A Study of Personality Dimensions Associated with Creative Individuals

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A STUDY OF PERSONALITY DIMENSIONS
ASSOCIATED WITH CREATIVE INDIVIDUALS

A Thesis
Presented to the
Faculty of the School of Graduate Studies
of
Western Michigan University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Michael J. Bodi
Kalamazoo, Michigan
July 1962
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The author wishes to express his sincere gratitude to Dr. E. J. Asher for his valuable guidance in the directing of this thesis. His criticisms, suggestions and patience made this study possible.

To my wife, M. Diane Bodi, I owe a debt of appreciation for her constant encouragement, untiring and enthusiastic efforts in the necessary tabulations and proof-reading.
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A STUDY OF PERSONALITY DIMENSIONS
ASSOCIATED WITH CREATIVE
INDIVIDUALS

Introduction

This study was conducted to ascertain whether certain personality dimensions are characteristic of creative individuals and whether the traits can be used to predict creativity. Previous work done in the area of measuring and observing personality traits that could be correlates of characteristics manifested in creative individuals is adequately covered in Barron's (1958a) report to The Second Conference on the Identification of Creative, Scientific Talent.

Barron's (1958b, p. 164) summary of work on creative activity at the Institute of Personality Assessment and Research has encompassed the findings and thoughts of several individual writers (Drevidahl, 1956; Fromm, 1959; Hulbeck, 1945; Rogers, 1954). The following formulations regarding creative people were suggested: "they are more observant; they value accurate observation; they are independent in their cognition and will suffer great personal pains to testify correctly; they are motivated to independent and sharp observation for reason of self-preservation; they are born with
greater brain capacity; they are constitutionally more vigorous and sensitive organisms and so have much sex drive; they have complex lives, prefer tension because of the pleasure they obtain from discharging it; they have more apprehensions of unconscious motives. The creative person is both more constructive, crazier and saner, than the average person. He can allow regression because he knows he can correct it; objective freedom exists when the capacity to permit the distinction between self and object exists, and creative potential is directly a function of objective freedom."

A preference-for-complexity measure developed by Barron (1962) was used in this study. It is a 50 item verbal form of the Barron-Welsh Art Scale (1952). On the Art Scale the subject indicated whether or not he liked each of a series of line drawings. Preferences for the complex asymmetrical drawings earned the subject a high score, while preferences for the simple symmetrical drawings earned a low score. In the original study (Barron & Welsh, 1952), the group mean differences were significant, although the distributions overlapped somewhat. A cross-validation study of 30 artists and 30 non-artists yielded similar results. The authors believe that the test opens the way for studying the relationship between artistic perception and personality style. Barron's verbal form was developed by
finding verbal items in a series of five successive samples which correlated significantly with scores on the Figure Preference Art Scale. Eleven of the items are found in the California Psychological Inventory (Gough, 1957).

An exploratory empirical search (Barron, 1953a) for correlates of complexity resulted in positive relationships to personal tempo, verbal fluency, effeminancy, sentience, and sensuality. It was related negatively to constriction, good judgment, rigidity, conformity, and submissiveness. Suggestions were advanced to the effect that preference for complexity is associated with originality, artistic creativeness, and the acceptance in men of femininity.

The second personality characteristic measured was that of independence of judgment. The scale (Barron, 1962) used in this study which consisted of only 22 items was a modified form of the original 86 item questionnaire constructed by Asch (1956) in collaboration with Barron. Barron was attempting to find personality influences between "Independents" and "Yielders."

In a study by Barron (1953b) individual differences in independence of judgment were assumed to be related to certain personality measures. The Asch (1956) "lines" experiment was used to categorize
college students into "Independents" and "Yielders." The two groups differed in (a) their self descriptions on the Gough (1950) Adjective Check-List, (b) their personal preference for complexity on the Barron-Welsh (1952) Art Scale, and (c) their response to an Independence Questionnaire constructed by Asch & Barron (1956).

The conclusions (Barron, 1953b) were that Independents characterized themselves as original, emotional, and artistic; they indicated more emotional reactivity and a lack of social ease. The Yielders, on the other hand, described themselves as kind, obliging, considerate, and helpful; they claimed personal effectiveness and planfulness in achieving some goal, and more personal stability. Independents preferred more complex line drawings than did Yielders who preferred simple forms. Independents valued creativity for its own sake, without regard for practicality were more inner-directed, and were more tolerant of uncertainty. Yielders were practical-minded and outer-directed.

Originality was the third scale (Barron, 1962) used in this present study. As far as could be ascertained, the scale as received from Barron has never been published and there is no empirical evidence available to support its use. However, 49 of his 78
items are found in the California Psychological Inventory (CPI) (Gough, 1957).

Gough described the CPI as a 469 item personality inventory (200 MMPI items included) intended primarily for use with normal, (non-psychiatrically disturbed) subjects. Standard score norms are based on more than 6,000 cases for each sex. The present 18 scales which are designed to assess personality characteristics important from social interaction point of view are grouped in four broad categories emphasizing effective interpersonal functioning; measures of poise, ascendancy, and self-assurance; socialization, maturity, and responsibility; achievement potential and intellectual efficiency; and intellectual and interest modes.

The CPI (Cronbach, 1960) is a lengthy inventory covering fifteen traits such as sociability, tolerance, and intellectual efficiency, plus three control keys. The scoring keys were developed empirically but have rather low correlations with their criteria. The criteria was ratings of students made by a staff of psychological assessors. Interpretation is based primarily on an impressionistic psychological integration of the entire profile. The profile covers personality more broadly than most other inventories, but scores often intercorrelate too highly for efficient measurement. Interpretation has not yet been adequately
standardized and validated.

Since it was felt that a sound basis existed for predicting a high positive relationship between complexity and creativity, independence and creativity, and originality and creativity, three specific hypotheses were tested.

(a) Students picked as creative will score significantly higher on the complexity scale than students not picked as creative.

(b) Students picked as creative will score significantly higher on the independence scale than students not picked as creative.

(c) Students picked as creative will score significantly higher on the originality scale than students not picked as creative.
Procedure

A total of 99 undergraduate students from Western Michigan University, Kalamazoo, Michigan were used in this study. Faculty ratings of students on creativity was the method used to obtain the 29 males and 23 females for the creative group. The non-creative group consisted of 25 males and 22 females. It was matched directly with the experimental group on two variables, curriculum and grade-point average. Other variables on which the two groups were found to be very similar were intelligence, grade level, and sex ratio in each curriculum. Specific details of sampling technique and research design were prepared by Williams (1962).

The scales, complexity (50 items), independence (22 items), and originality (78 items) were numbered consecutively from one to 150 (see appendix). The subjects were unaware that they were being given three separate scales. The inventory was administered, in booklet form, to one or two subjects simultaneously. It could have been given to a large group if the subjects had been available.

All of the subjects from both groups were told that they had been picked by their professors as creative persons. It was explained to each student that he would be tested in several specific areas as
a part of an over-all study of creativity.

Each subject was told to read the instructions which were typed on the first page of the booklet. The instructions were as follows:

There are no **right** or **wrong** answers to the questions or statements on the following pages; each person differs in the way he feels about them. We are attempting to study certain personality factors that we think are relevant to this study. You can help by answering each question thoughtfully and honestly. Think carefully, but do not spend too much time on any one question. Let your own personal experience or opinion guide you and record the way you feel about each question.

For each question, decide whether your answer is "true" or "false." If your answer is "true" blacken the first space for each item on your answer sheet. If your answer is "false" blacken the second space on the answer sheet.

If you think the answer to a particular question is "true" under some circumstances and "false" under others, decide which is more often the appropriate answer and mark the corresponding space.

When the subject had finished reading the instructions the examiner asked if there were any questions. Standard IBM answer sheets were used. There was no
time limit, however the mean time per subject was approximately 30 minutes.

Occasionally there were considerable distracting influences in the test situation such as (a) people walking back and forth across the room, (b) two other examiners giving instructions, (c) subjects and examiners intermittently shuffling in and out of chairs and (d) general noise and talking from an adjoining room. Generally however, the distractions were moderate.
Results

The results of the scores on the complexity scale are presented in Table 1. According to the data, as computed, no significant difference was found between the means of the creative and the matched group. Therefore the hypothesis was rejected. The "t" value was only .52. The needed "t" value with 97 df at the 5% level of confidence is 1.96.

Table 1 also shows the results of the independence scale. No significant difference was found between the means of the creative and the matched group. The hypothesis was rejected. The "t" value was .74 which is not significant.

The results of the originality scale are presented in Tables 1 and 2. Table 1 shows that a significant difference was found between the means of the total creative and non-creative group. Therefore the hypothesis was accepted. The "t" value was 3.96 which is significant at the 1% level of confidence.

A significant difference between the means of the creative and uncreative males and of the creative and uncreative females was found and is presented in Table 2. The "t" values were 3.10 and 2.47 respectively. These "t" values are both significant at the 1% level of confidence.
The results of the item analysis on the original-ity scale are found in Table 3. A significant difference between the percentage of each item answered "true" in the creative group and the percentage of each item answered "true" in the non-creative group was found on 16 of the 78 items in the scale. Of the 16 items, nine were significant at the 1% level and seven at the 5% level of confidence.
Table 1

Summary of Results of Complexity, Independence, and Originality Scales Given to a Creative and a Matched Group to Determine if there was a Significant Difference in their Responses

<table>
<thead>
<tr>
<th>Complexity Scale</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Group</td>
<td>25.77</td>
<td>7.07</td>
<td>.99</td>
<td>.62*</td>
</tr>
<tr>
<td>Matched Group</td>
<td>24.94</td>
<td>6.11</td>
<td>.90</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independence Scale</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Group</td>
<td>14.31</td>
<td>3.30</td>
<td>.46</td>
<td>.74*</td>
</tr>
<tr>
<td>Matched Group</td>
<td>13.85</td>
<td>2.82</td>
<td>.42</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Originality Scale</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Group</td>
<td>48.93</td>
<td>8.45</td>
<td>1.18</td>
<td>3.96**</td>
</tr>
<tr>
<td>Matched Group</td>
<td>42.57</td>
<td>7.42</td>
<td>1.09</td>
<td></td>
</tr>
</tbody>
</table>

* Not significant
** Significant at the 1% level of confidence
Table 2
Analysis of Originality Scale Responses of Creative Males and Females vs Matched Males and Females

<table>
<thead>
<tr>
<th>Originality Scale</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Males</td>
<td>48.76</td>
<td>8.75</td>
<td>1.65</td>
<td>3.10*</td>
</tr>
<tr>
<td>Matched Males</td>
<td>41.36</td>
<td>8.46</td>
<td>1.73</td>
<td></td>
</tr>
<tr>
<td>Creative Females</td>
<td>49.17</td>
<td>8.02</td>
<td>1.71</td>
<td></td>
</tr>
<tr>
<td>Matched Females</td>
<td>43.95</td>
<td>5.68</td>
<td>1.24</td>
<td>2.47*</td>
</tr>
</tbody>
</table>

* Significant at the 1% level of confidence
Table 3
Summary of Item Analysis on the
Originality Scale

Items Significantly Discriminating Creative from Non-Creative Group at the 5% and 1% Levels

<table>
<thead>
<tr>
<th>Item</th>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.</td>
<td>The details of a job are as important as the job itself.</td>
<td>(F)</td>
</tr>
<tr>
<td>85.</td>
<td>I could cut my moorings -- quit my home, my parents, and my friends -- without suffering great regrets.</td>
<td>(T)</td>
</tr>
<tr>
<td>104.</td>
<td>I have strong political opinions.</td>
<td>(T)</td>
</tr>
<tr>
<td>109.</td>
<td>I like to be the center of attention.</td>
<td>(T)</td>
</tr>
<tr>
<td>114.</td>
<td>I am quite a fast reader.</td>
<td>(T)</td>
</tr>
<tr>
<td>118.</td>
<td>I must admit I am a pretty fair talker.</td>
<td>(T)</td>
</tr>
<tr>
<td>120.</td>
<td>It is hard for me to find anything to talk about when I meet a new person.</td>
<td>(F)</td>
</tr>
<tr>
<td>121.</td>
<td>I like to talk before groups of people.</td>
<td>(T)</td>
</tr>
<tr>
<td>125.</td>
<td>I am a better talker than a listener.</td>
<td>(T)</td>
</tr>
<tr>
<td>129.</td>
<td>I usually don't like to talk much unless I am with people I know very well.</td>
<td>(F)</td>
</tr>
<tr>
<td>132.</td>
<td>I am apt to show off in some way if I get the chance.</td>
<td>(T)</td>
</tr>
<tr>
<td>138.</td>
<td>I do not have a great fear of snakes.</td>
<td>(T)</td>
</tr>
<tr>
<td>140.</td>
<td>I have a natural talent for influencing people.</td>
<td>(T)</td>
</tr>
<tr>
<td>141.</td>
<td>We ought to worry about our own country and let the rest of the world take care of itself.</td>
<td>(F)</td>
</tr>
<tr>
<td>145.</td>
<td>People seem naturally to turn to me when decisions have to be made.</td>
<td>(T)</td>
</tr>
<tr>
<td>146.</td>
<td>I dislike to have to talk in front of a group of people.</td>
<td>(F)</td>
</tr>
</tbody>
</table>
Discussion

The hypothesis that students picked as creative will score significantly higher on the complexity scale than students not picked as creative was rejected.

This result was disappointing primarily because of the strong empirical evidence offered by Asch (1956) and Barron (1953a; 1953b). These authors lead one to expect a high positive relationship between the factor variable "complexity" and the responses of the individuals picked as creative. However, it must be remembered that the measurement used in these studies separated individuals with complex preferences from those with simple preferences. This was done with the Welsh Figure Preference Test developed by Welsh and Barron (1952). This test is a visual measurement of esthetic judgment or artistic perception. The scale employed in the present study was a verbal as opposed to a visual measure of complexity developed by Barron (1962). Barron's verbal form was supposedly equivalent to the Figure Preference Test. Considering the results of this study with the verbal scale in relation to the data available on the Figure Preference Test the contention of equivalence did not seem tenable. Other variables could have caused the insignificant results such as faulty sampling and inadequate design. Certain aspects of the sampling and testing procedure will be
discussed later.

The hypothesis that students picked as creative will score significantly higher on the independence scale than students not picked as creative was rejected. Of the three scales given, the writer had least faith in the independence scale (Barron, 1962) primarily because of its brevity.

Barron (1953b) tested 42 subjects who remained independent and another 42 who had yielded consistently to the false group consensus in the Asch (1956) experiments. Eight of the opinions expressed significantly more often by the independent subjects were included in the independence scale used in this study. These included items 51 (True), 53 (True), 54 (False), 58 (True), 61 (False), 66 (False), 69 (False), and 72 (False). Obviously the responses of the creative and non-creative group were not significantly different on most of these items. With an N of 22 the hypothesis would have been accepted. The finding in this study was inconsistent with the established relationship between independence of judgment and individuals tested as creative (Barron, 1955; Barron, 1957; Barron, 1958b). Again there was reason to question the sample and test procedure or the previous studies.

The most striking finding of this investigation was the very highly significant statistical results on
the originality scale. This was congruent with the hypothesis which stated that students picked as creative will score significantly higher on the originality scale than students not picked as creative. This result was surprising because there was no empirical evidence available to support this unpublished scale (Barron, 1962). The scale was used primarily because it was suggested for use by Dr. Frank Barron who devised the scale and also because several of the items seemed to have considerable "face" validity. It can be surmised that the items chosen by Dr. Barron from the CPI (Gough, 1957), which also contained items from the MMPI (Hathaway & McKinley, 1943) were those that are correlates of specific personality dimensions believed to be characteristic of original and creative individuals. These personality aspects of the creative group have been previously cited from the studies of Barron (1953a; 1953b, 1958a).

The opinion of the writer was that certain items appeared to be more valid predictors than others. Examples of these were: I value being independent of other people, I would be willing to describe myself as a pretty "strong" personality, and I would like to be a journalist. As the item analysis presented in Table 3 indicates, these particular items did not discriminate significantly. By analyzing the nature of
the items that were found to be significant in this study it could be seen, with few exceptions, that these responses were in close agreement with the personality characteristics previously associated with the creative individual. From this small sample, high verbal fluency was the most obvious and dominant characteristic discovered.

Actually the sample used was a very stringent test for the scales employed because of the very closely matched groups. The investigation attempted to measure the difference between students picked as creative and students who were assumed to have an average amount of creativity. This writer seriously doubts that the matched group had an average amount of creativity. Both the creative and the matched group had a grade-point average of 3.2, .9 above the school average of 2.3. From this evidence it may be inferred that all of the subjects were considerably above average in intelligence. Barron (1957, p. 741) in a study on originality in relation to intellect, stated, "The high scorers were found to be intelligent, widely informed, concerned with basic problems, clever and imaginative..." Taking this into consideration it seemed highly probable that both groups had a tendency to answer the items in the same manner.

Another factor that could have contaminated the
results and which is a shortcoming on most personality inventories was the fact that no provision was made to control or measure the amount of faked responses. All of the subjects knew they were involved in a study on creativity. It would have been relatively simple for the subjects who were not creative to answer "true" on the unusual items and "false" to the conventional attitudes presented.

It was also possible that some of the members of Western Michigan University's faculty chose individuals for the creative group who were in reality not creative. From the item analysis of the originality scale it would appear that faculty members chose students who were dominant, widely informed and those who had a high degree of verbal fluency.

As a result of this study it is recommended that the originality scale, with minor modifications be used in conjunction with other tests of ability and aptitude to further study creativity in college students.

Future studies in this area should provide at least two professors to pick each individual for the creative group. This would provide greater assurance of consistency and uniformity of judgment by the faculty.

Another suggestion is that some procedure should be employed to disguise the purpose of the scales in an attempt to reduce faking.
In a repeat study, a random sample of the general college population should be added to the two samples selected for this study to show how an average-intelligence group would score on these scales.
Summary

The purpose of this study was to ascertain whether certain personality dimensions are characteristic of creative individuals and whether the traits can be used with any amount of predictive validity. Previous studies in this area were summarized.

The three personality scales were administered in this study, they are: preference-for-complexity, independence of judgment, and originality. Three hypotheses were formulated to the effect that students picked as creative would score significantly higher on all three scales than students not picked as creative.

The criterion for creativity in this study was a recommendation by one of the subject's former or current professors. A control group was matched with the students picked as creative on several variables.

The only hypothesis accepted was that, students picked as creative score significantly higher on the originality scale than students not picked as creative. An item analysis was run on the originality scale to determine the nature and amount of the discriminating items.
APPENDICES
Preference-for-Complexity Scale

50 Items

1. Things seem simpler as you learn more about them. (F)

2. I enjoy discarding the old and accepting the new. (T)

3. When I get bored I like to stir up some excitement. (T)

4. Sometimes I have the same dream over and over. (F)

5. It is always a good thing to be frank. (F)

6. Some of my friends think that my ideas are impractical, if not a bit wild. (T)

7. I remember that my first day at school was very painful. (T)

8. I could cut my moorings--quit my home, my parents, and my friends--without suffering great regrets. (T)

9. Politically I am probably something of a radical. (T)

10. It is the duty of a citizen to support his country, right or wrong. (F)

11. I believe there is a God. (F)

12. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes. (F)

13. I prefer team games to games in which one individual competes. (F)

14. Barring emergencies, I have a pretty good idea what I'll be doing for the next ten years (F)

15. When some one talks against certain groups or nationalities, I always speak up against such talk, even though it makes me unpopular. (T)

16. Disobedience to the government is never justified. (F)
17. I get mad easily and then get over it soon. (T)
18. I doubt that anyone will ever be able to predict my every move. (T)
19. Kindness and generosity are the most important qualities for a wife to have. (F)
20. I much prefer symmetry to asymmetry. (F)
21. In religious matters, I believe I would have to be called an agnostic. (T)
22. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things. (F)
23. I become quite irritated when I see someone spit on the sidewalk. (F)
24. I enjoy the company of strong-willed people. (T)
25. I think I take primarily an esthetic view of experience. (T)
26. I don't expect to have more than two children. (T)
27. I guess my friends tend to think of me as a cold and unsentimental sort of a person. (T)
28. I don't like modern art. (F)
29. A person who doesn't vote is not a good citizen. (F)
30. I would enjoy the experience of living and working in a foreign country. (T)
31. People would be happier if sex experience were taken for granted in both men and women. (T)
32. I have always had goals and ambitions that were beyond anything practical or that seemed capable of being realized. (T)
33. An invention which takes jobs away from people should be suppressed until new work can be found for them. (F)
34. As a child my life was not as happy as that of most others. (T)
35. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place. (T)

36. I frequently undertake more than I can accomplish. (T)

37. The unfinished and the imperfect often have greater appeal for me than the completed and the polished. (T)

38. Army life is a good influence on most young men. (F)

39. Perfect balance is the essence of all good composition. (F)

40. I believe in a life hereafter. (F)

41. There are times when I act like a coward. (T)

42. It would be better if our professors would give us a clearer idea of what they consider important. (F)

43. The way things look now I guess I won't amount to much in the world. (T)

44. Every wage earner should be required to save a certain part of his income each month so that he will be able to support himself and his family in later years. (F)

45. I would rather be a steady and dependable worker than a brilliant but unstable one. (F)

46. Many of my friends would probably be considered unconventional by other people. (T)

47. Straightforward reasoning appeals to me more than metaphors and the search for analogies. (F)

48. I often get the feeling that I am not really part of the group I associate with and that I could separate from it with little discomfort or hardship. (T)

49. It is a pretty callous person who does not feel love and gratitude toward his parents. (F)

50. I often wish people would be more definite about things. (F)
Independance of Judgment Scale

22 Items

51. The unfinished and the imperfect often have greater appeal for me than the completed and the polished. (T)

52. I could cut my moorings -- quite my home, my parents, and my friends -- without suffering great regrets. (T)

53. Some of my friends think that my ideas are impractical, if not a bit wild. (T)

54. Perfect balance is the essence of all good composition. (F)

55. Kindness and generosity are the most important qualities for a wife to have. (F)

56. I prefer team games to games in which one individual competes against another. (F)

57. It is easy for me to take orders and do what I am told. (F)

58. I like to fool around with new ideas, even if they turn out later to be a total waste of time. (T)

59. Human nature being what it is, there will always be war or conflict. (T)

60. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith. (F)

61. I must admit that I would find it hard to have for a close friend a person whose manners or appearance made him somewhat repulsive, no matter how brilliant or kind he might be. (F)

62. What the youth needs most is a strict discipline, rugged determination, and the will to work and fight for family and country. (F)

63. I would rather have a few intense friendships than a great many friendly but casual relationships. (T)
64. The happy person tends always to be poised, courteous, outgoing, and emotionally controlled. (F)

65. Science should have as much to say about moral values as religion does. (T)

66. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down. (F)

67. I have seen some things so sad that I almost felt like crying. (T)

68. I don't understand how men in some European countries can be so demonstrative to one another. (F)

69. A person should not probe too deeply into his own and other people's feelings, but take things as they are. (F)

70. I acquired a strong interest in intellectual and esthetic matters from my mother. (F)

71. I believe you should ignore other people's faults and make an effort to get along with almost everyone. (F)

72. The best theory is the one that has the best practical implications. (F)

Originality Scale
78 Items

73. Everything is turning out just like the prophets of the Bible said it would. (F)

74. I used to like drop-the-handkerchief. (F)

75. These days I find it hard not to give up hope of amounting to something. (F)

76. I like dramatics. (T)

77. I like to know some important people because it makes me feel important. (T)

78. I have at times stood in the way of people who
were trying to do something, not because it amounted to much but because of the principle of the thing. (T)

79. I believe there is a Devil and a Hell in afterlife. (F)

80. If given the chance I could do some things that would be of great benefit to the world. (T)

81. A person who lets himself get tricked has no one but himself to blame. (F)

82. In religious matters, I believe I would have to be agnostic. (T)

83. I sometimes like a good hot argument. (T)

84. The details of a job are as important as the job itself. (F)

85. I could cut my moorings — quit my home, my parents, and my friends — without suffering great regrets. (T)

86. Many of my friends would probably be considered unconventional by other people. (T)

87. I have always had goals and ambitions that were beyond anything practical or that seemed capable of being realized. (T)

88. People would be happier if sex experience were taken for granted in both men and women. (T)

89. Disobedience to the government is never justified. (F)

90. Perfect balance is the essence of all good composition. (F)

91. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things. (F)

92. It is easy for me to take orders and do what I am told. (F)

93. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down. (F)
94. A person should not probe too deeply into his own and other people's feelings, but take things as they are. (F)

95. Some people are so bossy that I feel like doing the opposite of what they tell me. (T)

96. I have sometimes pitied my father for not accomplishing quite what he set out to do. (T)

97. I sometimes sleep in the nude. (T)

98. Every person ought to be a booster for his own home town. (F)

99. Almost nobody wants war but there is an element of excitement about it which is in many ways preferable to peace. (T)

100. I value being independent of other people. (T)

101. If I found some money on the street I think I would probably keep it rather than try to find the owner. (T)

102. A person needs to "show off" a little now and then. (T)

103. I always see to it that my work is carefully planned and organized. (F)

104. I have strong political opinions. (T)

105. In most ways the poor man is better off than the rich man. (F)

106. I think I would like the work of a dress designer. (T)

107. It is always a good thing to be frank. (F)

108. I have at one time or another in my life tried my hand at writing poetry. (T)

109. I like to be the center of attention. (T)

110. I like to listen to symphony orchestra concerts on the radio. (T)

111. I do not always tell the truth. (T)

112. I read at least six books a year. (T)
113. Most people are secretly pleased when someone else gets into trouble. (T)

114. I am quite a fast reader. (T)

115. I can remember "playing sick" to get out of something. (T)

116. I think I would like to fight in a boxing match sometime. (T)

117. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done. (T)

118. I must admit I am a pretty fair talker. (T)

119. I would like to belong to a discussion and study club. (T)

120. It is hard for me to find anything to talk about when I meet a new person. (F)

121. I like to talk before groups of people. (T)

122. I would be willing to describe myself as a pretty "strong" personality. (T)

123. When prices are high you can't blame a person for getting all he can while the getting is good. (F)

124. I have never deliberately told a lie. (F)

125. I am a better talker than a listener. (T)

126. I like to eat my meals quickly and not spend a lot of time at the table visiting and talking. (T)

127. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place. (T)

128. I would like to be an actor on the stage or in the movies. (T)

129. I usually don't like to talk much unless I am with people I know very well. (F)

130. When things go wrong I sometimes blame the other fellow. (T)

131. Some of my family have habits that bother and annoy me very much. (T)
132. I am apt to show off in some way if I get the chance. (T)

133. A person does not need to worry about other people if only he looks after himself. (F)

134. For most questions there is just one right answer, once a person is able to get all the facts. (F)

135. It is all right to get around the law if you don't actually break it. (F)

136. Disobedience to any government is never justified. (F)

137. I think I would like the work of a school teacher. (T)

138. I do not have a great fear of snakes. (T)

139. I would like to be a journalist. (T)

140. I have natural talent for influencing people. (T)

141. We ought to worry about our own country and let the rest of the world take care of itself. (F)

142. Maybe some minority groups do get rough treatment, but it's no business of mine. (F)

143. The members of my family were always very close to each other. (F)

144. I'm not the type to be a political leader. (F)

145. People seem naturally to turn to me when decisions have to be made. (T)

146. I dislike to have to talk in front of a group of people. (F)

147. When I work on a committee I like to take charge of things. (T)

148. Only a fool would try to change our American way of life. (F)

149. My home life was always very pleasant. (F)

150. I would like the job of a foreign correspondent for a newspaper. (T)
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