

spa exchange

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The John Exner "Roast"

Barry Ritzler, Ph.D.

The roast of **John Exner** on Friday night at the 1998 Midwinter Meeting in Boston was a pinnacle example of the collegiality and camaraderie of SPA. I was emcee for the event and have been asked to provide this description for the *Exchange*. I am going to give only a highlighted summary, partly because of space limitations, but primarily because a videotape of the gala evening is available from the Central Office. Proceeds of the sale will go to the funding of the Rorschach Archives being established by Dr. Exner in Bern, Switzerland.

Prior to the roast, **Margaret S.** (for Smarta) **Lee** warmed up the audience by presenting totally preposterous and allacious (if not libelous) assessments of the personalities of several SPA notables. After Margaret *finally* finished, President **Bruce Smith** introduced me as emcee. He took the opportunity to say something very funny about John, but I forget what it was, so you'll have to buy the video to find out.

After Bruce's introduction, I started the roast by telling a story of three captured missionaries who were offered "death or chee-chee" by their savage captors. After offering John "death or chee-chee" and assuming that he chose "chee-chee" (not

a great alternative), I introduced the first roaster—John's Asheville neighbor, **Tony Sciara**.

Among several silly anecdotes of his relationship with John, Tony recounted his first teaching session in a Rorschach Workshop with John observing. Tony demonstrated how John had positioned himself in the back of the room, sitting on a high stool, looming forward in a critical posture with his hands on his knees. Tony realized at that point that he was looking at "Card IV."

The next roaster was **Jim Butcher**, John's MMPI counterpart. In spite of his international renown, Jim has not lost the charm of his Southern roots which he demonstrated in his gentle, but pointed roasting of his "very, very, very old friend."

Next up was **Janice Castles**, a longtime associate of John's, who read a message composed by several "Exner girls"—i.e., ex-students and associates who could not attend the meeting, but who wished to participate in the roast of their colleague and mentor. Obviously, John's reputation of being occasionally sexist has no basis in fact!

The highlight of the evening was the next roast given by **Phil Erdberg**. It can be appropriately entitled, "The Competent Rorschach Examiner" and must be viewed in its entirety to be fully appreciated. Suffice it to say, it truly ranks with the best stand-up routines I have heard, and I'm not being facetious.

Next on the dais was **Rebecca Rieger**, the curmudgeon of many of John's Alumni Workshops. She stayed true to her sweet harassments of the Rorschach guru by sending several humorous barbs in his direction.



John Exner

I particularly enjoyed the next roaster, **Larry Erlbaum**—distinguished publisher of the *Journal of Personality Assessment*. Part of my enjoyment may have been because he looks like my father (and Roy Rogers), but I think it was more because he was *nervous!* Larry is usually so cool and collected. Anyway, he managed to get out a very elaborate and erudite thesis making the case that John is probably a reincarnated, vampire version of Hermann Rorschach himself.

The last roaster was John's pal, **Irv Weiner**. Irv has always applied a well-organized and subtle wit to his relationship with John, and this night was no exception. Perhaps the most revealing story of the night was his description of John's first attendance at an international Rorschach Society meeting. Irv remembers John saying to him: "These are the big guys." Of course, Irv also remembers that by the time the meeting was over, John had joined those Olympian ranks.

I ended the roasting by presenting John with a framed letter written especially for the occasion by one of his enemies from the psychology faculty at Long Island University. I made the point that it is one thing to be roasted by your friends, but it may be even more of an honor to be praised by your enemies. And indeed, the letter was one of praise, expressing regret that the writer could not be in attendance. John seemed truly touched by the sentiment.

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The John Exner "Roast"

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John was the last to speak and he made the observation that he had expected worse. He said a number of other things that you'll want to catch on the video, including how special SPA has been for him, but I think it most fitting to end this summary with a quote from John's earlier Master's Lecture on the state of the Rorschach: "Don't f__ it up!" We hear you, John.

(Please order The John Exner Roast—a two-hour video tape—for just \$18.95 using the SPA Shop order form included in the spring mailing.)



Applause...applause...a standing ovation!



Margaret Lee "warms up" the crowd!



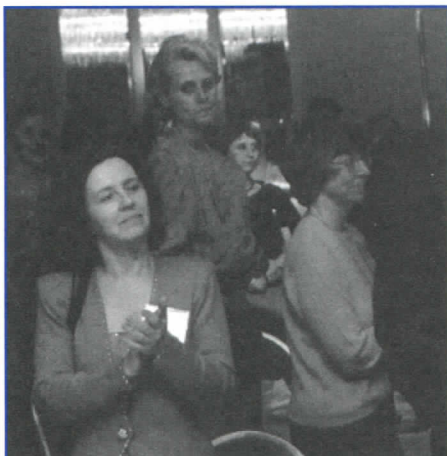
Standing adulation!



Rebecca Rieger and John Exner share cocktails and smiles.



And the dinner was as delightful as the conversation.



More applause!



Phil Erdberg does his "stand-up routine" in Boston.

The Rorschach Archives

John E. Exner, Jr.

President, International Rorschach Society

In addition to holding a World Congress concerning the Rorschach and projective methods every three years, the objectives of the International Rorschach Society include maintaining archives concerning the Rorschach and endeavoring to make the archived material easily accessible to members and other interested professionals. The Rorschach Archives was established in the late 1940s through the cooperative efforts of **Marguerite Loosli-Usteri**, the first president of the International Society; **Walter Morgenthaler**, a close friend of **Hermann Rorschach**; and **Hans Huber**, the publisher of the test. They enticed the Library for the City and University of Bern to provide space for two purposes. The first was to provide safe storage for Hermann Rorschach's correspondence, papers, and other historically important material concerning his work. The second was to collect and catalog books and reprints of articles by other authors concerning the Rorschach test.

At that time the International Society pledged to the library that, in return for the space and the efforts involved to catalog material, the Society would make a sincere effort to accumulate newly published works and provide assistance to the library to ensure that the material was properly documented in the reference listings. That pledge was honored faithfully by the International Society for the next 20 years, but during the 1970s the Society began to neglect its obligation. The library continued to accumulate books and articles concerning the Rorschach, but the Society's participation unfortunately decreased. It provided much less help documenting the newly gathered works and making them easily available to members.

In the early 1990s, the Executive Board of the Society acknowledged this negligence and instigated procedures to assist the library in having the material in the Archives re-cataloged in a contemporary bibliographic format. They also tried to set up routines through which people could easily access the archived material. By that time, the state of the Archives had fallen into considerable disarray and Rorschach's wife, Olga, had apparently retrieved many of Rorschach's personal documents from the Archives for safe keeping. This included not only most of his personal correspondence, but also all of the experimental blots used in his work. It also included the first set of proofs created by the publisher Bircher when he was attempting to reproduce the inkblots that Rorschach had submitted to accompany his monograph, *Psychodiagnostic*.

The project to rehabilitate and expand the Archives was initiated in 1994 and progress has been slow but systematic. Approximately 90% of all of the reprints that are stored in the Archives have been re-cataloged and more than 2,500 books and articles have been added to the holdings. Currently, the Archives contains about 200 books and approximately 5,000 articles concerning the Rorschach plus complete sets of the *Journal of Personality Assessment*, the *British Journal of Projective Psychology*, and *Rorschachiana Japonica*. We hope to increase the number of reprints of articles by at least an additional 1,000 before the turn of the century.

During this period we have also reestablished close contact with Rorschach's son and daughter, Wadim and Elisabeth. Wadim is a recently retired psychiatrist and Elisabeth is a retired professor of

languages. They continue to safeguard an abundant treasure of Rorschach's documents, blots, photos, sketches, paintings, and other memorabilia which will be donated to the Archives once sufficient space is available for appropriate storage and/or display. Collectively, the material spans a period from his childhood and adolescence and into his adulthood, medical training, and marriage. Some of it vividly portrays the frustrations that Rorschach experienced while conducting his research and seeking its publication, but much offers a very different picture of Rorschach, the man, than most Rorschachers may have. Most of us probably tend to think of Rorschach in the context of two or three photographs that we may have seen in various works or the brief biographies that have been written about him. All of these tend to present him as a rather pensive and sometimes subdued individual. That impression is quickly dispelled if anyone spends but a brief time with some of these materials, especially his correspondence to friends or photos taken of him at various times in his life. They convey the impression of a vibrant, happy, and almost boisterous individual who loved life and enjoyed his family and his friends. One of my favorites is a photo of him sitting on a wheelbarrow, obviously laughing, smoking a cigar, and holding a stein of beer.

One of the current ongoing efforts in the Archives concerns the translation of some of Rorschach's correspondence. Approximately 70 of his letters, most of which relate to the publication of his monograph, have been selected and are currently being translated into English, Spanish, and French. They tend to provide some rich insights into the difficulties that Rorschach experienced in obtaining publication of, and recognition for, his work. We hope to have this project completed and published in booklet form for distribution at the 1999 International Congress in Amsterdam.

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Bruce Smith: The Right Man at the Right Time

Robert Lovitt, Ph.D.

The current president of the Society for Personality Assessment has made his presence known to his colleagues in a remarkably short period of time. Bruce Smith joined SPA in the mid-1980s, began to present material at meetings that members found immediately helpful, and was quickly elected to serve as a representative-at-large for two terms. Then, the membership saw fit to name him president-elect in 1995. What is there about this man that has generated such a rapid vote of confidence?

Bruce was born and grew up in San Francisco, an excellent city to enrich one's appreciation for diversity. One of his talents—a sensitivity toward individuals from different conceptual and cultural backgrounds—surely developed from his formative life experiences in the “city by the bay.” He grew up in a two-family household with his grandparents in one apartment and his immediate family in another. His mother was born in San Francisco and his father in Eastern Europe. Dad experienced Europe in the early years of Nazi influence and arrived in America at the age of 14. Bruce's grandfather, with whom he was very close, was also born in Europe. Both of these men were politically sensitive and involved with progressive liberal ideas and activities throughout their lives. Early on, before the outbreak of World War II, Bruce's father was vigorously anti-Nazi. His grandfather was involved both directly and indirectly with the establishment of Labor Unions in America at a time when their activities had a major beneficial impact upon the lives of working Americans. The young Bruce Smith was exposed to articulate, progressive, and critical thinking concerning political and personal events. An interest in moral

issues and service to others, and the belief that one should act upon moral impulses were parts of his early experiences.

His initial response to this atmosphere was to listen, process, and deliberate until the time was right for putting values into action. It was not until he attended Berkeley in the early '60s that he acted upon these experiences. As the older members of SPA may recall, this was a period of domestic unrest and outspoken idealism, particularly on college campuses. Our Bruce became an active campus radical. He was involved in organized protests and demonstrated active opposition toward the war and other domestic and international injustices. Bruce regularly maintained good judgment and avoided any significant or destructive confrontation with college or legal authorities.

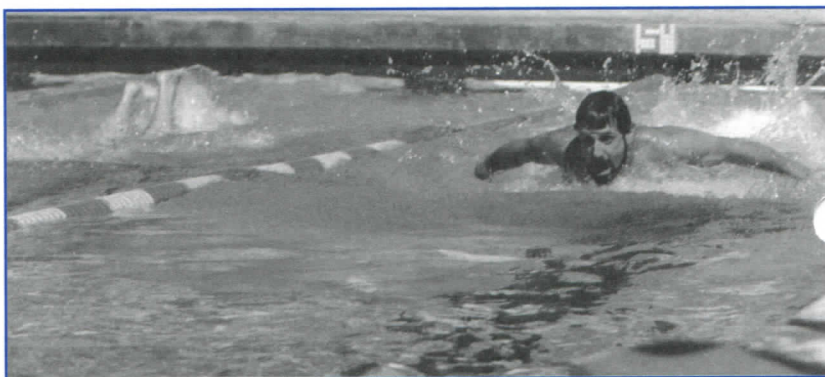
Up until this time, he had been a generally well behaved, conforming and thoughtful youngster. His intense competitive drive was channeled into swimming in high school as well as an all-consuming interest in sports and sports trivia—well known to friends and colleagues alike. An admiration for excellence in all areas became part of his value system. This was particularly manifested in exceptional academic

achievement and the development of a photographic memory regarding major and even minor sports events.

In college, idealism and humanism generated interests in both law and psychology. Happily for SPA and the students he works with, psychology won out and Bruce headed off to Harvard University for graduate work. He describes Harvard as being intellectually wonderful. Psychology was taught in an interdisciplinary department in which sociological, anthropological, and psychological disciplines merged. The instructors were gifted, student-oriented, productive scholars. The clinical program, however, was so limited that Bruce's internship at St. Elizabeth's Hospital in Washington in the early '70s was somewhat of a shocking experience. This was the first time he had been exposed to intensive psychotherapy and challenging psychodiagnostic activity. It became an exhausting, overwhelming, and liberating experience. Bruce's identity as a clinician began to take form as he developed basic assessment and intervention skills. He was taught the Klopfer system and was immediately intrigued with the richness and clinical utility of the Rorschach. One regret that Bruce has had about the Harvard experience was that the doctoral program was limited in its fostering of an interest in clinical research.

After Harvard, Bruce spent four years in post-doctoral training at the Austin Riggs Center in Stockbridge, Massachu-

Always in perfect form. Bruce demonstrates his winning butterfly stroke here!



setts. It was in this setting that he was trained and became committed to a psychodynamic and psychoanalytic orientation. The training was in the tradition developed by Rapaport and Schafer, both of whom were at the Center in the '40s and '50s. The method of training was innovative and intensive. In the training on assessment, the battery was split among four psychologists—one each for the Rorschach, WAIS, TAT, and “miscellaneous” tests including Bender and DAP. The data was put together at a two-hour testing seminar/conference every week. Then, the different transferences to different testers, history, the data, and differing subjective approaches to patients were reviewed.

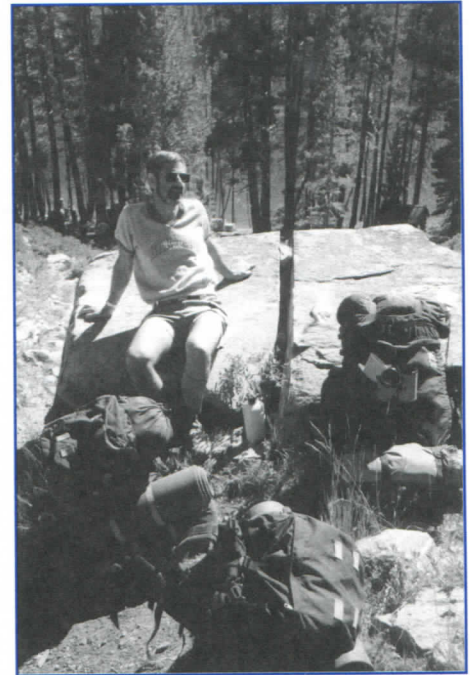
The training was meticulous and student oriented; it created a model for Bruce to follow in teaching and evaluating clinical data. After Riggs, he went back to San Francisco and became affiliated with a number of clinical and teaching institutions such as Mount Zion and the Wright Institute at Berkeley. In these settings, Bruce refined his clinical skills and began to teach. He became involved with APA and met some other “Menninger” types (i.e., Paul Lerner) who encouraged him to join SPA—and he became a Fellow in 1987. Acting upon the early values of involvement and service, he made his interests known and became involved on the Board of Trustees in the early 1990s.

Bruce has brought this orientation and interest to the Society—an orientation which he has progressively tempered as he comes in contact with empirical orientations. One of the features of SPA that Bruce found most attractive was how readily he was embraced and supported by those whose orientations were remarkably different from his own. Rather than feeling alienated from and ignored by these colleagues, he was challenged, provoked, and yet welcomed. This led to an increasing

commitment on Bruce's part to initiate collaborative research and expand the limits of his own commitments and interests. One of the manifestations of this commitment is Bruce's (and Phil Erdberg's) continuing education workshops in which psychodynamic and empirical aspects of the comprehensive system have been merged. He is also initiating research with Greg Meyer that attempts to bring empirical rigor to additional studies in the Rorschach and psychodynamic domains.

Married for 18 years and the father of two sons, Bruce is extremely devoted to SPA and his patients, but most of all to his family. He stays very involved with his sons by coaching soccer and basketball. The family travels extensively and has taken many trips—primarily to Asia and Europe. Their favorite vacation spot is Fiji which he describes as a “kid friendly culture.” The family has relaxing, active, and refreshing vacations that allow Bruce to come back and give his best to SPA. He describes Fiji as a fascinating inter-cultural country with almost exactly half the population being Indian and half Fijian. He has a dream of someday taking a few months off to spend time at the University of the South Pacific in Siva (capital of Fiji) studying the personality of Fijians and Indian-Fijians.

Bruce says he sees SPA growing in three distinct areas. “First, we are trying to increase our visibility and relevance to graduate students. In this effort, we have established travel grants, dissertation grants, and the Cerney Award. We feel that this is important because it insures that the next generation of psychologists will be as interested in assessment as we are. Second, we are trying to develop ways in which SPA can be more relevant to the practice and work of our members. The development of a website which can serve as a clearinghouse for assessment information as well as information about SPA is one such example. In addition, we are



Bruce relaxes during family hike.

exploring the possibility of establishing data archives for Rorschach and possibly other kinds of data for researchers to access. We are also trying to establish local chapters of SPA so that the organization can be more directly helpful to our members. Thirdly, we want to expand SPA's visibility and political role. It is our hope that we can become recognized as *THE* organization for assessment with both legislative bodies and the insurance industry; we feel that APA hasn't kept assessment on the so-called front burner. I have been working with the Committee of Professional Affairs and the Practice Directorate to increase the emphasis on assessment within APA as well.”

Bruce intends to expand and refine current efforts to shape SPA not only as an educational and scientific organization, but also as a forum to advocate for assessment in troubled times. He is aware of relationships with APA and has been involved in forming liaison committees to represent the interests of SPA members in the area of assessment. A viable organization is one that changes with the times. Bruce has been an excellent choice to lead us during these troubled times. ■

Challenges and Solutions in Rorschach Coding and Administration

Donald J. Viglione, Ph.D.

California School of Professional Psychology and Rorschach Workshops

How would you score:

"It's a bat, the wings are out.....you're looking from above. The legs are trailing from above.

Form dimension? Movement?

"Two little girls playing, their hair upswept."

Inanimate movement?

"I guess it's two frogs. That looks like a tree in the middle. It looks like they're climbing or at least sitting, must be, if they are on the side of the tree."

Autistic logic?

Most of us who use the Comprehensive System have asked ourselves questions like these more often than we would like to remember. Despite diligent study, extensive training and experience, we unfortunately encounter these responses that don't quite match the texts' definitions and examples. Somehow, the coding principles don't quite handle the full individuality of all the challenging responses produced by our diverse Rorschach respondents.

That's the challenge. Luckily, the solution is coming. With the many greatly appreciated contributions from Society of Personality Assessment members, my students and I have collated and organized a long list of coding disagreements and administration questions and problems. The solutions to these coding and administration challenges are compiled in what I hope becomes a definitive Comprehensive System reference text, if you will, a supplementary workbook. It currently carries the title *"Challenges and Solutions in the Rorschach Comprehensive*

System" and is in "alpha testing" with teaching and research assistants. *Rorschach Workshops* has agreed to publish it after it is extensively reviewed, again by SPA members. We anticipate that it will be available early in 1999.

The purpose of the text is to resolve coding uncertainties and disagreements and to minimize other sources of examiner error. It should increase intercoder reliability, thus increasing validity; and reduce coding time, thus increasing utility. It should also lead to more credibility for the test in many arenas, for example, in teaching it to new students or when presenting it in court.

In collating and categorizing these responses and in formulating our answers to these coding dilemmas, we have learned some things and confirmed some beliefs. We believe they are worth sharing.

The behavior that we are coding is quite complex. Sorting through all these responses and their coding complexities reminds us of how complicated coding is. When one considers this complexity, it is understandable that we have some disagreements. It is helpful to put the Rorschach coding task in context and remind ourselves about what we are trying to code. Coding how one visualizes images in an inkblot and how one explains them to another person is no simple matter and no simple task. It involves a rich synthesis of cognitive, verbal, visual, and interpersonal functioning. This richness probably contributes to the test's considerable generalizability to



Donald Viglione

other situations (validity). No coding system can capture all the nuances of such a complex behavior, yet the validity of the test indicates that we do a satisfactory job even if we disagree.

Rorschach coding can be understood as behavioral rating. One can apply a behavioral assessment approach to coding the Rorschach. Individual responses are complex behaviors and the structural summary represents a sample of behavior generalizable to other situations. We learned that Rorschach coding is subject to the same problems that plague behavioral rating. Two are readily discernible. The first is rater drift. Coders gradually drift from the standard coding practices without being aware of their infidelity. They are then startled to discover that the presumed rule is not found in the text. Secondly, reconstructive memory tends to simplify coding principles. For example, many mistakes with autistic logic arise from coders' reducing the criteria for this code to some version of the respondent's using "must be" or "has to be."

Words are ambiguous relative to visual percepts. We found that many complex visual percepts cannot be communicated fully in words alone, and

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Dali's Rorschach? Reflections and the Art of Salvador Dali

Alan L. Schwartz, Psy.D.

*Christiana Care Health System
Wilmington, Delaware*

The creative process has a natural kinship with the production of Rorschach responses. Both are tasks involving cognitions, affect, perception, and a vast array of problem-solving skills. In addition, it is clear that the creative product and the elaborated Rorschach response bear the inimitable mark of their creators. While some artistic products are analogous to ubiquitous Card V 'bat' responses, more embellished responses suggest the rich pastiches of personality. Projections of internalized conflicts, object-relationships and self-referents may be contained therein. The question arises as to whether interpretive hypotheses used in approaching the Rorschach are relevant to other productions, such as creative ones. For example, does the preponderance of certain "determinants" (textures, reflections, shading—or lack thereof) in an artist's imagery suggest certain personality attributes?

On the Rorschach, for example, reflections can be interpreted as our need to be "mirrored" by objects as well as the role of narcissism and grandiosity in personality (Lerner, 1991). In early relationships, objects exist in the eyes of the burgeoning self exclusively to confirm the existence of the self. When this dynamic persists, we become concerned about excessive self-absorption in lieu of relationships. The intensity of the self-directed focus is viewed as a protective mechanism to defend against internalized negative representations. A window into the art and character of one creative artist provides an interesting perspective on narcissism through the theme of reflection or mirror responses.

Salvador Dali: "Different Reflections"



The case of Salvador Dali (1904-1989), the provocative Spanish surrealist, provides fascinating information bridging personality, art, and Rorschach

Reflections. Dali's personality can best be described as a narcissistic character, as discussed in detail elsewhere (Rojas, 1993; Schwartz, 1993). Grandiosity, megalomania, an inflated sense of entitlement, and flamboyant exhibitionism were his hallmarks. The roots of his personality can be traced deep into his early relationships. Driven by his parents' loss of their young first child (also named Salvador), Dali was born a mere 280 days later to fill the vacuum of their horrific loss. Dali's resemblance to his deceased brother was so striking that his parents believed in the "second coming" of their dead son. He was smothered with affection and forgiven for even the grossest misstep. His mother feared losing her second Salvador so much so that she protected him from venturing out of her sight (Secret, 1986). Dali's developmental needs were subsumed under the needs of his parents to reduce their guilt and remorse over their lost child.

Over time, the line between Dali and the spectre of his dead sibling became blurred. His brother's presence was so strongly linked to his own, that Dali referred to him as his "double," feeling that his parents treated him as if he was his brother. Dali gradually became aware that "he was not being loved for

himself...[and] when he looked into his mother's eyes, what he saw was not his own reflection, but a ghost" (Secret, 1986, p. 25). The developmental experience of mirroring, so crucial for early self development, was tragically distorted for him. Dali even remarked how his father's gaze toward him was "as much at my double as to me personally. As far as he was concerned, I was only half of myself, one being too many" (Secret, 1986, p. 26).

Dali's own understanding of his relationship with his brother was confused as well: "My brother and I resembled each other like two drops of water, but we had different reflections" (Maddox, 1979, p. 8). Emerging from the psychic pain of feeling his existence invalidated, Dali constructed an identity to be different and unique, thereby distinguishing himself from his dead brother. His fascination with himself, his "genius," and his search for immortality buffered him in the competition with his brother as well as for his parents' love. The greater his self-doubt and vulnerability, the more grandiose was his presentation (Schwartz, 1993). He would later recount that his life was a "tragical sequence of exhibitionism" (Secret, 1986), exemplifying the many follies of his life behind which lay his inner shy and broken self. In multiple autobiographical works (Dali, 1942, 1965), Dali represented his self as a distorted reflection of his brother.

Dali's paintings and their provocative imagery serve to visualize these dynamic expressions. His striking use of reflections and mirror images seems to portray his grappling with the dimensions of his narcissism. Dali's use of reflected and double images is highly recurrent in his work, despite varying contents (Schwartz, 1993). It is most salient in his self-portrait and aptly titled masterwork, *The Metamorphosis of Narcissus* (1936-7). The importance of this painting to Dali is seen in an

The Teacher's Block

So, You Really Want To Be A Research Mentor, Supervisor, and Teacher?

An Interview with Greg Meyer, Ph.D.



Jed A. Yalof, Psy.D.
Immaculata College

I'll never forget my own doctoral research experience which required my running around Chicago using the subway system during one long hot summer many years ago. I was trying to coordinate with a psychiatric hospital for subjects, meeting regularly with an advisor to develop procedures, and worrying about finding someone to run my subjects. I was also nervous about getting clearance from the hospital ethics committee, feeling anxious about the project being completed while I spent my internship year in another state, bankrupting myself with the endless costs of xeroxing articles, and reading about statistical analyses with about the same enthusiasm that I had for standing in the sleet on a cold Chicago morning. Eventually, however, everything got done and a very kind advisor helped me think "creatively" about how to analyze and salvage the data.

My guess is that the experience just described is not that different from what many other psychologists as well as non-psychologists went through in the process of completing their doctoral research. Now, as a dissertation advisor, I see from a different angle the importance of making the doctoral research experience a defining part of clinical training, including the personal significance of the project for the student and the importance of the mentoring process itself.

Yet, upon degree completion, many psychologists opt not to do research. We can ask "Why might that be?" but the reality and rigor of doctoral research

may beg a rhetorical, rather than investigative, question. Rhetoric notwithstanding, it remains important to search for answers.

Fortunately, SPA has people like **Dr. Gregory Meyer** at their disposal. When I approached Greg at the SPA conference in Boston this past February about helping me with an article that addressed the teaching and mentoring of doctoral research, he was gracious both with his time and insight. Greg is an Assistant Professor of Psychology at the University of Alaska at Anchorage; serves on the editorial boards for *JPA*, *Psychological Assessment*, and *Assessment*; has won the Beck award for outstanding early research contribution; and has twice been the recipient of the Klopfer award. This past year he was a co-recipient with **Len Handler** for a meta-analytic study reviewing the literature on the Rorschach Prognostic Rating Scale. His research has great rigor and represents a model for teaching students how to think about conceptualizing large-scale research projects. Fortunately for most of us, we still have descriptive statistics and Chi-Square!

I posed three questions to Greg. His responses get at the essence of what is important when it comes to teaching and being a role model for graduate students as a psychological researcher. His communication also includes acknowledgment of those individuals who had encouraged his development as a researcher. Here's the transcript of our conversation:

JY: We know that many clinicians who, upon earning their doctorate, do not do any research subsequent to the dissertation. How would you mentor a graduate student so that they remain motivated to do research upon graduation?

GM: I wish I knew a good answer to this question! It seems to me that several things can help. Working on a dissertation can be a rather isolating, exhausting experience. The process can also be very daunting because it is typically quite lengthy; the expectations are very high; and the document is closely scrutinized by a number of people. All of the latter, including the inevitable critical feedback from committee members, are important to the learning process because they check and recheck the logic behind one's hypotheses, analyses, and conclusions, and because they make one an expert in a certain area of the literature. At the same time, however, once students reach the light at the end of the dissertation tunnel, the typical feeling is immense relief at having survived intact. Most students don't finish with the sense: "Wow, I'd like to do that again!" In fact, many students don't even want to look at their project again, much less turn around and try to write it up for publication or embark on another study. This "anti-research" trajectory is furthered reinforced by some of the other life events that typically emerge at this stage, like re-introducing oneself to family and friends (!) and taking a job that focuses attention on some very immediate, applied problems which often seem to be miles away from the abstract notion of "contributing to the literature."

So, it seems that part of the trick is to retain the intellectual rigor of the dissertation process while simultaneously producing students who emerge from that process feeling positive about what they produced and

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How to Start a Local Interest Group on Psychological Assessment

Stephen Finn

Interested in discussing psychological assessment regularly with a group of local colleagues? Want to help foster local training opportunities in psychological assessment? Need a place to get friendly consultation on difficult assessment cases? Wonder how other practitioners approach insurance companies to get pre-authorization for psychological assessments? Then why not start a local interest group on psychological assessment?

The Society for Personality Assessment is interested in fostering local interest groups on psychological assessment, and we offer the following suggestions and assistance to get you started.

Organize Horizontally

Involve as many people as possible in the workings of the interest group. Organizations are more successful if they have a broad base of involvement, rather than being run by one or two people. For example, consider having members take turns leading discussions or making case presentations at your monthly meetings. In this way, you can find out about each other's differing expertise and everyone can feel that they are making a contribution. And don't forget to reach out to graduate students and other trainees in your local area. With the decreased emphasis on assessment in some graduate programs, many graduate students are hungry for information about psychological assessment; they can bring energy and enthusiasm to your organization.

Encourage Local Colleagues to Become Involved in SPA

As you meet your local colleagues, you may find that many are unaware of SPA or have never considered joining our organization. At a current cost of \$40.00 dues for one year—which includes the *Journal of Personality Assessment* and the *SPA Exchange*—membership in SPA is still

one of the great professional bargains. And for just \$10.00 more, psychologists may also join the International Rorschach Society, and receive *Rorschachiana* free each year. If you contact the SPA Central Office, we would be happy to send you a packet of SPA brochures and membership forms. A group of you may also want to attend the SPA Midwinter Meeting together. Many travel agents can get you considerable discounts on plane fares and the like if a number of you travel together.

Consider Sponsoring a CE Workshop

As your group gains stability and is ready for greater challenges, consider sponsoring a local CE workshop on a topic related to psychological assessment. You may choose to contact an outside assessment expert to give such a workshop or rely on expertise within your group. As a service to local groups, SPA has assembled a list of pre-approved CE workshops given by members of SPA. These workshops are approved for Type I CE credits by the American Psychological Association through SPA. For a small fee, SPA will help you process the paperwork required for the CE credits. But if a person or topic you are interested in isn't on our list, don't be shy. Contact the person yourself, or call the SPA central office to find out who has expertise in a particular specialty area.

Have Fun

Above all, remember that the purpose of a local society or interest group is not just for professional development. With the rigors and challenges of psychological assessment, we all need collegial, supportive relationships. So take time to get to know each other at your local meetings. Have a holiday party or a "potluck" dinner. As the word spreads that you are not just a bunch of "dry" intellectuals discussing the intricacies of Rorschach scoring, your interest group will also be more successful!

Begin Simply

It is not difficult to begin a local interest group if you start simply and let organizational structures evolve as needed. For example, you probably won't need a slate of officers and committees right off the bat. Instead, simply find a group of colleagues who are willing to meet several hours a month over coffee to discuss journal articles of interest on assessment or to share interesting cases. The SPA Membership Directory is one place you can begin to identify such colleagues, or ask SPA members you know to invite interested friends to an organizational meeting. As the word gets around, and you grow larger, look for a local hospital or school that would be willing to donate a meeting room. As you become more successful, you can choose an official name, develop a mailing list, and start to evolve other structures.

Editor's Note:

The *Exchange* will report the activities of local interest groups on an ongoing basis. If you are working on the development of a group, please inform us of your efforts and your progress. ■

SPA Membership Facts

Question:
Outside of the United States, which countries have the greatest numbers of SPA members?

Answer:
Canada-62, Japan-22, Sweden-20, Spain-9.

Encourage your international colleagues to join SPA today!

By the way...

If you're looking for your next issue of the *Journal of Personality Assessment* ...it will arrive. But a little late. Editor **Bill Kinder** reports that due to the fact that the manuscript flow has been down, the August, 1998 issue will be delayed and a tad bit slimmer (down from 200 to 150 pages). But he also promises it will be worth waiting for!

The Personal Column

Joan Weltzien

Robert F. Bornstein

was recently appointed Associate Editor of *Psychoanalytic Psychology*, the APA Division 39 flagship journal.

Christiane Brems

was recently promoted to Full Professor at the University of Alaska in Anchorage.

Barry Bricklin and Gail Elliot

have expanded their consultation service on child custody issues. They now offer consultative information based on research on issues and their impact on children and parents, and attorney strategies that may be ineffective. A test manual supplement will be available soon.

Arnold Bruhn

has set up a website—www.arbruhn.com—designed to provide information on applied autobiographical memory and cognitive perceptual theory. SPA members and students are invited to “drop in” for discussions. Anyone can suggest a topic.

Carina Covlacoglou

has constructed a projective test for children. Based on material from traditional fairy tales, the “Fairy Tale Test” was developed in Greece using a sample of eight-hundred children from seven to twelve years of age. Covlacoglou wonders if someone would be interested in employing the test with an American sample of children.

Raymond Costello

announced that the post-doctoral fellowship in clinical psychology at the University of Texas Health Science Center at San Antonio for 1997 and 1998 is **Kristy Ditzler, Psy.D.**, from Baylor University. **Theresa Newlove**, the 1996/1997 fellow has accepted a position as Staff Psychologist at Southwest Mental Health Center in San Antonio.

Paul Duberstein,

Assistant Professor of Psychiatry and Oncology at the University of Rochester Medical Center, is in the third year of a

five year academic career award granted by the NIMH. He has co-authored a chapter to appear in *Personality Disorders in Older Adults: Emerging Issues in Diagnosis and Treatment* to be published by Lawrence Erlbaum Associates, Inc.

Paula S. and James W. Finn,

both industrial and organizational psychologists, were featured in the Spring, 1997 IPAT *Insights*. The newsletter highlights the use of the sixteen PF tests in general practice. The Finns have been intrigued with the uses and applications of the sixteen PFs since their early days as graduate students at the University of Illinois at Urbana-Champaign.

Carl Gacono

just returned from a two week, eight day lecture tour of Finland, Sweden, and Denmark. Lectures were sponsored by the University of Stockholm, Swedish Rorschach Society, Finnish Rorschach Society, Kommunehopitalet, and the University of Copenhagen. Projectives, particularly the Rorschach, are widely used and appreciated in Scandinavian countries. The colleagues were found to be cordial and knowledgeable. And they made wonderful hosts. Dr. Gacono noted that rumor has it that the not so subtle differences among the three cultures are readily detected through each country's respective normative Rorschach data.

Emanuelle Hammer's

new book, *Advances in Projective Drawing and Interpretation*, has just been released. The original book, written four decades earlier, has been updated. He notes that his book has been honored by its selection for inclusion in the “50 Best Books in American Psychology.”

Stephen J. Howard

has been appointed Associate Clinical Professor at the UCLA Department of Psychology and elected Chairman of the Professional Advisory Committee and Vice-President of the Board at San Fernando Child Guidance Clinic in Northridge, California.

Mark J. Hilsenroth

has received a fellowship (1997 and 1998) from the American Psychoanalytic Association.

Stephen Safran

announces the continuing publication of *The Bulletin on Projective Drawings* and hopes that it will be helpful to SPA members. The HTP viewpoint can be ordered from Dr. Safran at 6 Edgewater Lane, South Nyack, New York 10960.

Stephen Husband

accepted a position as a consultant with the RHR International—“a firm of doctor level psychologists”—to provide a wide range of services to business, including assessment for the purpose of selection and development of key managers.

Lee Jaffe,

a recent graduate from the training program in Adult Psychoanalysis at the San Diego Psychoanalytic Institute, has been elected president of the Affiliate Counsel of the American Psychoanalytic Association and is continuing his work with child and adolescent training. He welcomes calls from SPA members who would like information about psychoanalytic training.

Krista Jordan

graduated with a Ph.D. in Clinical Psychology from the University of Texas Southwest Medical Center at Dallas. She is currently providing psychological assessments for two separate private practices in Austin while working toward licensure.

Andrew W. Kane

has been chosen as one of the twenty-six members of the Expert Panel on Psychiatric and Psychological Evidence of the Commission on Mental and Physical Disability Law of the American Bar Association. He will be helping to develop a bench book for judges throughout the U.S. to guide them at both state and federal levels in making decisions involving psychiatric and psychological evidence. Dr. Kane is a Clinical and Forensic Psychologist in private practice in Milwaukee. He has many impressive appointments and has co-authored a book on psychological experts in divorce, personal injury, and other civil actions published by John Wiley & Sons, Inc.



Alex Kristevsk,

a V.A. Staff Clinical Psychologist, has recently been conferred a special proficiency in psychopharmacology as a board certified diplomate-fellow prescribing psychologist. Certification was conferred by both the International College of Prescribing Psychologists and the Prescribing Psychologist Register, the third largest practicing psychology organization in the U.S.

Paul Lerner

and his wife recently relocated to Camden, Maine. The move was prompted by a desire to be closer to their son, daughter-in-law, and adolescent black Labrador. Camden is a picture post-card coastal community where the original movie *Peyton Place* was filmed.

Ascher Levy

taught Rorschach assessment courses for the first time as an adjunct faculty member at the Illinois School of Professional Psychology.

Robert Lipgar

presented a paper on *Bion and Beyond*. Dr. Lipgar also directed the 13th Annual Group Relations Conference exploring authority and leadership in groups and organizations in November, 1997.

John Mallet

was a recent recipient of the APA Karl F. Heiser Award, which reflects advocacy and shaping of clinical psychology through the years. The *Psychotherapy Bulletin* of Division 29 published an article of his in the summer of 1997.

Daniel McLaughlin

began a two-year tenure as the president of the Board of Directors of the Greater Rochester Area School of Psychologists in September, 1997. The non-profit organization is dedicated to providing in-house services, workshops, and job related information to Rochester, New York area psychologists.

Cecil Miller

retired from the practice of individual psychotherapy but continues consulting and performing some forensic functions.

Richard Rodgers

has edited the second edition of the award winning book, *Clinical Assessment of Malingering and Deception*, published by Gilford. Intended as a comprehensive handbook for clinical and forensic practices, the book has been completely rewritten and clinically updated with more than a thousand new references and several new chapters.

Addison W. Somerville,

a professor emeritus of psychology at California State University, has announced his retirement.

Wayne L. Smith

is now the adjunct professor in Regent University's new PSY-D program teaching objective personality testing.

Stephen Soldez

has become the Director of Research at Health and Addiction Research, an applied research organization in Boston.

Chris Stout

of Forest Health System, gave two invited talks on managed care in New York and Ohio at annual association meetings. Elected into Young Leaders Forum of the Chicago Community Trust, he is serving on Mayor Daly's Office of Substance Abuse Policy to co-develop a televised town meeting. In addition to working with the Circuit Court of Cook County on their Telecommunications and Information Infrastructure Assistance Program, Stout is serving on a select committee of IHHA working with the state on restructuring human services.

Dr. Stout has been appointed by AAP to serve as their Illinois state representative. He has published an article in the *Quarterly Advance*, and has co-authored articles to be published in *Professional Psychology* and *The Independent Practitioner*. He has an international publication that has been translated in three languages and his *Complete Guide to Managed Behavioral Care* has reached "best seller" status. He's been invited to appear in *Contemporary Authors* and will be collaborating on his 16th book on treatment planning, along with software, to be published by John Wiley & Sons, Inc. Finally, Dr. Stout has been elected to the post of President-Elect at the Illinois Psychological Association.

Jason Aronson, Inc.

has announced the publication of *Death and the Quest for Meaning: S.A. in Honor of Herman Feifel*. This book is edited by Stephen Stvack and contains seventeen essays written by prominent thanatologists in honor of the pioneering work of Dr. Feifel who was the 1988 recipient of APA's Distinguished Professional Contributions to Knowledge Award.

Alan Sugarman

has been appointed a training and supervising analyst and a supervising child and adolescent analyst by the San Diego Psychoanalytic Society and Institute. He is a clinical professor of psychiatry at the University of California, San Diego, and continues to maintain his practice in LaJolla.

Raymond Tibe

is beginning to study data for priest and deacon candidates of the Des Moines Diocese of Catholic Charities using the MMPI-2 and the I6 PF, as well as the Rorschach. If anyone wants to talk about psych assessment for people interested in religious service, he would like to be contacted.

Ed Wagner

writes that there is a new readings book on the Hand Test edited by G.R. Young and himself recently published by Krieger. The title is *The Hand Test: Advances in Application and Research*. The book consists of seventeen chapters presented in three sections: Theoretical and Interpretive Advances, Clinical Applications, and Recent Research and Reviews.

Virginia Wood

defended in June and is now officially Virginia S. Wood, Psy.D.

Glenn R. Young

also wrote to give us information about the new book on the Hand Test, so it's doubly reported and recommended!

Jed Yalof

writes of his publication, *Leading a Diagnostic Seminar: Psychodynamics of Three Teacher Tasks*, in the Bulletin of the Menninger Clinic. ■

News from the Central Office

Manuela Schulze

We are now settled in our new offices in Falls Church, Virginia, just a few miles from Washington, DC. I want to take this opportunity to mention a couple of items.

Missing Journals and Changes of Address

Please notify the Central Office as soon as possible if you have had an address change. This way we spend less time and money mailing your journal to you. I would like to reiterate that our publisher sends out missing journals if they are reported within two months of their original mail date. At the present time, the journal is behind schedule by a couple of months. Please note that the first journal of this year mailed in May. You do not need to report this. Thank you for your patience.

SPA Website

Our Internet website is up and running. You can reach it at www.personality.org

Although the site is still "under construction," we are already active with "Suggestions" and a "Message Board." There is general Society information along with application forms, sponsor forms, etc. ready to download for your convenience. You will also find the "Training Guidelines and Credentialing" information that is featured in the 1997 directory. In the future, the site will offer you access to Midwinter Meeting information, plus submission and registration forms.

Midwinter Meeting 1999

The next Midwinter Meeting will be held at the Chateau Sonesta, New Orleans, Louisiana, from March 24th to 28th. This beautiful new, yet charming hotel is situated right in the French Quarter. Please look for more information in our summer, fall, and winter mailings.



Workshop submissions for the 1999 Midwinter Meeting will be accepted by the central office until November 1, 1998. There will be no extra form or "call for workshops" in the mailings.

Moving Forward

The Society is keeping personality assessment vibrant and helping to welcome the next generation into personality assessment by the establishment of a Research Fund. This fund supports dissertation research in the field of personality assessment. We hope thereby to encourage graduate students to pursue research topics in our field.

One of the ways you can help is by making a donation to the Society or by purchasing our new t-shirts or Pop-Up Post It dispenser. You'll find another SPA Shop order form in our spring mailing this year. One of the exciting new items to order will be our new t-shirts.

The cost is \$15.95 (price slightly higher abroad) and all proceeds go to the Research Fund. All items sold are priced just a small amount above cost and include shipping and handling. Items like the new t-shirts go to a very worthy cause. Please consider ordering one. If you did not receive an order form, please call, write, fax, or e-mail me at:

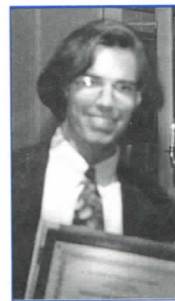
The Society for Personality Assessment
6109 H Arlington Blvd.
Falls Church, VA 22044
tel: (703) 534-4SPA
fax: (703) 534-6905
e-mail: Klecksen@aol.com

Look forward to hearing from you.

Manuela Schulze
Operations Manager

Congratulations to our 1998 SPA Award Winners!

The Mid-winter Meeting in Boston was punctuated by a number of awards presentations. This year's Bruno Klopfer Distinguished Contribution was presented to **David C. McClelland** who was represented by **David Winter** from the University of Michigan. This award was most timely given that Dr. McClelland died on March 27th—just one month after the meeting. The Hertz honoree was **Henry Murray** and the special presentation was given by **Caroline "Nina" Murray** who provided a rapt audience with wonderful insights about her husband of many years. **Robert Holt** and **Morris Stein** were also featured guests. The co-winners of the Walter G. Klopfer Award were **Gregory J. Meyer** and **Leonard Handler** for their article, "The ability of the Rorschach to predict sequence outcome: Meta-analysis of the Rorschach Prognostic Rating Scale." The recipient of the Mary S. Cerney Award was **James Loving, Jr.** for his paper, "Selected Rorschach variables of psychopathic male juvenile offenders." **Darlene L. Perry** received honorable mention for her paper, "Play, coping strategies, and adjustment in homeless children." Jeanette Cerney was on hand to present these awards. Finally, this year's Samuel J. and Anne G. Beck Award recipient was **J. Christopher Fowler**.



J. Christopher Fowler receives the Samuel J. and Anne G. Beck Award.



James Loving, Jr....The Mary J. Cerney Award Winner pictured here with Mary Cerney's sister...Sister Jeannette.



Gregory J. Meyer and Leonard Handler share this year's Walter G. Klopfer Award.

Rorschach Coding and Administration

...continued from page 6

coders cannot rely on words alone. For example, the word "behind" may visually correspond to a two-dimensional positional relationship or a three-dimensional vista or form dimension coding. Spontaneous gestures typically resolve these ambiguities. Administrators err when they do not recognize such ambiguity and fail to inquire, or when they fail to document these clarifying gestures. Coders similarly disagree when they fail to recognize ambiguity; one coder sees the response as two-dimensional and another as three dimensional. Indeed, failure to recognize ambiguity of verbalizations regarding visual percepts is a major source of inquiry shortcomings and coder disagreements. Remembering that we code what the respondent sees as communicated by word and *gesture* reduces coding disagreements.

Some new procedures and terminology. Our efforts have led to some new routines and terminology. To reduce form quality disagreements, we found it necessary to specify the sequence of steps for extrapolating from the form quality tables. Coders sometimes disagree if they follow different routines. Also, we've created some new terms to clarify important issues. A "prop" is part of the justification for a response that is not actually seen and not coded (the microscope in "a germ and a bug under a microscope"). "Communication emphasis" is that component of a response on which a respondent focuses spontaneously. Accordingly, color communication emphasis may make a seemingly form dominant response acquire a CF coding.

Remembering the card is in front of the person is quite helpful. Response verbiage occurs in a situation in which both the respondent and examiner are looking at an inkblot. Thus, a

respondent's words do not stand alone. Often, we found that these verbalizations are more readily understandable and codable when one remembers that they are uttered while looking at a blot. Forgetting this context produces coding disagreements.

Simple concepts are much more complex than we might have expected. We found that what we consider to be simple, abstract definitions and distinctions break down when posed with the great variety of individual responses. For example, is a multiple organ anatomical responses a single object?

Coders agree on abstract definitions, but we were surprised to learn that they disagree when applying these definitions. For example, coders all agree that FC:CF:C describes a continuum from form to color dominance. However, our review of hundreds of responses revealed that this is no simple continuum, and that the responses themselves are much more heterogeneous than this simple, presumed continuum would lead us to believe. There are actually many different types of form vs. color distinctions, and different types of responses call for different considerations in making the FC:CF:C decision. These observations have led to our writing an excessively long section addressing form vs. color dominance. We hope to shorten it but, for now, it reflects the great variety of form vs. color dimensions.

Coding disagreements are often not disagreements about coding. We were not surprised to find that many coding disagreements come from inquiry problems. However, we were surprised to learn that a large proportion of coding responses result from accurate coding. Coders who disagree often are coding different responses. A simple example would be the two-dimensional versus three-dimensional

"behind" response described above. If one perceives a two-dimensional response and another a three-dimensional response, accurate coding will lead to coding disagreement. A more difficult problem arises when respondents change their answers in the response phase or inquiry. This has led to our writing a section on "What's in a response?" This question is not always easy to answer. The section addresses how to make decisions about attempts to change a response and whether or not to combine verbalizations into a single response.

Many response disagreements have no effect on interpretation. For example, content disagreements involving science, ideographic art vs. anthropology, botany vs. landscape are among the more common, but have essentially no effect on interpretation.

These are some of the lessons that we have learned. We hope that the solutions offered in the text for administration and coding challenges strengthen the Rorschach for the future. ■

SPA Exchange

Editor:

Virginia Brabender, Ph.D.

Widener University
Institute for Graduate
Clinical Psychology
1 University Place
Chester, PA 19013

Associate Editors:

Judith Armstrong, Ph.D.
Radhika Krishnamurthy, Ph.D.
Robert Lovitt, Ph.D.
Joan Weltzien, Ed.D.
Jed Yalof, Ph.D.

Rorschach Archives

...continued from page 3

The greatest problem that we have with the Archives project concerns space. The Library for the City and University of Bern is extremely crowded and the Archives are restricted to a very small area in the reference section of the library. In effect, we have five book shelves that span about 35 feet each, and we are fully packed. There is no additional space in the main library building and some sections of the library, dealing mostly with university related topics, have already been moved to rented space in other buildings in Bern. The library director had hoped to provide the Archives with similar rented space, however, the library budget available for the Archives is very modest, about 6,000 Swiss Francs per year (approximately \$4,000). Rental space in Switzerland is not inexpensive and most places that we have investigated would cost more than twice the amount available from the library budget.

Unfortunately, the annual dues income of the International Society is committed almost entirely to the expenses required for the annual publication of *Rorschachiana* and our *Bulletin*. Therefore, in 1997 we embarked on a venture to solicit financial donations for a special Rorschach Archives/Museum fund. The objective is to create a trust fund of at least 70,000 Swiss Francs (about \$50,000) that will yield an annual interest income nearly equal to the amount available from the library budget. Such an amount would ensure our ability to rent adequate space in which to house the Archives and properly display the memorabilia currently being stored by Rorschach's son and daughter. Such a facility will also enable us to develop a system by which we could provide electronic access to people throughout the world to most of the materials in the Archives.

To date, the fund raising effort seems to be proceeding with some reasonable success. We have received about \$5,000 in donations and have obtained pledges from three potential donors to contribute \$5,000 each if we match or exceed each of their pledges with other donations before June, 1999. We are asking all of our members and our member organizations to contribute to this important cause. Quite obviously, we are also soliciting outside of our membership for assistance.

I hope that, after reading this, you might be prompted to make a contribution of any amount, large or small. Contributions are tax deductible and, naturally, they will be greatly appreciated. We have obtained a donation to create a special scroll in the Archives in which we will engrave the names of contributors or contributing organizations, subdivided into the following categories: *Contributors* (for gifts of less than \$100); *Sponsors* (for gifts between \$100 and \$200); *Patrons* (for gifts of more than \$200 and up to \$500); and *Special Benefactors* for those donating more than \$500. If you would like to make a donation, checks or postal orders made out to the *Rorschach Archives/Museum Fund* can be sent to:

Rorschach Workshops
P.O. Box 9010
Asheville, N.C. 28815
U.S.A.

or directly to our treasurer:

Trudi Finger
Hans Huber Verlag
Langgess-Strasse 76
CH-3000
Bern 9, Switzerland.

I also hope that many SPA members will decide to attend the 1999 Congress of the International Society. It will be a celebration of our 50th anniversary and we intend to display numerous items from the Archives at the Amsterdam meeting. ■

Dali's Rorschach?

...continued from page 7

accompanying essay, and that he discussed the painting with his distant and idealized mentor, Sigmund Freud, during their only meeting in 1938 (Maddox, 1979).

Dali's *The Metamorphosis of Narcissus* portrays the mythical Narcissus kneeling and gazing into the water. Adjacent, we see a complementary figure, strikingly similar in form, yet quite different. The latter is composed as a large hand with a cracked fingernail, delicately holding a cracking egg sprouting a narcissus flower. The two similar figures are themselves reflected in the pool.

Duality, fusion, and reflection are ubiquitous themes throughout Dali's life and work. In this mythic self-portrait, Dali's identification with the tragic Narcissus seems to offer a window into the significance of these images to his personality. Like the myth he portrays, Dali fashioned and became endlessly engrossed by his own image. Reflections reflect his narcissistic strivings. The grandiose reflection he formulated for himself was a construction of the oddity he believed himself to be (Secret, 1986). Yet the reflection belied a vulnerability of "something delicate, infinitely fragile" (Secret, 1986, p. 173). Dali expresses himself visually as two fragmented beings, tentatively holding onto each other. After many repetitions of the double image throughout his creative life, Dali's *Metamorphosis* seems to suggest the relationship between the two Salvador Dalis. We see the grandiose, indulgent, "mad" genius who embraced his unconscious drives with abandon and the fragile, lonely child; the cracking egg. Dali attempted to create personal and artistic meaning through dissimilarity (Descharnes, 1985), mirroring his own self and the self which he felt had been taken from him. Thus, Dali drew on the reflected, yet distorted mirror

image of Narcissus to capture important aspects of his own character struggle.

Drawing similarities between the theoretical constructs of narcissistic character, visual imagery from creative work, and determinants scored on the Rorschach is tenuous. However, one can only marvel—like Gacono and Meloy (1994)—at the endurance in meaning associated with reflection and mirror imagery. Though we cannot interpret paintings like Rorschachs, short of Dali's Rorschach (there is no record he took the test), his creative products are the most fruitful tool to understanding the person he was. Dali's character structure and use of narcissistic imagery seemingly add validity to the interpretation of similar, albeit spontaneously and verbally-given imagery on the Rorschach.

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Note: A more comprehensive list of references is available upon request.

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The Teacher's Block

...continued from page 8



confident that what they learned from the study will be of interest to others (even if major hypotheses end up being just flat-out wrong). The question then is how we accomplish this. I think of several intertwined factors. A large part has to do with mentoring—the seasoned advice and guidance from someone committed to the students' development is an essential ingredient. Another piece of the puzzle has to do with professional socialization. I think it's important for students to have a chance to directly share their research ideas with others, find out from like-minded students or more senior colleagues what research issues they find important, receive feedback from others about the value of their work, and find a niche for the expression of their research upon its completion.

Another important element has to do with helping students to select research topics that they find intrinsically interesting that will also fill a relevant gap in theory and/or applied practice. To sustain motivation through the long dissertation process (and beyond), it is important for students to be able to rekindle the initial enthusiasm they felt for a topic. It is much easier for students to do this when they can clearly articulate how their topic is important to them, other scholars, and/or clinicians working in the trenches.

In many ways, the annual SPA conference is a wonderful place to see the intersection of all these factors: student mentoring, professional socialization, and the applied presentation of topics that students find intrinsically interesting (not to mention the fact that it's just a plain old good time too). In terms of personal history, **Bob Lipgar**, who was one of my supervisors on internship, was also very instrumental in my research development. Not only did he

take a mentoring interest in my dissertation, but he also introduced me to SPA and to my first convention. At times I seriously wonder whether I would ever have published my dissertation or continued to conduct any research were it not for him and his encouragement. I'm a bit leery about identifying other people for fear of neglecting someone, but I also think of people like **Len Handler** and **Roger Greene** who annually encourage numerous students to present their research at the SPA convention. To me, this kind of mentoring and professional socialization is exactly what we need to help students turn the sterile, lifeless t-tests, ANOVAs, and correlations that are part of a dissertation into something that feels important and which has shared meaning and relevance to others. It is also fairly easy to see the legacy of this process as many students who began presenting at SPA under the guidance of a mentor have continued on with research, answering relevant questions for all of us through studies that extend well beyond their dissertations.

JY: What, in your opinion, is the hardest part of teaching research?

GM: I think the hardest part of teaching research is similar to the hardest part of teaching assessment skills, namely teaching students how to listen to all the data, while simultaneously separating the noise from the genuine signal.

JY: What type of approaches do you use in the classroom to evaluate student research competency (e.g., multiple-choice, essay, critique of articles)?

GM: All of the above along with the computerized statistical analysis of data and the design and implementation of a project.

Mark your calendar...

to attend the
Midwinter Meeting
in New Orleans at the
Chateau Sonesta,
March 24-28, 1999.
Details to come.

spa exchange

From the Editor:

When I attended the Mid-winter Meeting, I was approached by a number of members who teach various courses in personality assessment and was told how much they enjoyed using Jed Yalof's Rorschach Crossword Puzzle (featured in the *SPA Exchange*, Volume 7, Number 2) with their classes. I had used it in the first class of the spring semester in a course titled *Advanced Differential Diagnosis*. The students in this course had already taken their basic Rorschach course and the puzzle provided me with a quick, entertaining way of seeing how much they had retained. I also made it into a group event with students yelling out their answers and quips which provided for much merriment—a good way to ease into the semester.

In learning that many of you used this puzzle in similar ways, I am reminded of how hungry we all are for resources in

training others in personality assessment. I remember when I taught undergraduate courses such as *Introductory Psychology*, I had many tools at my disposal—model exams, books with suggested exercises, videotapes, and on and on. Our Department of Psychology at St. Lawrence University had a steady stream of salespeople calling upon us with these materials; the challenge was to choose among them.

In contrast this situation with the more impoverished circumstances of teaching personality assessment. We have some good textbooks available to us but little else in terms of pedagogical tools. Given this situation, we have all developed our own materials; some of us have done so in innovative ways. Perhaps one of you has developed a videotape to show the administration of the Rorschach. Perhaps another has created a series of Rorschach protocols that are graded in difficulty. Perhaps still another has found an interesting way to incorporate diversity factors into your

assessment curriculum. By sharing these ideas with one another in the *Exchange*, we can accomplish at least two goals. First, by borrowing the best from our colleagues, we can invigorate our thinking and our classrooms. Second, we can begin to identify areas of common need that can be addressed by the Society as a whole. Just as the Society is working to satisfy the research needs of the field by, for example, funding dissertation projects, so too can the Society consider allocating resources to further the training of competent assessors. But knowing where the need lies requires a dialogue, a conversation... an *Exchange*...among us all. Yet another important reason to stay in touch with your SPA colleagues!



Virginia Brabender
Virginia Brabender

Society for Personality Assessment

6109 H Arlington Road
Falls Church, VA 22044

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Westwood NJ

Mark your calendar...
to attend the
Midwinter Meeting
in New Orleans at the
Chateau Sonesta,
March 24-28, 1999.
Details to come.