were essentially no differences, but the integrated running text system did work well on stories from the intimacy motive arousal experiment.

Taken together with the convergence data reported in Table 1, these results suggest that although affiliation-intimacy scores from the new system may converge with those from the original system, the actual affiliation arousal experiment of Atkinson, Heyns, and Veroff (1954) may have generated complex and ambivalent affective states in addition to concerns with positive, warm interpersonal relationships. (Such a conclusion was also drawn by Boyatzis, 1973, and McAdams, 1980.) Among subjects in the control group of McAdams' arousal experiment, affiliation-intimacy imagery as scored by the integrated running text system correlates as highly with original intimacy motive scores ( $r = .41$ ,  $p < .001$ ) as it does with original affiliation motive scores ( $r = .40$ ,  $p < .001$ ). We may conclude, therefore, that the affiliation-intimacy scoring of the integrated running text system is probably located somewhere between the often-defensive instrumentality of the original affiliation scoring system and the direct goal-state experiencing of the intimacy scoring system (see McAdams, 1980, pp. 430-431).

The integrated running text scoring system significantly differentiated aroused and neutral groups of stories in Winter's (1973) power motive arousal experiment, and showed nonsignificant results in the predicted direction for stories from Veroff's (1957) original experiment.

Overall, the integrated running text scoring system is valid in the sense of differentiating aroused and neutral stories from the original arousal experiments, although the differences are on the whole less than those obtained with the original scoring systems. In part this is probably due to the

simplifications and omissions in the integrated running text scoring system. On the other hand, since the original systems were actually developed from these arousal experiment TAT stories, they may be excessively tailored to differences in those specific story sets, differences which are not of general validity or usefulness.

### Reliability

In their experiments on power motive reliability, Winter and Stewart (1977b) and Lundy (1985) found that test-retest correlation coefficients were strongly affected by the instructions given to subjects on the retest. When told to tell the same stories, power motive reliability was quite high ( $r = .61$ ), but subjects instructed to tell different stories showed reliability scarcely exceeding chance levels ( $r = .27$ ). Because test-retest reliability was also quite high in a third group of subjects explicitly told not to worry about whether their stories were the same or different, Winter and Stewart concluded that the usual TAT retest situation implicitly invokes a self-instruction to change stories, thus producing spuriously low coefficients of reliability. (See also Atkinson, 1982, and McClelland, 1981, for a further discussion of the reliability of projective measures.)

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Insert Table 4 about here  
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When these same stories were scored for all three motives with the integrated running text scoring system, the results were similar to those of the Winter and Stewart (1977b) study, as shown in Table 4. The "same" condition produces high test-retest correlations across all three motives. The "no instruction" condition produces lower correlations, but ones that are usually higher than in the "different" condition. Pooled correlations for the "same" and "no instruction" conditions are significant and on the high side of those usually reported for the original scoring systems (see Winter & Stewart, 1977b), suggesting that the reliability of the integrated running text scoring system is at least as good as that of the original systems.

Other evidence suggests that its reliability is much higher than this, especially when applied to verbal material other than TAT stories. Scoring press conferences with the integrated system, Winter (1980) reported split-half reliabilities of .62, .77, and .71 for achievement, affiliation-intimacy, and power motives, respectively. Hermann (1979, 1980b) scored affiliation and power motive imagery with a system similar to the integrated running text scoring system, and reported odd-even correlations above .70 for both motives. Winter (1982) also reported a concordance coefficient (3-way rank order correlation) of .74 for the motive scores of presidential candidates on three different occasions. These latter findings support the argument of Winter and Stewart (1977b) that TAT test-retest correlations are spuriously low because of artifacts within the "test" and/or "retest" situation.

### Validity: Predicting Leadership Ratings

The study of leadership among United States Navy officers (Winter, 1978, 1979) offers evidence that the integrated running text scoring system, when applied to "ordinary life" verbal material, has predictive validity superior to that of the original scoring system applied to TAT's. On theoretical grounds, power motivation should predict leadership performance. Using TAT's scored with the original scoring system, however, the correlation with superior officers' ratings of "total competence as a leader and a manager" is a nonsignificant .05. When the critical incident interviews are scored with the running text system, however, the correlation is .46 ( $N = 22$ ,  $p < .05$ ). While the sample is very small, these results give increased confidence both in the new scoring system and in its application to "natural" verbal material.

### Studies of Political Leaders: Subjects and Procedures

In order to demonstrate the application of the integrated running text scoring system to the study of political and historical figures, who cannot be tested directly and therefore who have to be studied "at a distance," results and reanalyses from several other studies will be presented.

Southern Africa leaders. Winter (1980) studied 22 political leaders of all types (whites and blacks, heads of state, ministers, and nationalist leaders) from Africa south and east of the Congo River basin. Motives were scored from verbatim press conference transcripts of the period 1975-1977. Eight experts from various disciplines, experienced and knowledgeable about southern Africa, were asked to rate 19 of these leaders on the three motives themselves and on the traits of "war disposition" (defined as "likely to support the initiation, continuation, or escalation of armed conflict") and activity ("invests great energy in leadership and is more likely to act when challenged than to wait").

American presidents 1789-1981. The previous studies of motive imagery among twentieth-century American presidents (Donley & Winter, 1970; Winter & Stewart, 1977a) were extended back to George Washington's 1789 inaugural, yielding a sample of 34 presidents who delivered inaugural addresses at their first inauguration. (Tyler, Fillmore, Andrew Johnson, Arthur, and Ford are not included because they were never elected and inaugurated in their own right, although they all doubtless made remarks of some kind after taking the oath of office. Scores for Theodore Roosevelt, Coolidge, Truman, and Lyndon Johnson are based on the speeches after they were inaugurated in their own right. Because of their brief tenures in office, William Henry Harrison was omitted from all analyses, and Garfield from all analyses except, of course, assassination attempts.) All speeches were rescored according to the final version of the integrated running text system.

Dependent variables, mostly devised and discussed by Winter and Stewart (1977a), include the following: (1) a composite rating of presidential greatness (based on sums of standardized ratings of strength, prestige,

activity, and accomplishments) and (2) a rating of idealism, both taken from a poll of over 500 scholars of American history (Maranell, 1970); (3) the number of "great decisions" (momentous decisions, not necessarily wise ones) made (Morris, 1967); (4) assassination attempts (Clarke, 1982); (5) involvement in a war (excluding the continuous and ill-demarcated Indian conflicts), taken from the compilation of Richardson (1960), with additions for 1945-1980 according to his definitions; (6) war avoidance, or peaceful handling of crises that easily could have escalated into war (taken from Small, 1980); (7) number of foreign military interventions not involving war (Emerson, 1973); (8) arms control, defined as the conclusion of an agreement with one or more major powers to limit or reduce actual or potential major weapon systems (starting with McKinley, who was president during the first major international disarmament conference at The Hague in 1899, and continuing through Carter; revised and extended from Winter & Stewart, 1977a); (9) scandal, as reflected both by resignation of a cabinet or major staff member for political misconduct, and also by the number of pages per year of office in Woodward's (1974) compilation of information about presidential scandals; and finally (10) categorization by Barber (1977) as "active-positive" or "active-negative."

Data for some dependent variables were available for all presidents from Washington through Reagan; other measures (such as Maranell's ratings, Barber's categorizations, and many of the historical measures) were only available on some of the presidents. The varying numbers of cases for each variable are noted in the presentation of results in Table 6.

#### Results of Studies of Political Leaders

##### Southern Africa Leaders

Among the 22 southern African political leaders, there was virtually no relationship between motives as scored from the verbatim press conference materials and motives as rated by the judges ( $r$ 's =  $-.14$  for achievement,  $.32$  for affiliation, and  $-.15$  for power). Which scores predict behavior? Because these leaders are in such different (and changing) political and personal situations--ranging from head of state to exile--there are no objective measures of political behavior that are comparable across all leaders, as used in the study of American presidents. For example, "war entry" would mean quite different things for a head of state, a cabinet minister, or an exiled nationalist guerilla leader. When expert judges, experienced and knowledgeable about southern Africa, are asked to make ratings of "war disposition," or the propensity to resort to violence, however, they are probably able to take account of these differences in situation, opportunity, barriers, and external forces. (Though it seems reasonable that people rated as having a "war disposition" actually do engage in more warlike behavior when other things are equal, nevertheless this connection should be demonstrated by further studies of leaders in more homogeneous situations.)

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 Insert Table 5 about here  
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Table 5 presents the main significant results, which have to do with power motivation. On the basis of both theory and previous research, both "war disposition" (propensity to support armed conflicts) and "activity" should be related to power motivation. As Table 5 shows, power motive imagery scores based on the press conference transcripts are significantly related to both dependent variables, while the judges' ratings of "power motive" are essentially uncorrelated with both dependent variables. Leaders who score high in power motivation are rated as more warlike--more likely to resort to armed force--and more active than leaders who score low in power motivation. For them more than for other leaders, then, war is (in Clausewitz's famous phrase) the "continuation of politics by other means."

These findings are especially important because the motive imagery scores based on press conferences do not correlate with judges' ratings of these "same" motives. On grounds of shared method variance, or judges' implicit theories of personality, one might have expected the two sets of judges' ratings--of "power motive" and "war disposition"--to be highly correlated. That is, a judge who has already rated a leader as high in power motivation, and who believes that power concerns are one of the personal characteristics that make war more likely, would tend to rate that same leader as high in "war disposition" also (or vice versa). In such cases, significant relationships occur in part because they already exist in the minds of raters as well as (or rather than) in reality (see Mischel, 1968). In the present case, however, the results were obtained across methods instead of within methods.

#### American Presidents

The extension of previous studies of American presidents was designed to show how the integrated running text scoring system can be applied to score the motives of historical figures and other people who can only be studied at a distance. Table 6 presents the results for the presidents from George Washington to Ronald Reagan. They are consistent not only with prior research on twentieth century American presidents, using an early adaptation of the motive scoring systems (see Donley & Winter, 1970; Winter & Stewart, 1977a, Table 2.4), but also with the broad trend of previous laboratory research using the traditional scoring system applied to TAT's.

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 Insert Table 6 about here  
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For example, the power motive predicts perceived presidential impact both in terms of specific "great decisions" and also in terms of historians' overall ratings of greatness. Power motivation also predicts war entry and assassination attempts. (These results may be linked: historians may admire the "warrior hero" president, while the power-motivated "great" presidents, in turn, may arouse strong emotions and so provide an especially strong focus for the wide variety of disturbed impulses of potential assassins; see Clarke, 1982.) Interestingly enough, it is also related to avoiding war in a crisis situation. Thus power motivation overall may be associated with dramatic,

crisis-oriented, perhaps confrontational foreign policy, which may end peacefully but which can end in war (see Hermann, 1980b). Consistent with this, power-motivated presidents seem to show the positive, energetic and productive approach to the job that Barber (1977) characterized as the "active-positive" character type.

Affiliation-intimacy-motivated presidents tend to be drawn into political scandals, as reflected by both actual resignations and also the extent of historians' commentary on scandal during their administration. Perhaps they are readily influenced and therefore vulnerable to self-serving "friends" (see Hardy, 1957; Walker & Heyns, 1962). On a more positive note, presidents high in affiliation-intimacy seem to be especially concerned with arms limitation and control. In the subsample of 14 presidents for which this variable was scored, affiliation-intimacy and power are highly correlated ( $r = .59$ ). When the effects of power motive imagery are partialled out, the correlation of affiliation-intimacy with arms limitation agreements becomes .57 ( $p < .05$ ). In terms of peace and war, arguably the most important issues facing any president, the affiliation-intimacy and power motives thus appear to have opposite effects. (See McClelland, 1975, chap. 9 for other evidence on this point.)

Achievement motivation shows a curious pattern. While the achievement motive generally predicts success in entrepreneurial ventures (see McClelland & Winter, 1969, chapter 1), in presidential politics it does not. What is the explanation for the difference? Achievement-motivated presidents do seem to approach the office with visions and aspirations (historians' ratings of "idealism"). They themselves want to identify and carry out the one best solution to every problem and follow the one best path to every goal--as achievement-motivated Jimmy Carter titled his campaign autobiography, Why Not the Best? Where authority is hierarchically concentrated, as in situations of corporate and industrial discipline, this may work.

Politics, however, is more diffuse, decentralized, and conflicted; it requires bargaining, compromise, and aggregating the inchoate interests of diverse groups. As the political columnist Martin Nolan vividly put it, "CEOs accustomed to barking orders are seldom successful at schmoozing their way through the compromise carousel of Washington" (Boston Globe, July 28, 1986, p. 19). In such situations, achievement motivation may only lead to impatient, frustrated perseveration. The relationship between presidential achievement motivation and foreign (nonwar) military intervention suggests one possible outcome: a calculated (low- or moderate-risk) foreign intervention, which will rally the American people and so restore the president's freedom to act. In any case, these presidents show the self-defeating "rigidification" that Barber (1977) described in the "active-negative" character type. 2

#### Case Studies of Individuals: Kennedy and Nixon

Research using data from Richard Nixon and John F. Kennedy illustrate how motive scores obtained at a distance can be used in studies of individuals. In



the process of adapting the running text scoring system for direct scoring of television programs, films, and other media, Winter and Healy (1983) scored nineteen major speeches and the first thirteen press conferences of President John F. Kennedy. (With media materials of this type, scores are expressed as proportions of 15-second time units scoring for motive imagery.) The speech scores were analyzed by type of speech (speeches given as a response to domestic or international threat, or non-threat general speeches), and the press conference scores were related to the pattern of presidential activity and time-use on adjacent days.

Winter and Carlson (1988) validated the motive scores from Richard Nixon's 1969 inaugural through a systematic analysis of the course of Nixon's everyday behavior and personality as reported in the memoirs of his aides. After using Nixon's motive profile to explain several paradoxes of Nixon's political career, they concluded that motive scores obtained in this way could be used in psychobiography, as the basis for constructing personality portraits.

#### John F. Kennedy: Motives, Threat and the Use of Presidential Time

The 19 Kennedy speeches fall naturally into two groups: "threat" speeches, composed and delivered under urgent time pressure as immediate responses to specific threats (racial incidents or crises in Berlin and Cuba), and "nonthreat" or general speeches, such as the State of the Union messages or speeches on specific occasions. On theoretical grounds, we would expect threat speeches to be higher in power motive imagery, since they are the president's attempt to arouse public response to the threat of others' power. As shown in Table 7, these four speeches are in fact significantly higher in power motivation, and significantly lower in achievement imagery.

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Insert Table 7 about here  
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Kennedy's spontaneous responses to questions at his first 13 domestic press conferences (January 25 through July 19, 1961) were also scored for motive imagery. (Questions and answers after Kennedy's June 2 speech in Paris were not scored, because of the very different setting. Opening statements at press conferences were not scored on the grounds that they were prepared and not spontaneous.) Do these scores reflect Kennedy's changing motive states during the early weeks of his presidency? Using information from the president's official appointment books at the Kennedy Presidential Library, Kennedy's schedules on the two business days before and two business days after each press conference day were then classified and aggregated to give an indication of how Kennedy spent his working time during the period surrounding each press conference. Table 8 presents the relationships between these categories of time use and Kennedy's motive imagery.

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Insert Table 8 about here  
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If power motivation is related to Barber's "active-positive" category, as shown in Table 5 above, then those times when Kennedy's power motivation is relatively high should be times when he enjoyed the job more and so worked harder and longer. As shown in Table 8, the higher Kennedy's power motive imagery, the earlier he arrived at the Oval Office, the longer was his total working day, and (perhaps as a result) the longer his mid-day breaks (usually for lunch, a nap, or swimming) in the living quarters of the White House. In terms of use of working time, power motivation is associated with time spent giving speeches and formally unscheduled time, both of which are consistent with earlier laboratory research findings about visibility and autonomy, respectively, in power-motivated men (see Winter, 1973, pp. 133, 182-184); and time spent in scheduled visits of friends. Perhaps this latter finding reflects the pleasure that power-motivated people take in cultivating a loyal nucleus of devoted, and nonthreatening, followers (Winter, 1973, p. 114).

Are these findings an artifact of external threats? During times of threat presidential power motivation does seem to be higher (see the analysis of speeches presented in Table 7 above), and it is reasonable to suppose that external threats also lead the president to work longer hours. Two of these first 13 press conferences were held during times of special threat (April 21, shortly after the Bay of Pigs fiasco, and June 28, during the Berlin crisis), and omitting these from the analysis leaves the results reported in Table 8 substantially unchanged. In fact, the correlation of total duration of working day with power imagery rises to .65 ( $p < .05$ ), while that with achievement imagery becomes -.48. Thus the way in which Kennedy spent his day seems in part a reflection of his changing motive states rather than an artifact of external threats.

Achievement motivation imagery, on the other hand, is associated with later arrival at work and shorter noontime breaks, perhaps reflecting an efficiency orientation and even a slight distaste for the work of the presidency. (Recall from Table 7 above that achievement-motivated presidents tend to be classified "active-negative.")

### Explaining Richard Nixon

The motive scores for Nixon's 1969 inaugural address, expressed in both raw and standardized form, are shown in Table 9. His profile is high achievement and affiliation-intimacy, and average power motivation. Although individual motive scores change over time, the basic shape of this profile is reasonably stable, as shown by the scores for the 1973 second inaugural at the bottom of the table.

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 Insert Table 9 about here  
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Is this motive profile valid? Perhaps the first way to answer this question is to determine whether it enables us to make forecasts about Nixon's presidency. Obviously we now know a lot about what Nixon did and did not do as

president; so the real question is whether knowledge of Nixon's motive profile, at the time of his first inauguration in 1969, would have enabled us to make accurate predictions about his presidency, based on the relationships between presidential motives and presidential behaviors observed in previous research. Did Nixon act like a president high in achievement and affiliation-intimacy motivation and average in power motivation?

Validation with presidential outcomes. In January 1969, we could have made four specific and objective predictions about Nixon's presidency, based solely on the research relating presidential motive scores to presidential behaviors and outcomes (summarized in Table 6) and Nixon's scores (as shown in Table 9). These predictions are exhaustive, in the sense that they take account of all correlates of presidential motives that can be objectively measured. Each prediction, along with the relevant evidence from Nixon's presidency, is discussed below.

(1) The United States would be unlikely to enter a war. Among other presidents (and other political leaders), power motivation is associated with war entry and aggressiveness. Nixon's power motivation, however, is only average. This prediction is confirmed: although Nixon continued and even expanded the Vietnam War, which he "inherited," the United States did not enter a new war during his presidency.

(2) The United States would be likely to conclude a major-power treaty for the limitation or abolition of a major weapons system. Ever since the Hague Conferences of the Nineteenth Century, arms treaties have been concluded by presidents who score low in power and high in affiliation-intimacy. Such an outcome seems consistent with their desire for close, cooperative relations, in a climate of "safety," as well as their disinterest in power. Nixon's affiliation-intimacy score is very high, and his power motivation only average. The prediction is amply confirmed by the Seabed Treaty, the first SALT Treaty, and even by the ratification (almost fifty years late) of the 1925 Geneva Protocol against the use of poison gas.

(3) There would be a scandal of sufficient magnitude to cause resignations of staff and/or cabinet members. Perhaps the vulnerability to scandal of affiliation-motivated presidents arises from an excessive desire to go along with (or not to antagonize) self-seeking advisors, or perhaps such presidents are easily influenced. In any case, Nixon's affiliation-intimacy score is very high, and his power motivation (which seems to act as a slight "protection" against scandals, or at least the discovery of scandals) is only average. In terms of resignations, Watergate was of course the biggest political scandal in American history to date.

(4) There would be no assassination attempt on the president. Leaders high in power motivation seem to attract assassins, perhaps as a result of their very charisma or ability to arouse strong emotions in other people. Nixon's power motive score is only average, but the prediction is a little more difficult to evaluate. Given that there are usually some threats to the president, what constitutes a "serious" assassination attempt? According to

John Ehrlichman, for example, both "Billy Graham and Jeane Dixon, among others, [warned] that his life was in danger" (1982, p. 363). Yet no one fired shots at Nixon, as they did at Kennedy, Ford, and Reagan. Still, Clarke (1982) recounts the curious story of Samuel Byck, who in February 1974 was shot and killed after trying to hijack an airliner at the Baltimore airport. According to a tape recording that Byck left behind, he planned to crash the plane into the White House (Clarke, 1982, p. 134). On a conservative analysis, we would have to say that this prediction was not confirmed.

(5) One final prediction, involving Barber's (1977) typology, is more subjective, although Barber spells out the criteria for classifying presidential character in considerable detail. Given the relationships reported in Table 6, we would have predicted that as president, Nixon would be classified as "active-negative" and not "active-positive". Power-motivated presidents are active and love their work. Achievement-motivated presidents, in contrast, seem to become frustrated and impatient. It almost seems as though they would be happier running a company than a country. Nixon's achievement imagery score is very high, and his power imagery only average. These paired predictions are confirmed by Barber's own classification: Nixon showed the pattern of rigidification in a losing cause that is characteristic of the active-negative type--someone who is energetic and active in the job, but who has a fundamental dislike for the game of politics (1977, pp. 345-442, 457-484).

Overall, then, four out of five reasonably objective predictions that could have been made in 1969, solely on the basis of Nixon's motive profile, would have been confirmed during the years of his presidency, and the fifth has a somewhat unclear status. (Discriminant function analysis, based on all presidents except Nixon gives the same results as the more informal presentation presented above.) In terms of its use in forecasting the Nixon presidency, then, the motive profile shown in Table 9 has predictive validity.

Validation in everyday life. Winter and Carlson (1988) validated Nixon's 1969 motive profile in the texture and style of Nixon's everyday behavior, gathering evidence for motive-related behavior from the published record of Nixon's own autobiography, other major biographies, and the memoirs of his principal associates who worked most closely with him and presumably knew him best. First, they compiled a systematic inventory of all reasonably well-established behavior correlates of each motive, drawn from textbooks, handbook chapters, review articles, and the Psychological Abstracts. Then, they selected books by and about Richard Nixon, including his own two autobiographies (Nixon, 1962, 1978/1979) and the memoirs of six former close aides who worked directly with Nixon during his presidency and who continued to have positive or at least neutral feelings about him.

Each memoir was carefully searched for facts or comments about enduring behavior patterns of Richard Nixon. The resulting lists of Nixon behaviors were then matched with the list of motive correlates. Overall, 65 specific behaviors or background characteristics associated with the three motives were studied. Table 10 brings together the results of this analysis, summarizing

the record of confirmations, disconfirmations, and inconclusive evidence for these 65 behavior correlates. Eliminating cases where the evidence was inconclusive, Nixon shows almost all of the correlates of the achievement and affiliation-intimacy motives, as would be expected by his very high scores on those two motives. He shows only some correlates (slightly fewer than half) of the power motive, as would be expected by his average score.

-----  
 Insert Table 10 about here  
 -----

To express this impressionistic summary in more quantitative and testable terms, it is first necessary to frame the appropriate hypotheses. By chance alone, what proportion of motive-related behavior correlates should apply to any given person? The right-hand columns of Table 10 show two approaches. First, we could assume, as a kind of "null hypothesis," that about half or 50% of the behavior correlates of any given motive should apply to any given person. Using the Chi-square test as a measure of goodness of fit between the proportions expected and obtained (as shown in the "50:50 confirmation" column), there are two significant departures from 50 percent: that is, Nixon showed significantly more than 50 percent of both the achievement and the affiliation-intimacy correlates, but not more than 50 percent of the power correlates. In other words, Nixon displays more achievement and affiliation-intimacy behaviors (but not power behaviors) than average, just as he scored higher than average in achievement and affiliation-intimacy motive imagery (but not power imagery).

An alternative hypothesis is that the percent of motive-related behavior correlates displayed by any given person will be roughly equal to that person's motive score expressed in percentile terms. Using the Chi-square test again as a measure of goodness of fit between expected and obtained proportions, we find in this case no significant departures from expectation, as shown in the right-hand column of Table 10 ("percentile confirmation"). Because of the different kinds of "expectations" used in each analysis, one approach shows departures from expectation and the other shows no departures from expectations; but in fact, both analyses are consistent with each other. In other words, for each motive Nixon's behavior (percent of motive correlates shown) fits what would be expected on the basis of his percentile score for that motive.

Using either null hypothesis, then, the results support the validity of the Nixon motive profile in the sense of predicting Nixon's patterns of behavior. More broadly, the Kennedy and Nixon studies suggest that motive scores obtained at a distance with the integrated running text scoring system, can contribute to the intensive study of the individual case, as well as to more traditional personality research with groups.

### Using Motive Imagery Scores to Study Social Processes

All of the findings presented so far involve the study of personality, either of groups or individuals. Three recent studies by Winter (1987a, 1987b, 1987c) illustrate further applications of the integrated running text scoring system to the study of social psychological processes. By comparing the motive profiles of American presidents (scored from their first inaugural addresses) to those of American society at the time of their election (scored from cultural documents; see McClelland, 1975), Winter (1987b) showed that the greater the congruence or fit between the two, the greater the president's electoral success (percentage of the vote, margin of victory, and being re-elected). Winter interpreted these results as supporting Erikson's theory that great leaders, with their own identities, conflicts, and needs, are "fodund and chosen by contemporaries possessed of analohous conflicts and corresponding needs" (1964, p. 204). Leader appeal, in other words, is a function of leader-follower personality match.

Leader performance, on the other hand, seems to be a function only of a president's motives themselves, rather than president-society congruence. As shown in Table 6 above, power-motivated presidents are rated more highly by historians, make more "great" decisions, enter more wars, and avoid more wars. None of these outcomes is associated with the degree of president-society motive profile congruence.

Motive imagery scores have also been useful in identifying a dynamic of conflict escalation. Winter (1987a) examined two different conflict situations: presidential campaign debates in 1960 and 1980, and the secession crisis and outbreak of the American Civil War in 1861. Key speeches and statements by leaders on each side, as reported by favorable and opposed media sources, were scored for motive imagery. In both cases, there was a significant tendency for media reports to accentuate the power motivation of the opposed side and to diminish the power motivation of the favored side. In a subsequent study of the British-German relations during July-August, 1914, at the outbreak of World War I, Winter (1987c) found that as the crisis grew more severe, the same tendency developed both in British and German newspaper reports and in diplomatic dispatches on both sides. Among political leaders and the general public, this reciprocal distortion of power motive imagery probably increases the sense of external threat, thereby making it easier to rationalize aggression as a reasonable response. Thus motive distortion may be one factor that can escalate conflicts to war.

### Summary

This chapter has presented a variety of psychometric and validity data intended to establish the usefulness of a new integrated way of measuring achievement, affiliation-intimacy, and power motive imagery in verbal text, including both traditional TAT stories and also speeches, interviews, literary works, and so forth. The new system is objective and can be learned by previously inexperienced scorers. It is easier and cheaper to use in

research. It converges substantially (though not completely) with the original motive scoring systems. It has considerable predictive validity, especially when applied to "ordinary life" verbal materials, as in at-a-distance studies of historical figures and political leaders.

The fact that the new system can be applied to any kind of verbal material should enhance its research utility in several ways. First, it makes scoring of traditional TAT stories cheaper and easier. In addition, it expands the range of people and topics that can be studied with measures of human motivation.

Finally, the reliability and validity of the integrated running text scoring system when applied to naturally-occurring verbal material suggests a broader conclusion about assessment methodology. Even for people who could be tested in traditional ways, assessments of motives and other personality variables might be improved by scoring naturally-occurring verbal material instead of administering TAT's or other "instruments" in contrived and constrained "testing" or "assessment" situations. Given the problems of traditional testing, many researchers are turning to sampling of behavior in natural settings as an alternative. The research reported in this chapter suggests that scoring verbal material for motives can be thought of as a technique of "thought sampling" that has the same advantages but is even easier and cheaper to carry out. Perhaps it is an irony of research that techniques developed to study people who could not be tested in traditional ways may turn out to have psychometric and validity advantages for studying people who could be directly tested.

In any case, the new integrated running text scoring system is a highly generalized content analysis procedure that can be applied in a variety of research contexts to study human motivation, with confidence about the validity and reliability of what is being measured.

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Author Note

I am grateful to Abigail Stewart for advice and discussion of several issues; to Joseph M. Healy, Jr. for advice in the final formulation of the scoring system and actual scoring; and to John W. Atkinson, Dan P. McAdams, David C. McClelland, and Joseph Veroff for generously providing data from their own previous research studies.

This chapter was prepared with support from the John and Mary R. Markle Foundation, which support is gratefully acknowledged.

Footnotes

<sup>1</sup> This brief outline is not adequate for scoring purposes. Copies of the full scoring system, together with practice materials and expert scoring, are available at cost from the author, Department of Psychology, University of Michigan, Ann Arbor, Michigan 48109-1346.

<sup>2</sup> Barber (1977) argues the reverse: that active-negative presidents are power-driven, while active-positives want to achieve. Since his analysis refers to manifest actions and results, rather than to latent motives, there is no necessary conflict with the present results. In addition, Barber's use of "achievement" and "power" motives is probably different from the scoring definitions.

Table 1

Brief Outline of the Integrated Running Text System for Scoring Motive Imagery

---

Achievement Imagery

Reference to a standard of excellence, either directly by adjectives which evaluate performance or quality, or indirectly by actions which clearly suggest a concern with excellence.

Negative affect or counteraction in reaction to failure or a lack of excellence.

Success in competition with others.

Unique accomplishment.

Affiliation-Intimacy Imagery

Expression of warm, positive, friendly feelings toward others.

Negative affect about separation or disruption of a friendly relationship.

Affiliative, companionate activities.

Friendly nurturant acts.

Power Imagery

Strong vigorous actions which have impact on others: force, attempts to convince or persuade, unsolicited help, attempts to monitor or control.

Actions which directly arouse a strong positive or negative emotional state in others.

Concern for reputation or prestige.

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Table 2

Convergence between Original and Integrated Running Text Systems

Data set	Correlations of motive imagery scores from the two systems for:		
	Achievement	Affiliation	Power
By story: Practice sets (90 stories for each motive)	.54 <sup>a</sup> ***	.72***	.64***
By subject: "Ivy College" students (Winter, McClelland, & Stewart, 1981; N = 234, 5 stories each)	.48***	.45***	.55***

\*\*\* p &lt; .001

<sup>a</sup> r = .66 if ten stories with Long-Term Involvement, which is scored in the original system but not in the integrated running text system, are omitted.



Table 3

Performance of the Integrated Running Text Scoring System in Differentiating Aroused and Neutral Stories from Motive Arousal Experiments

	Running text motive imagery							
	<u>Aroused group</u>			<u>Neutral group</u>			Aroused- Neutral Diff.	Signi- fi- cance
Arousal experiment	N	M	SD	N	M	SD		
<hr/>								
<u>Achievement motive</u> (McClelland et al., 1949)								
Failure vs. relaxed	39	8.80	6.08				4.08	<.01
Success-failure vs. relaxed	39	9.47	5.78	39	4.72	4.56	4.75	<.001
Failure and success- failure vs. relaxed	78	9.14	5.93				4.42	<.001
<u>Affiliation motive</u> (Atkinson et al., 1954)								
Sociometric rating vs. classroom	29	11.32	5.51	36	11.42	5.54	- .10	
<u>Intimacy motive</u> (McAdams, 1980, study 1)								
Fraternity/sorority initiation vs. classroom	41	16.49	6.30	42	13.00	6.44	3.49	<.02
<u>Power motive</u> (Veroff, 1957)								
Candidates awaiting election results vs. classroom	34	8.65	4.84	34	7.67	4.76	.98	
<u>Power motive</u> (Winter, 1973)								
Viewers of Kennedy film vs. neutral film	47	11.14	5.22	44	8.37	4.59	2.77	<.005

Note. All scores are expressed in terms of images per 1,000 words.

Table 4

Test-retest Reliability of Integrated Running Text Scores

Retest instructioncondition <sup>a</sup>	Test-retest correlations for:		
	Achievement	Affiliation- Intimacy	Power
Different (N = 24)	- .18	.35	.11
No instructions (N = 23)	.01	.32	.39
Same (N = 23)	.71***	.62**	.63**
Pooled "same" and "no Instructions" (N = 46)	.46**	.41**	.60**

\*\* p < . 01      \*\*\* p < .001

<sup>a</sup> See Winter and Stewart (1977b) for exact definitions and instructions used in each condition.

Table 5

Relation of Motive Imagery Scores and Judges' Ratings to Theoretically Relevant Behavioral Dimensions among Southern Africa Leaders

Judges' ratings	Correlation with:	
	Power motive imagery scored from press conferences	Power motive as rated by judges
War disposition	.71***	.14
Activity	.51*	.10

\*  $p < .05$       \*\*\*  $p < .001$

Note. N = 19 for all correlations. Data from Winter (1980).

Table 6

Predicting Presidential Behavior from Motive Imagery in Inaugural Addresses

Presidential behavior variable	Correlation with:		
	Achievement	Affiliation- Intimacy	Power
Composite rating of "greatness" Maranell, 1970; N = 29)	.09	.09	.40*
Rating of "idealism" (Maranell, 1970; N = 29)	.51**	.19	.19
Great decision(s) cited (Morris, 1967; N = 29)	.09	.30	.51**
Assassination attempt (Clarke, 1982, plus Reagan; N = 33)	.09	.17	.40*
War entry (N = 31)	- .03	.16	.52**
War avoidance (Small, 1980; N = 29)	- .11	.22	.34
Number of nonwar military interventions (Emerson, 1973; N = 28)	.44*	- .18	.08
Arms limitation treaty (N = 14)	.13	.43	- .05
Scandal: Resignation of cabinet or high staff (N = 30, including Nixon)	.07	.36*	- .06
Scandal: Number of pages per year in office, in Woodward (1974; N = 29)	.15	.40*	.01
Active-positive (Barber, 1977; N = 11)	- .07	.37	.86***
Active-negative (Barber, 1977; N = 11)	.84***	.03	- .32

\* p &lt; .05      \*\* p &lt; .01      \*\*\* p &lt; .001

Table 7

Motive Imagery Differences between "Threat" and "Nonthreat" Presidential Speeches by John F. Kennedy.

Type of Speech	Proportion of time-units scored for:					
	Achievement Imagery		Affiliation-Intimacy Imagery		Power Imagery	
	M	SD	M	SD	M	SD
Threat speeches <sup>a</sup> (N = 4)	10.00	4.06	5.25	3.56	48.25	12.83
Nonthreat speeches <sup>b</sup> (N = 15)	23.40	9.41	10.33	7.01	30.67	8.96
Difference	- 13.40		- 5.08		17.58	
	t = 2.99		t = 1.33		t = 2.99	
	p < .02		p = n.s.		p < .01	

<sup>a</sup> Report on the Berlin crisis (6/25/61), Cuban Missile speech (10/22/62), report on situation at the University of Mississippi (9/30/62), report on civil rights and situation at the University of Alabama (6/11/63).

<sup>b</sup> Inaugural address (1/20/61), State of the Union messages (1/30/61, 1/11/62, 1/14/63), address to Latin American diplomatic corps (3/13/61), message on urgent national needs (5/25/61), report on European trip (6/6/61), United Nations addresses (9/25/61, 9/20/63), address on nuclear testing and disarmament (3/2/62), commencement address at Yale University (6/11/62), report on the national economy (8/13/62), commencement address at American University (6/10/63), address on the test ban treaty (7/26/63), and address on the test ban treaty and tax bill (9/18/63).

Table 8

Relationships between Presidential Motive Imagery in Press Conferences and Use of Presidential Time on Adjacent Days

Presidential time use	Correlations with Proportion of Time-Units in Press Conference Scored for:		
	Achievement Imagery	Affiliation- Intimacy Imagery	Power Imagery
Early arrival in Oval Office	- .48+	.27	.70**
Time during mid-day breaks in the White House living quarters	- .63*	- .05	.48+
Total duration of working day	- .09	.05	.47+
Use of time during working day:			
Work (scheduled working appointments with government officials or members of Congress)	- .39	.09	.03
Ceremonial events	.29	- .21	.19
Delivering speeches or remarks	.24	.05	.50+
Time with friends (scheduled appointments)	- .30	- .55+	.72**
Time in office, but not officially scheduled	- .37	.07	.62*

+ p < .10      \* p < .05      \*\* p < .01

Note. All correlations are based on the 13 time periods (each consisting of two business days before and two business days after a press conference) surrounding each of President Kennedy's first 13 press conferences.

Table 9

Motive Profile of Richard Nixon based on Inaugural Addresses.

Year	Raw scores: Images/1000 words			Standardized scores <sup>a</sup> :		
	Achievement	Affiliation- Intimacy	Power	Achievement	Affiliation- Intimacy	Power
1969	8.94	8.00	7.06	66	76	53
1973	7.75	4.43	6.64	60	57	51

<sup>a</sup> Standardization carried out on the first inaugural addresses of 34 presidents (Washington through Reagan, including Nixon). Overall M = 50 and SD = 10.

Table 10

Actual versus Hypothesized Motive-Related Behaviors of Richard Nixon.

Motive	Behavior correlates:			Percent confirmed	Hypothesized percent of correlates confirmed, and goodness of fit <sup>a</sup> under assumption of:	
	Con-firmed	Not Con-firmed	Incon-clusive		50:50 con-firmation <sup>b</sup>	percentile confirmation <sup>c</sup>
Achievement	23	3	2	88	50 (p <.01)	95 (p=n.s.)
Affiliation-Intimacy	13	0	1	100	50 (p <.01)	99 (p=n.s.)
Power	8	10	3	44	50 (p =n.s.)	62 (p=n.s.)

Note. Table from Winter and Carlson (1988).

<sup>a</sup> Probability of difference between proportions of behavior correlates actually confirmed and proportions expected to be confirmed, using the Chi-square test.

<sup>b</sup> Assumption of 50% confirmed and 50% not confirmed.

<sup>c</sup> Assumption that percent of behavior correlates confirmed for a person on a motive is equal to the person's percentile score on that motive. (As shown in the next-to-right-hand column, Nixon's percentile scores calculated from the standardized scores of Table 9 are 95 for achievement, 99 for affiliation-intimacy, and 62 for power.)