

**THE HARTMAN
VALUE PROFILE (HVP)
MANUAL OF
INTERPRETATION**

by

ROBERT S. HARTMAN

SECOND EDITION, 2006

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TO THE MEMORY OF

ROBERT S. HARTMAN

1910 – 1973

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PREFACE

The values assessment and profiling methodology, known as the Hartman Value Profile (HVP), is a derivative of Hartman's *a priori* value theory subsequently empirically validated in the pages of Leon Pomeroy's *The New Science of Axiological Psychology*, published in 2005, resulting in revolutionary new paradigms of basic and applied axiological science.

The historical background and theoretical foundations of the HVP and this *Manual of Interpretation* include Hartman's ingenious definition of the concept "good" and the detailed development of his axiological theory as expressed in his *The Structure of Value*, published in 1967. The actual construction of the HVP occurred in Mexico as a result of Hartman's collaboration with his post-doctoral student, psychologist Mario Cardenas Trigos. In time, this teacher-student relationship resulted in the construction of the HVP. At the time, Cardenas Trigos was a post-doctoral student of both Eric Fromm, and Robert S. Hartman. Dr. Trigos informed me in 2001 that his collaboration with Dr. Hartman was kept a secret from Dr. Fromm, who did not fully understand or appreciate Hartman's work.

The most fundamental presuppositions of axiological science are that human personalities and behaviors are structured around human values, that values are the keys to our personalities, and that by measuring values we can gain powerful insights into who people are and what they are likely to do. This instruction manual provides information about administering, applying, and interpreting the HVP. It should be immensely helpful to consultants, psychologists, and others who wish to use this exceptionally powerful and proven instrument of behavioral analysis. To advance Hartman's legacy, and emerging axiological science, the Robert S. Hartman Institute now makes Hartman's *Manual of Interpretation* available to qualified individuals.

During the last years of his life, Hartman completed writing this manual. It was later edited and published by John J. Austin of Muskegon, Michigan in a non-exclusive agreement with Rita D. S. Hartman, who initially copyrighted it. She later transferred the copyright to the Robert S. Hartman Institute for purposes of preserving and advancing Hartman's legacy, consistent with the founding of the Robert S. Hartman Institute. This edition of the manual remains true to Austin's edited version, where he acknowledges that "only minor editorial changes, revisions, and additions have been made in the original manuscript on which this manual is based."

On the eve of a rapid expansion of interest in axiological science, the Robert S. Hartman Institute takes great pleasure in making this *Manual of Interpretation* available to an ever growing number of qualified individuals engaged in clinical, consulting, coaching, and research applications of axiological science. As a society of basic theoretical and applied axiologists, we recognize that one of our responsibilities is to provide educational materials and conferences concerning axiological science and its foremost application, The Hartman Value Profile (HVP). We welcome all who seek to develop the skills needed to work in this revolutionary and expanding field of human knowledge for the betterment of humankind.

This edition of the *Manual of Interpretation* includes an "Index," which the earlier edition did not have, and a greatly expanded "Table of Contents," both of which should be of great help to users seeking the information they need.

Leon Pomeroy, Ph.D.
President, The Robert S. Hartman Institute,
With Resources at the University of Tennessee at Knoxville

0. Description of the Test

0.1. The Hartman Value Inventory (HVI) is a strictly axiological test which measures the person's capacity to value. This capacity is a talent which, in one sense, is independent of both intellectual and emotional capacities, but in another sense, is dependent of them, in another sense, is dependent of them, in so far as the value capacity is the ability to organize one's intellectual and emotional capacities. For this reason, the test also gives indications of these two capacities, in particular, the presence or absence of emotional problems.

0.2. The test does not intend to measure the energy or drive a person has. Two persons with identical axiological endowment may have different ranges of action, depending on their innate energy.

0.3. The HVI measures the deviation of the subject's own score from a theoretical score based on formal axiology, the science of value logic. This logic determines the correctness or incorrectness of value judgments. The test therefore measures the capacity for making value judgments.

0.4. The scores come out in numbers; the lower the number the better the score, the higher the number the worse the score. The numerical results make possible collective applications of the test, statistical calculations, rankings of individuals within a group according to various classifications, etc.

0.5. The test consists of two parts, the first measuring the capacity to value the world, the second measuring the capacity to value one's own self.

0.6. Each part has three sets of scales.

0.6.1. The first set consists of four measures: the Differentiation Score, for the capacity to differentiate values; the Dimension Score, for the sense of proportion, based on the equilibrium between value dimensions; the Integration Score, for the capacity to solve problems and see the relevant in the complex; and the Dissimilarity Score, for the capacity to distinguish between good and bad.

0.6.2 The second set of scales are the value dimensions: Intrinsic Value, the capacity for discerning values in individuals; Extrinsic Value, the capacity for discerning values in the world; Systemic Value, the capacity for discerning values in systems, in order and theory.

0.6.2.1. Each of these value dimensions in turn has a dimensional and an integrational score, the former indicating the capacity for discerning the value dimension in question, the latter indicating the capacity for solving problems in that dimension.

0.6.3. While the two sets of scales mentioned are objective, the third set of scales is subjective and refers only to the person tested. They are the Dimension and Integration measures mentioned in the first set, but seen as percentages of the Differentiation Score. The better the Differentiation Score, that is, the lower its number, the higher are the corresponding percentage scores; so that even a low number in these measures may mean a high percentage for a person of good value capacity. These are the existential and the psychological index, respectively. They measure effects of the person's value sensitivity.

0.7. The test yields 57 scores in all: 15 scores concerning a person's external value capacity, 15 concerning his internal value capacity, 7 resulting from the two capacities, and 2 retest scores. In addition, there are 18 plus and minus measures of the directions of deviation, and the results of these measures in Parts I and II.

Of these scores, 38 appear in the following Axiogram (Profile Chart) and 55 in the accompanying Scoring Form.

THE HARTMAN VALUE PROFILE • AXIOMGRAM

DATE _____

NAME _____

(Middle)

(First)

(Last)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _a (I)	BQ _a (2)	CQ (I)	CQ (2)	RQ _a (I)	RQ _a (2)
Excellent	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1-0.6	1	1	1	1	1	1	1
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	2	10	2	14	3	14	4.8
	3	3	3	26	2	6	0			3	6		0	19	3	19	3	0.7	3	19	3	28	5	28	4.6
	4	4	4	28	3	8				4	8	2		28	4	28	4	1.1	4	28	4	42	7	42	4.4
	5	5	5	28	3	8				5	8	3		37	5	37	5	1.1	5	37	5	56	9	56	4.2
	6	6	6	30	3	10				6	10	3		46	6	46	6	1.5	6	46	6	70	11	70	4.0
	7	7	7							7				55	7	55	7	1.5	7	55	7	83	11	83	4.0
Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	8	56	8	90	13	90	3.8
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	9	58	9	98	16	98	3.6
	10	10	10	36	6	16	1			10	16			60	10	60	10	1.8	10	60	10	106	18	106	3.4
	11	11	11	38	7	18	2			11	18	6		63	11	63	11	1.8	11	63	11	115	21	115	3.2
	12	12	12	40	8	20	3			12	20	7		66	12	66	12	1.9	12	66	12	124	24	124	3.0
	13	13	13				4			13				68	13	68	13	2.0	13	68	13	132	26	132	
	14	14	14				5			14				70	14	70	14	2.0	14	70	14	140	28	140	
Good	15	15	15	42	8	22	6			15	22	8		71	15	71	15	2.1	15	71	15	149	32	149	2.8
	16	16	16	44	9	24	7			16	24	9		73	16	73	16	2.2	16	73	16	159	35	159	2.6
	17	17	17	46	10	26	8			17	26		2	75	17	75	17	2.3	17	75	17	170	38	170	
	18	18	18	48	11	28	9			18	28	10		78	18	78	18	2.3	18	78	18	181	42	181	2.4
	19	19	19	50	12	30	10			19	30	11		81	19	81	19	2.4	19	81	19	191	45	191	2.2
	20	20	20				11			20				83	20	83	20	2.5	20	83	20	202	49	202	
	21	21	21				12			21				85	21	85	21	2.5	21	85	21	213	53	213	2.0
Average	22	22	22	52	12	32	13			22	32	12		86	22	86	22	2.6	22	86	22	224	57	224	1.8
	23	23	23	54	13	34	14			23	34	13		88	23	88	23	2.7	23	88	23	236	62	236	1.6
	24	24	24	56	14	36	15			24	36		4	90	24	90	24	2.8	24	90	24	249	66	249	
	25	25	25	58	15	38	16			25	38	14		93	25	93	25	2.8	25	93	25	262	71	262	1.4
	26	26	26	60	16	40	17			26	40	15		96	26	96	26	2.9	26	96	26	275	75	275	1.2
	27	27	27				18			27				98	27	98	27	3.0	27	98	27	288	80	288	
	28	28	28				19			28				100	28	100	28	3.0	28	100	28	300	84	300	1.0
Poor	29	29	29	62	16	42	20			29	42	16		101	29	101	29	3.1	29	101	29	313	90	313	0.9
	30	30	30	64	17	44	21			30	44	17		103	30	103	30	3.2	30	103	30	328	95	328	0.8
	31	31	31	66	18	46	22			31	46			105	31	105	31	3.3	31	105	31	343	101	343	0.7
	32	32	32	68	19	48	23			32	48	18		108	32	108	32	3.4	32	108	32	358	106	358	0.6
	33	33	33	70	20	50	24			33	50	19		111	33	111	33	3.4	33	111	33	373	112	373	
	34	34	34				25			34				113	34	113	34	3.5	34	113	34	388	117	388	
	35	35	35				26			35				115	35	115	35	3.5	35	115	35	403	123	403	
Very Poor	36	36	36	72	20	52	27			36	52	20		116	36	116	36	3.6	36	116	36	418	130	418	0.5
	37	37	37	74	21	54	28			37	54	21		118	37	118	37	3.7	37	118	37	435	137	435	
	38	38	38	76	22	56	29			38	56	22	6	120	38	120	38	3.8	38	120	38	452	143	452	0.4
	39	39	39	78	23	58	30			39	58	22		123	39	123	39	3.8	39	123	39	469	149	469	
	40	40	40	80	24	60	31			40	60	23		126	40	126	40	3.9	40	126	40	486	155	486	0.4
	41	41	41				32			41				128	41	128	41	4.0	41	128	41	503	162	503	
	42	42	42				33			42				130	42	130	42	4.0	42	130	42	520	168	520	
Extremely Poor	43	43	43	82	24	62	34			43	62	24	8	132	43	132	43	4.1	43	132	43	533	172	533	0.3
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE HARTMAN VALUE PROFILE

report form

Your scores on the Axiogram® show, in theory, the extent to which you have developed so far your **capacity to value**—both when considering the value of outside situations (BLUE marks), and when considering your own value as a person (RED marks).

The interpretations (at the left of the chart) of what your scores mean are based entirely on a formal theory of axiological values. (They do not compare your scores with those of any group of people.)

You may be able to increase your capacity to value through appropriate effort (unless it is already very well developed.) In addition, you probably can increase the effectiveness with which you make use of your present capacity to value.

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THEORETICAL MEANINGS OF THE SCORES

(The numbers correspond to the columns of the Axiogram)

- "DIM-1" INTRINSIC DIMENSION—Development of the capacity to discern individuality in others (BLUE) and individuality in oneself (RED). (Capacity for personal valuation; development of the sense of individuality).
- "DIM-E" EXTRINSIC DIMENSION—Development of the capacity to discern values in situations in the outside world (BLUE) and in one's own role in the world (RED). (Capacity for practical valuation).
- "DIM-S" SYSTEMIC DIMENSION—Development of the capacity to discern system and order in the world (BLUE) and within oneself (RED). (Capacity for theoretical and normative [moral] valuation; for organization and self-organization).
- "DIF" DIFFERENTIATION—Development of the capacity to differentiate values in general, in the world (BLUE) and within oneself (RED). (Capacity of judgment).
- "DIM" DIMENSION—Development of a sense of proportion in evaluating the dimensions above in outside situations (BLUE) and in oneself (RED).
- "DIM-%" DIMENSION PERCENTAGE—Development of the awareness of the reality of the world (BLUE) and the reality of one's own self (RED). (Existential Index).
- "INT-1" INTRINSIC INTEGRATION—Development of the capacity to discern the important within the complex in situations concerning the individuality of others (BLUE) and concerning one's own individuality (RED). (Capacity for solving personal problems).
- "INT-E" EXTRINSIC INTEGRATION—Development of the capacity to discern the important within the complex in situations in the world (BLUE) and in situations concerning one's role in the world (RED). (Capacity for solving practical problems).
- "INT-S" SYSTEMIC INTEGRATION—Development of the capacity to discern the important within the complex in systems (BLUE) and in problems requiring self-discipline (RED). (Capacity for solving theoretical and normative [moral] problems).
- "INT" INTEGRATION—Development of the capacity to discern the important within the complex in external situations (BLUE) and within oneself (RED). (Capacity for problem solving and decision making).
- "INT-%" INTEGRATION PERCENTAGE—Development of the capacity for organizing one's reactions when confronted with problems in the world (BLUE) and within oneself (RED). (Psychological Index).
- "D.1." DIMENSIONAL INTEGRATION—Development of a sense of proportion when resolving problems in the outside world (BLUE) and within oneself (RED). (Capacity for concentration on problematic external and internal situations).
- "DIS" DISTORTION—Development of the capacity to distinguish between values and disvalues, or the good and the bad, in the outside world (BLUE) and within oneself (RED).
- "VQ" CAPACITY FOR VALUATION—Two indices of the development of the capacity to value outside situations accurately (BLUE only). The first number indicates the quantity and the second the quality of the capacity.
- "SQ" CAPACITY FOR SELF-VALUATION—Two indices of the development of the capacity to value oneself accurately as a person (RED only). The first number indicates the quantity and the second the quality of the capacity.
- "BQ_i" RELATIVE BALANCE—Two indices of the balance between the capacities for valuation and for self-valuation. When these capacities are developed to the same degree the VQ and SQ scores are equal and the BQ_i scores are 1.0. The closer the BQ_i scores are to 1.0 the more in balance are the two capacities to value; both as to their quantity (first number) and as to their quality (second number). A BQ_i smaller than 0.7 indicates problems in the capacity to handle the outside world (Atychal).
- "BQ_a" ABSOLUTE BALANCE—Two indices of the capacity to value, in terms of the axiological value scale. The first number indicates the quantity and the second the quality, or harmony, of the capacity.
- "CQ" COMBINED VALUE CAPACITY—Two indices of the total capacity to value. The first number indicates the quantity and the second the quality of the total capacity.
- "RQ" RETEST QUOTIENT—Two indices which measure, in the case of repetition of the test, the development of the capacity to value.

THE HARTMAN VALUE PROFILE

Name _____ Age _____ Date _____ Male - Female

Single - Married - Other Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S					—
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	DIM%	INT%			
																					+	—
																	I	DIM-I				
																			INT			
																	E	DIM-E				
																			INT			
																	S	DIM-S				
		INT																				
																		ρ		DI		AI%

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S					—
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	DIM%	INT%			
																					+	—
																	I	DIM-I				
																			INT			
																	E	DIM-E				
																			INT			
																	S	DIM-S				
		INT																				
																		ρ		DI		AI%

(1) $\frac{SQ}{VQ} = \frac{\quad}{\quad} = \quad BQ_{r1}$
 $\frac{SQ + VQ}{2} = \frac{\quad}{2} = \quad BQ_{a1}$

(2) $\frac{SQ}{VQ} = \frac{\quad}{\quad} = \quad BQ_{r2}$
 $\frac{SQ + VQ}{2} = \frac{\quad}{2} = \quad BQ_{a2}$

(3) $BQ_{r1} \times BQ_{a1} = \quad CQ_1$
 $BQ_{r2} \times BQ_{a2} = \quad CQ_2$

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1. An Analogue to the HVP

1.1. Since the Hartman Value Profile measures something quite abstract, namely values, it will be useful to illustrate its nature by a concrete analogue. The test is not a psychological but an axiological test which means that the items have not a psychological but an axiological meaning. Looked at psychologically they appear deceptively simple, but looked at axiologically they represent mathematical formulae which give each item an exact position in the formal axiological system, much as the words "Rio de Janeiro" indicate an exact position in a system of coordinates of latitude and longitude. We shall in this section develop a geographical analogue to the test, and explain the formal system of axiology, in which the items have their position in a system of axiological coordinates, in the next section.

1.2. Let us suppose we construct an inventory to test geographical knowledge or, to be exact, knowledge of geographical location. The items in our test shall be in three categories, Mountains, Cities, and Rivers which we shall call the dimensions of the knowledge in question. Each item has a name, "Rio de Janeiro", "Mount Cook", but in addition an exact location within the system defined by its latitude and longitude. Rio de Janeiro, for example, indicates the coordinates 22.53 South latitude and 43.17 West longitude.

1.3. The geographical system of coordinates is particularly simple since to each point in the coordinate system corresponds one and only one place and, vice versa, to each place one and only one pair of coordinates. In this respect the geographical system is particularly useful for our purpose. In a usual coordinate system, to every spot in the system, or to every formula within it, may correspond an infinity of items thus situated. In the Cartesian system of coordinates, for example, the formula $y^2 = 4mx$ indicates a parabola, but in reality an infinity of parabolas may correspond to this formula. Anything thrown, for example, describes a parabola; and there are in actuality at least as many parabolas as there are things thrown. In such a case the formulae of a coordinate system are said to be variables which have an infinity of values. "Values" here is not meant axiologically; the word merely stands for the items which are said to constitute the range of application of a variable. When this range consists of only one item we do not speak of a variable but of a constant. Thus, the coordinates 22.53 S and 43.17 W only have one value, namely Rio de Janeiro; they have a constant, not a variable meaning. The Cartesian coordinates (+4, -7) on the other hand, though they mean one and only one point in the system of coordinates itself, may mean any number of points in actuality, depending on the actual application made of the system in the world.

1.4. The axiological system is like the Cartesian containing variables rather than like the geographical containing constants. The items which stand for a variable coordinate system have to be validated and checked in order to see whether they faithfully represent the system, while those of the geographical system do not. Thus, when we say "Rio de Janeiro" we indicate univocally the corresponding coordinates; but when we say that throwing a ball from point A to point B describes a parabola we have to measure the curve in question in order to find out what kind of parabola it describes and what, exactly, its coordinates are. The geographical system thus is much simpler and lends itself ideally for illustration.

1.5. Yet it is a peculiar fact that the geographical test that we shall develop is more difficult to pass than the value test. This means that people's geographical knowledge is less clear than people's value knowledge. By implication this means that facts are less important than values. It also means that value knowledge is inborn, for there are no courses where people could learn the values of the items in the HVI, whereas geographical knowledge must be, but usually is not, learned.

1.6. Our geographical test will consist of two parts, one checking the person's knowledge in the North-South direction and the other checking it in the East-West direction. The first test will consist of 18 items which have to be ordered from North to South, that is vertically on the map, so that every lower-numbered item is north of every higher-numbered item and, vice versa, every higher-numbered item south of every lower-numbered item. The number 1 is put before the most northern item, the number 2 before the next most northern item, and number 18 is the most southern item. In Part II, the same procedure is repeated, only that now the ordering is from East to West, each lower-numbered item is east of a higher-numbered item and each higher-numbered item west of each lower-numbered item. No. 1 is the most eastern, No. 2 the second most eastern item, and No. 18 the most western item. In both parts, the 18 items are divided into the three dimensions, Mountain, City or River (M, C, R). There are, in other words 6 mountains, 6 cities, and 6 rivers in each part.

The items are the following, where first is the number on the scale, or sequence, from North to South (Part I) or East to West (Part II), second is the dimension (M, C, or R), third the name of the item, and fourth the position of the item on the inventory itself where the sequence is scrambled up. The Inventory itself follows.

Scale of Geographical LocationsPart I North-South

<u>Geographical Position of Item</u>	<u>Dimension</u>	<u>Name</u>	<u>Position in Inventory</u>
1	M	Mt. McKinley	k
2	C	Belfast	m
3	R	Don River	q
4	M	Montblanc	j
5	M	Mount Elbrus	f
6	C	Tokyo	a
7	R	Yangtze River	r
8	C	Mexico City	o
9	R	Orinoco River	b
$\frac{N}{S}$			
10	R	Amazonas River	c
11	C	Dar-es-Salaam	d
12	R	Zambezi River	i
13	C	Rio de Janeiro	e
14	M	Mont aux Sources	n
15	M	Aconcagua	p
16	R	Rio de la Plata	h
17	C	Melbourne	g
18	M	Mt. Cook	l

Scale of Geographical LocationsPart II East-West

<u>Geographical Position of Item</u>	<u>Dimension</u>	<u>Name</u>	<u>Position in Inventory</u>
1	M	Mt. Kosciusko	k
2	C	Osaka	m
3	R	Lena River	q
4	M	Mt. Everest	j
5	M	Mt. Ararat	f
6	C	Jerusalem	a
7	R	Djnepr River	r
8	C	Vienna	o
9	R	Rhine River	b
$\frac{E}{W}$			
10	R	Gironde Estuary	c
11	C	Dakar	d
12	R	Hudson River	i
13	C	Montreal	e
14	M	Popocatepetl	n
15	M	Mt. Whitney	p
16	R	Mackenzie River	h
17	C	Papeete	g
18	M	Mauna Loa	l

The Hartman Inventory of Geographical Terms

Directions (Part I)

On the next page you will find 18 geographical terms. Each of these terms represents a place which individuals may put in different locations (north or south) -- depending on their knowledge of geography.

Read all the terms carefully.

Order the places from North to South such that a lower-numbered place is north of a higher-numbered place, and a higher-numbered place south of a lower-numbered place.

Write the number "1" on the line in front of the place which represents the most northern location.

Write the number "2" in front of the place which represents the next most northern location.

Number all the places in the same way to show the order of their respective location. Use a different number for each of the 18 places (3, 4, 5, and so on). The number 18 should be in front of the place that represents the most southern location.

Decide quickly about each of the places. There is no time limit, but most people are able to complete numbering all the places in about 10 to 12 minutes. You may turn the page and begin.

_____ Tokyo
_____ Orinoco River
_____ Anazonas River
_____ Dar-es-Salaam
_____ Rio de Janeiro
_____ Mt. Elbrus
_____ Melbourne
_____ Rio de la Plata
_____ Zambezi River
_____ Montblanc
_____ Mt. McKinley
_____ Mt. Cook
_____ Belfast
_____ Mont aux Sources
_____ Mexico City
_____ Mt. Aconcagua
_____ Don River
_____ Yangtze River

The Hartman Inventory of Geographical Terms

Directions (Part II)

On the next page you will find 18 geographical terms. Each of these terms represents a place which individuals may put in different locations (east or west) -- depending on their knowledge of geography.

Read all the terms carefully.

Order the places from East to West such that a lower-numbered place is east of a higher-numbered place, and a higher-numbered place west of a lower-numbered place.

Write the number "1" on the line in front of the place which represents the most eastern location.

Write the number "2" in front of the place name which represents the next most eastern location.

Number all the places in the same way to show the order of their respective location. Use a different number for each of the 18 places (3, 4, 5, and so on). The number 18 should be in front of the place that represents the most western location.

Decide quickly about each of the places. There is no time limit but most people are able to complete numbering all the places in about 10 to 12 minutes. You may turn the page and begin.

_____ Jerusalem
_____ Rhine River
_____ Gironde Estuary
_____ Dakar
_____ Montreal
_____ Mt. Ararat
_____ Papeete
_____ Mackenzie River
_____ Hudson River
_____ Mt. Everest
_____ Mt. Kosciusko
_____ Mauna Loa
_____ Osaka
_____ Popocatepetl
_____ Vienna
_____ Mt. Whitney
_____ Lena River
_____ Dnjepr River

1.6.1. The following is an actual geographical test taken by a testee.

Part I

<u>6</u>	Tokyo
<u>17</u>	Orinoco River
<u>16</u>	Amazonas River
<u>10</u>	Dar-es-Salaam
<u>12</u>	Rio de Janeiro
<u>5</u>	Mt. Elbrus
<u>9</u>	Melbourne
<u>15</u>	Rio de La Plata
<u>8</u>	Zambezi River
<u>3</u>	Montblanc
<u>1</u>	Mt. McKinley
<u>14</u>	Mt. Cook
<u>2</u>	Belfast
<u>11</u>	Mont aux Sources
<u>7</u>	Mexico City
<u>18</u>	Mt. Aconcagua
<u>4</u>	Don River
<u>13</u>	Yangtze River

Part II

<u>2</u>	Jerusalem
<u>10</u>	Rhine River
<u>11</u>	Gironde Estuary
<u>6</u>	Dakar
<u>12</u>	Montreal
<u>3</u>	Mt. Ararat
<u>4</u>	Papeete
<u>13</u>	Mackenzie River
<u>14</u>	Hudson River
<u>1</u>	Mt. Everest
<u>17</u>	Mt. Kosciusko
<u>5</u>	Mauna Loa
<u>18</u>	Osaka
<u>16</u>	Popocatepetl
<u>9</u>	Vienna
<u>15</u>	Mt. Whitney
<u>8</u>	Lena River
<u>7</u>	Dnjepr River

NORTH - SOUTH

Part I — "V. Q."

ITEM	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r																																																					
DISTORTION	C	(R)	R	C	C	M	(C)	R	(R)	M	M	M	C	M	C	M	R	(R)																																																					
RESPONSE	6	17	16	10	12	5	9	15	8	3	1	14	2	11	7	18	4	13																																																					
PLUS RANGE	1-5	1-8	11-18	12-18	14-18	1-4	18	17-18	13-18	1-3	none	none	1	15-18	1-7	16-18	1-2	1-6																																																					
AXIOLOGICAL RANK	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7																																																					
M	+					0				1				0		3																																																							
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M	C	R		
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				11 37
				A177%
4	26	30	48	108-60
DIS	INT	DIM	DIF	First Part VQ
				Second Part

EAST - WEST

Part II — "S. Q."

ITEM	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r																																																					
DISTORTION	C	(R)	R	(C)	C	M	(C)	R		M	(M)	(M)	(C)	M	C	M	R	R																																																					
RESPONSE	2	10	11	6	12	3	4	13	14	1	17	5	18	16	9	15	8	7																																																					
PLUS RANGE	1-5	1-8	11-18	12-18	14-18	1-4	18	17-18	13-18	1-3	none	none	1	15-18	1-7	16-18	1-2	1-6																																																					
AXIOLOGICAL RANK	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7																																																					
M	+					2				3				2		0																																																							
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M	C	R		
2	3	1		
				14 74
				A184%
16	60	32	88	186-98
IS	IN	DIM	DIF	First Part SQ
				Second Part

Name _____

Date tested _____ Age _____ Sex: M F

Marital status _____ Occupation _____

Education completed: grade 8 9 10 11 12

College 1 2 3 4 Graduate study

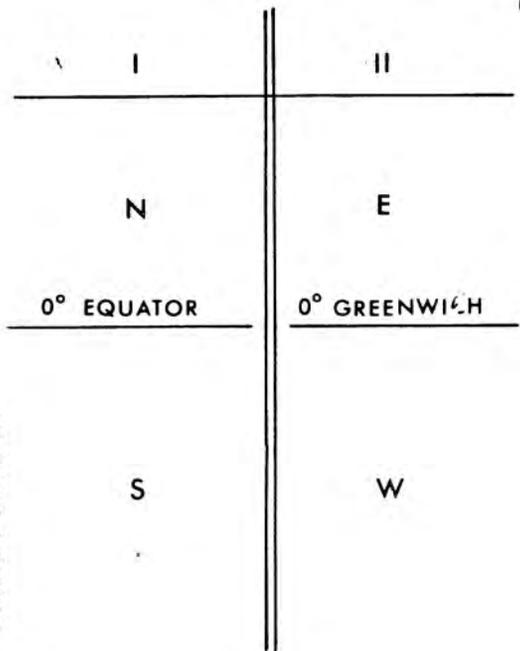
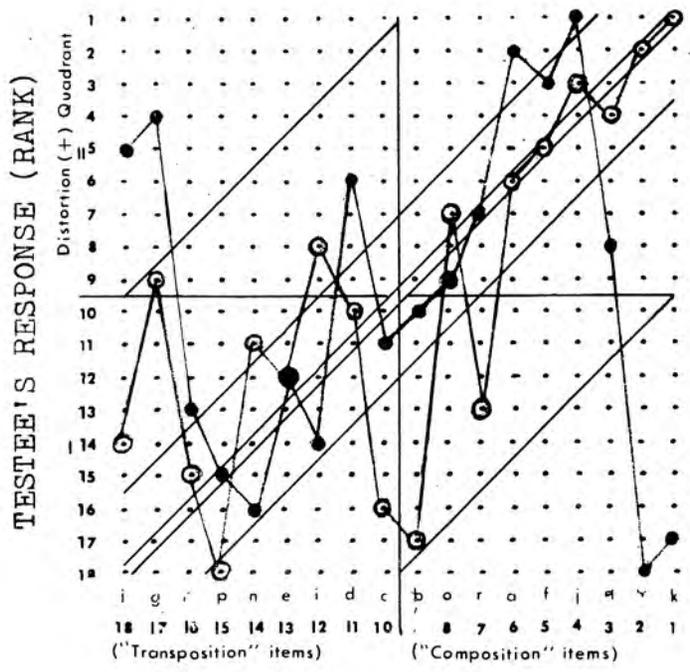
Highest degree: _____

THE HARTMAN VALUE PROFILE

CLINICAL SCORING FORM

BQ_{r1} 1.7 BQ_{r2} 1.6
 BQ_{a1} 147 BQ_{a2} 79
 CQ_1 250 CQ_2 127
 RQ_r _____ RQ_a _____

RESPONSE GRAPH



CORRECT GEOGRAPHICAL POSITION

(Plot Part I in blue, Part II in red.)

1.7. The scale of geographical locations of Part I and Part II is the norm for the corresponding inventory. We now design a Scoring Form on which to measure the deviation of the testee from the norm. The scoring sheet is the following.

The first row, "Item", shows the letters of the items in their order on the Inventory.

The second row, "Distortion", indicates confusions of the testee between North and South in Part I, and East and West in Part II.

In the third row, "Response", we have the responses of the testee, that is, the sequence in which he puts the items of the inventory.

The fourth row, "Plus Range", indicates whether the testee's deviation is a plus or minus deviation from the norm, that is, whether it is pushed away from the Equator (+) or toward the Equator (-). In other words, a plus response for a northern item means more North and for a Southern item it means more South; while a minus response means for a northern item less north or more south, and for a Southern item less south or more north. Since all numbers from 1 to 9 (one digit) are north of the equator and all numbers from 10 to 18 (two digits) are south of the Equator a minus deviation for a northern item is one toward a larger number, e.g. from 5 to 9, while for a Southern item it is one toward a smaller number, e.g. from 17 to 15. For in both cases the item is pushed toward the Equator, in the first case in a Southern, in the second in a Northern direction, according to the general rule that an item with a smaller number is North and one with a larger number is South. Correspondingly, a plus-deviation means one away from the Equator, that is for northern items (one digit) toward a smaller number and for southern items (two digits) toward a larger number. Plus-Range means the numbers, in each column, which indicate that the testee has transposed the item in question away from the Equator.

In the fifth row we have the geographical rank of the items, that is, their norm location according to the scale of geographical locations. We measure the response against the norm.

1.8. A totally correct response would locate each item where it belongs, that is, response and rank of item would coincide. Item 1 would have response 1, item 2 response 2, and so on to item 18 with response 18. This would mean that the responses would all lie on the diagonal in the Response Graph of the Scoring Form. This will hardly if ever, be the case. Usually, the responses will be off the diagonal in one of the four quadrants of the graph. The horizontal line of the graph corresponds to the Equator in Part I, and to the Prime Meridian, 0° Greenwich, in Part II. The quadrants above the line correspond to North in Part I and East in Part II, and those below the line to South in Part I and West in Part II. The Distortion quadrants indicate items that are transposed into the wrong hemisphere. The blue line is the north-south, the red the east-west profile. As is seen, geographical rank 17 in Part I, is displaced northward into position 9 and geographical rank 12 into position 8, while geographical rank 9 and 7 are displaced southward into positions 17 and 13, respectively. In the red profile, we see that there are 3 geographical positions transposed from west to east and 3 from east to west, for example position 9 is transposed slightly to the west, whereas position 17 is transposed very far to the east, and position 2 very far to the west.

As is seen, in two points, namely in rank 14 and in rank 12, there are clear opposite estimations in the blue and the red profile. Whereas in the blue profile the deviation from the diagonal, or the correct position, is towards a smaller number, in the red line it is toward a larger number. There are thus, in the two Parts of the test, opposite shifts of the same rank item, or an opposite kind of ignorance of that item.

1.9. To measure the response against the norm, we compare rows 3 and 5. We do this in the three fields underneath the five rows, named M, C, R, for "Mountain", "City", and "River". We write the difference between the response and the geographical rank into either the plus or the minus square in each column, depending on whether it is a plus or a minus deviation from the norm. Thus, in the example, we see that in column a of Part I, the response of the testee is equal to the geographical rank of the item. This means that he knows well the relative position of Tokyo in the north-south scale of locations. In Column j, we see that the geographical rank 4 is put in position 3, which is a deviation toward a smaller number, that is, northward or away from the equator. This means that the person puts Montblanc one position higher than it ought to be, shifting it to the north, into the position of the Don River. Position k, again, is known by the testee: he knows Mt. McKinley is the most northern of all the locations. In column l the most southern item, Mt. Cook, is put 4 positions higher, toward the equator, which means a negative response. Geographic rank 14, column n, is also transposed north, a negative response of 3 positions; Mt. aux Sources in South Africa is shifted up toward Dar-es-Salaam. The latter, in turn, in column d, is shifted up one position into the latitude of the Amazonas River. All these are shifts in the Southern hemisphere northward, that is negative shifts, toward the Equator. On the other hand, geographical position 15 is shifted south which is a positive response, away from the equator, into the most southern position; that is to say, Mt. Aconcagua is regarded as the most southern item which it by no means is. In a similar way, the other differences between the response and geographical rank show up the difference between the testee's knowledge of the item's position in the north-south scale and the scale itself.

What is true of the North-South scale is true, in Part II, of the East-West scale. Thus, in column h, there is a deviation of 3 Eastward, toward the Prime Meridian, a negative shift. The Mackenzie River is put into the position of Montreal. In column o, geographical rank 8, the response is 9, that is, the item is shifted west toward the prime meridian, also a negative shift; Vienna is shifted to the location of the Rhine.

1.9.1. The Dis-Score. We see that 4 items in Part I and 6 items in Part II are Distortions. In Part I, 4 locations in the northern hemisphere are shifted into the southern hemisphere and vice versa. Thus, in Part I, item No. 9 column b, is shifted into position 17, that is to say, the Orinoco River, which is in the northern hemisphere, is pushed into the latitude of Melbourne, which in turn (column g) is pushed up into the northern hemisphere to the latitude of the Orinoco River. Item No. 9 in Part II, the Rhine, is pushed to the other side of the prime meridian, the Western Hemisphere, position 10, the longitude of the Gironde. Since an item displaced from north to south or from east to west, also displaces one from south to north or from west to east, the number of distortions must always be an even number.

As is seen, in the first Part 3 rivers and 1 city but no mountains are hemispherically displaced. This means that in the distinction of the north-south hemispheres the testee's knowledge of the location of mountains is better than that of cities, and the latter better than that of rivers. In the second Part, 3 cities, 2 mountains and 1 river are hemispherically displaced. Here his knowledge of the location of cities is worse than that of mountains, and the knowledge of mountains worse than that of rivers. The distortion score thus measures the confusion of north with south, and east with west. Four distortions means a poor knowledge of the north-south opposition, and 6 a very poor one.

1.9.2 The Dif-Score. The next score we shall discuss is Dif, Differentiation. This shows the person's capacity to differentiate geographical location. It is 48 in Part I and 88 in Part II. Since the score measures the deviation from the norm, the lower figure is the better one measuring a lower deviation. Actually, the knowledge in the north-south axis is almost twice better than the knowledge in the east-west axis dimension. Whereas, in the scale to be developed later, Differentiation 48 is quite good, 88 is extremely poor.

1.9.3. The Sub-Dim Scores. In the first Part, the Differentiation 48 consists of 11 deviations in the mountain dimension, 11 in the city dimension, and 26 deviations in the river dimension. This means that the knowledge of the location of mountains and cities is equal whereas that of rivers is more than twice as bad. Eleven in the scale is good whereas 26 is very poor. This means that the knowledge of mountains and cities is good and that of rivers very poor.

1.9.4. The Plus-Minus Scores. As is seen, the score of 11 in the mountain range is divided in +4 and -7, that is, 4 locations are shifted away from the equator and 7 toward the equator. This is a pretty equal distribution of deviations. In cities, however, only 1 location is away from the equator whereas 10 are toward the equator, a very unequal distribution. In rivers, 6 are away from the equator and 20 are shifted toward the equator, also a very unequal distribution. As a result, altogether 11 of the 48 deviations in the Differentiation score are away from the equator and 37 toward the equator; in total, 77% of the shifts are toward the equator. This means that the person has, in general, a very poor knowledge of anything that is away from the equator and locates everything around the equator.

In Part II, the Differentiation score of 88 is divided into Mountain deviation 36, City deviation 40, and River deviation 12. As is seen, the person knows rivers far better than either mountains or cities, the score of 12 meaning good. Mountains and cities are known extremely poorly; the deviations of 37 and 40 mean extremely poor knowledge. The location of cities is known even less than that of mountains in the East-West axis.

The Dim-M of 36 is divided in +7 and -29. Again, the minus points outweigh the plus points, that is, the person shifts almost everything toward the prime meridian, 83% of all items in this dimension. In Dim-C, 4 of the cities are pushed away from the Greenwich meridian and 36 toward it. This distribution is even more lopsided than that in the Mountain dimension, 90% of all cities are clustered around the zero meridian. In the Dim-R, the plus-minus distribution is somewhat more equal, 3 shifted away from the prime meridian and 9 toward it. Again the person's knowledge in the farther reaches of the east-west axis is extremely poor 83% of all items are shifted toward the

prime meridian.

1.9.5 The Dim-Score. We now discuss the Dim-score which, in the first Part, is 30. This score comes about by subtracting the two lower sub-dim scores from the highest and adding the differences. The highest sub-dim score in the first part is 26 and the two lower are both 11. $26 - 11$ is 15, $15 + 15$ is 30. The dim-score thus is 30.

The corresponding score in the second Part is 32, $(40-36)+(40-12)=32$. As is seen, even though the ignorance is much greater in the second Part yet this particular score is not much different from the corresponding one in Part I. The reason is that there are two higher deviations close together whereas in the first Part two lower are. Since these latter are both being subtracted from the higher score, the addition of the differences becomes a big number and approaches that of the second Part where the general ignorance is almost twice as big as in the first Part. In other words, it is relatively worse when, of the three sub-dim scores, it is a higher deviation that sticks out than a lower one when, in other words, in a generally good dimensional score one is relatively bad than when in a generally bad such score one is relatively good. It is better, for the Dim-score, to have one very good score among the three than one very bad one.

In Part I, the biggest number of ignorance is that of rivers. By subtracting the numbers of least ignorance and adding the difference we get the proportion of ignorance to knowledge, or the proportions of knowledge between the better known dimensions and the less known ones. In Part II, the Dim-score of 34 is the relation of the better known dimension, namely rivers and mountains, to the least known, namely cities. In both cases, according to the scale, the Dimension Score is extremely poor, the disproportion of knowledge extremely high. In both Parts, in other words, there is a lopsidedness of the geographical knowledge of the testee. In the first Part the river, in the second the city dimension is least known; in the first Part mountains and cities, in the second rivers are proportionately better known. As is seen, there is an opposition in the proportion of knowledge of rivers in Parts I and II. In Part I, rivers are least known, in Part II they are best known. Also, there is an opposition in the knowledge of cities in the two parts. In Part I cities are best known (as are mountains), in Part II they are least known.

1.9.6. The Dim% Score. When we measure the Dim score in terms of the total knowledge or ignorance in question, namely the Dif-score of 48, we see that the Dim-score is 62%. This means the percentage of the dimensional knowledge, or ignorance, proportion in terms of the total knowledge in question. The higher this percentage the less clear the total knowledge. The Dim% score shows the clarity of the total knowledge. 62% is extremely poor. In the second Part this score is 36% which is fair. Thus, even though the general knowledge of 48 in the first Part is good, its clarity or distinctness is extremely poor. Although there is a pretty good quantity of that knowledge, there is poor quality of it. In Part II, the opposite is the case.

1.9.7. The Int-Score. We now examine the Integration score. This comes about by subtracting two points from every single item score. The result is, in Part I, Int-M 4 instead of Dim-M 11, Int-C 6 instead of Dim-C 11, Int-R 16 instead of Dim-R 26. As is seen, the Int-deviation is twice as high in the city dimension than in the mountain dimension, even though the Dim-M

and the Dim-C are identical. This means that when two points are subtracted from the Dim-score of each item, or credited to the testee, he will come out better in the mountain knowledge than in the city knowledge. In other words, the distribution of the items is more even in the mountain dimension than in the city dimension, where one item has a greater deviation than all the items in the mountain dimension together. This means that there is a more even distribution in the knowledge of mountains than in the knowledge of cities. Taking the percentage, of 11, of 4 and 6 respectively, we find that the distribution of knowledge in the M-dimension is 27%, in the C-dimension 55%, and in the R-dimension 62%. In other words, the distribution of knowledge makes the ignorance in the Dim-M disappear by 73% (100-27), in Dim-C by 45% (100-55), and in Dim-R by 38% (100-62). Thus, in the M-dimension the distribution of knowledge of items makes the ignorance disappear to a very high degree.

We call this capacity of making ignorance disappear by good distribution of knowledge (or of ignorance) the Integration capacity. Good distribution of knowledge or ignorance means that we are capable of judging all items evenly although we do not give each its correct place in the scale. We are thus able, in spite of our deviations from the scale, that is, our errors, to give each item its relative place in the whole.

We measure the Integration score in terms of the total of the subint scores, 26 in Part I and 60 in Part II. This means that not quite half of the geographical ignorance (Dif 48) disappears through the distribution knowledge of the items in Part I (48-26) but only about a third in Part II (89 - 60).

The Int% Score. This percentage, of the Int-score in terms of the Dif-score, is measured in the Integration percentage score. It is 54% in Part I and 68% in Part II and means that a relatively small percentage of the ignorance in question is dissipated by distributive knowledge of the items. In other words, the person does not see the item as a whole evenly enough, but some very much better and some very much worse than others. He does not have the insight into the total picture. The Integration Percentage score shows the capacity of seeing the whole equally, or to integrate the items in equal distribution.

1.9.10. The D.I. Score. The Dimensional Integration score arises in the same way as the Dimension score but, from the sub-int scores; subtracting from the highest number the results of subtraction of the lower numbers. Here we see the relationship of the better distributive knowledge or integration knowledge to the worse. The higher this score the smaller is the capacity for integrative view. In the first Part, this score is 22, which is very poor, and in the second Part it is 30, which is extremely poor. It shows that there is a very great difference in the dimensions between the respective distributive knowledge in each, and that the person does not distribute the knowledge well either in the items or in the dimensions. This means, however, that he is not able to grasp the whole field at one glance, but picks at it at random. It shows not only his

lacking knowledge but also his lacking capacity of concentration on the field, that is, of his centering his attention consistently and persistently on the subject in question.

1.9.11. The DI-Percentage-Score. This shows the DI score in terms of the Integration score. In the first Part this is 85% and in the second 50%. This shows that in the first Part the disproportion or disparity within the integration score is almost as high as the integration score itself. And this, according to the scale is extremely poor. In the second Part, however, this inner disproportion of the integration score is only 50 percent, which is fair, and which means that the relation of knowledge to ignorance in the distributive knowledge of the items is only a little more than half as high as is the distributive knowledge itself. This knowledge thus has a better quality than in the first Part, its inner proportion is not as lopsided as in Part I even though the quantity of this knowledge, or rather ignorance, is considerably higher in Part II (30) than in Part I (22). Although, thus, there is better concentration or grasp of the items in Part I (22) than in Part II (30), the lack of concentration is higher, in relation to the total distributive knowledge, in Part I (85) than in Part II (50).

1.9.12. The FQ-Score. The next score we discuss is the Faith Quotient, which is the mean between the Dim-Percentage score and the Dif score. It combines the total ignorance (Dif) with the percentage of the dimensional quality of that ignorance (Dim %), that is, with the internal dimensional proportionality of this ignorance. It is, thus, another qualification of the total differentiation score (Dif) in terms of the percentage which the relationship between the dimensional knowledge and ignorance represents of this total score. It indicates, in other words, what the relative knowledge of each dimension, of Mountains, Cities, and Rivers, means in terms of the total picture; and what the total picture means with respect to this dimensional proportionality. The importance of this index lies in the following. If the knowledge of the three dimensions is proportionate, that is, if I know all three equally well or badly, I will be consistent not only in my knowledge but also in my view about it. This will give me a certain security or faith in it, even though the general level of my knowledge (Dif) may not be high, as in Part II. If however, my knowledge of the dimensions is disproportionate, that is, if I do not know all three equally well or badly, I will be inconsistent not only in my knowledge but also in my view about it. This will give me a certain insecurity or lack of faith in it, even though the level of my knowledge (Dif) may be high, as in Part I. As we see in the sameple, in Part I,

$$\frac{\text{Dif} + \text{Dim}\%}{2} = \frac{48 + 62}{2} = 55 \text{ which is the FQ. It is very poor and signifies}$$

that the person, and we, may have little faith in his geographical knowledge. Combining each dimension with the Dim-percentage we find that the faith possible in his knowledge of Mountain location is 36, or very poor, in City location the same and in River location 44 or extremely poor. In the second

Part we find that the faith in the testee's knowledge of east-west locations is 61, extremely poor, in his Mountain knowledge 36, very poor, in City knowledge 38, very poor, but in his River knowledge 24 or fair. Thus the person may have faith in his knowledge of Rivers in the East-west direction but in nothing else of the test.

1.9.13. The VQ and SQ Scores. The main scores so far discussed are combined in the VQ in the first Part of the test, and the SQ in the second Part. VQ and SQ, Variation (North-South) and Summation (East-West) Quotient, are the summation of the Distortion, Integration, Dimension and Differentiation scores and give a general score for the quantity and quality of the testee's geographical ignorance or knowledge. The quantity (First Part of VQ) is 108 in Part I of the test or, according to the scale, poor. Quality is the addition of the Distortion, the Integration, and the Dimension scores, which together show various aspects of the qualities of this ignorance or knowledge and this quality of the total knowledge (Second Part of VQ) is 60 or extremely poor. In the second Part of the test we have 186 and 98, respectively, for quantity and quality of East-West knowledge, or extremely poor. The result, thus, in both Parts of the test is an extremely poor geographical location knowledge, both quantitatively and qualitatively.

1.9.14. The BQ Scores. The BQ or Balance Quotients are either relative (BQr) or absolute (BQa). They measure the relationship between the two Parts of the test, the North-South knowledge and the East-West knowledge. The BQr is the proportion between SQ/VQ. If it were 1.0 it would mean a perfect balance between the two Parts of the test. In our case, $BQr_1 = SQ_1/VQ_1 = 1.7$ and $BQr_2 = SQ_2/VQ_2 = 1.6$. According to the scale this is very good, meaning that the two ignorances are in balance, even though this means that they are equally bad. The BQa is the mean of the two parts of the test, $BQa_1 = \frac{VQ_1 + SQ_1}{2}$ and $BQ_2 = \frac{VQ_2 + SQ_2}{2}$.

In our case, the BQa_1 , which is the mean of the two quantities of geographical knowledge, is 147, or extremely poor; and the BQ_2 , which shows the mean between the two qualities of the total scores of Part I and Part II, is 79, also extremely poor.

1.9.15 The CQ Score. The product of BQr and BQa is the CQ or Cumulative Score, the final score of the total test. It is 250 and 127, respectively, for quantity and quality, and is fair as to quantity and very poor as to quality. The fair score of the quantity comes about because of the relative good balance of the two Parts of the test.

1.10. In this Manual, instead of the Clinical Scoring Form, there will be used the simplified Axiometric Scoring Form, in which the analogue looks as follows.

2. Theory of the Test

The objectivity of the test is due to the fact that it is based on the logic of value judgments (formal axiology). This logic is an axiomatic system, as is mathematics. While mathematics is a logic of extensions or classes, value logic is a logic of intensions or meanings.

The following section explains this logic, and the way in which it serves as basis for the test.

2.1. Value and Interest.

2.1.1. A distinction must be made between value in general and specific values (interests, preferences, etc.). The capacity to value in general is to specific value interests or preferences as the capacity to see color is to specific color interests or preferences. Before testing a person as to his preference for, say, green or red, he ought first to be tested as to his capacity for seeing color. A color-blind person, obviously, cannot have a valid judgment as to his preference for red or green. Similarly, before testing a person as to his preference for, say, religious, theoretical, economic or political values, it would be good first to test him as to his capacity to value in general. Since his interests are specific values, his capacity to distinguish them depends on his capacity to value in general.

2.1.2. Value in general thus is to specific values, or interests, as color in general is to specific colors. In the degree that a person is more or less sensitive to color in general, his preference for this or that specific color is more or less valid and significant. Similarly, in the degree that a person is more or less sensitive to value in general, his preference for this or that value is more or less valid and significant.

2.1.3. The test, thus, does not measure the subject's particular interests; but it does measure his capacity for selecting an interest (Differentiation Score), for making relevant choices (Integration Score), for pursuing his interest with a proper sense of proportion (Dimension Score), and without confusion of fundamental valuational features (Dissimilarity Score).

2.1.4. The test is based on Formal Value Theory (Formal Axiology) developed by Robert S. Hartman.¹ The difference between formal and material value theory is that the latter describes specific value fields, such as

¹Robert S. Hartman, The Structure of Value, Southern Illinois University Press, Carbondale, Ill., 1967. In the following cited as The Structure of Value.

those named above -- aesthetic, religious, economic, theoretical, etc., values -- while the former deals with the genus Value of which the specific values are species. Since definition is based on genus and species, it is impossible to know what aesthetic, economic and other kinds of values are unless one knows the genus Value of which they are species. The test measures the capacity of making value distinctions in general. Value in general is called axiological value. The test therefore presents a scale of axiological values (Scale A) combined with a scale of specific, namely personal values (Scale B).

2.2. The Definition of Value.

2.2.1. Formal axiology is based on the logic of value thinking. This logic analyzes Meaning. Value thinking identifies value and meaning. When we say that life is full of meaning we mean to say that it is full of value. When we say that life has lost its meaning we mean to say that it has lost its value. Value logic analyzes that aspect of meaning which is identified with value.

2.2.2. The meaning of a thing is the total set of properties connected with the thing. Thus, the meaning of life is the total set of properties connected with life, its richness of features, qualities, characteristics; and the loss of meaning of life is the loss of this richness. Thus, when a beloved dies we say that we have suffered a loss. Our life has lost a source of richness. This loss, we say, has left "a gap", "an emptiness" that cannot be filled. On the other hand, when a joy enters our life we say "our cup runneth over", our life is full of content, we are "content", we do not know how to "contain" ourselves, etc.

2.2.3. Value, thus, may be defined both as meaning and as richness of properties. A thing has value in the degree of its richness of properties; and it has disvalue in the degree of its poorness of properties. Or, a thing richer in properties is more valuable than a thing less rich in properties and vice versa. A rich cake is a more valuable cake than a lean cake, and "easy chair" a more valuable chair than a wooden chair. The rich cake has greater richness of cake ingredients than the lean cake, and the easy chair has greater richness of chair features than the wooden chair.

2.3. The Logical Meaning of Meaning.

2.3.1. The meaning of a thing is, logically, the set of properties by which the thing is characterized. This set of properties is called, logically, the "content" of the thing's concept or the intension of the thing's concept.

2.3.2. The definition of value, thus, may be stated logically as follows: A thing has value in the degree that it fulfills the intension of its concept. Thus, if the intension of "chair" is "a knee-high structure with a seat and a back" then a thing which is called "chair" will be more valuable a chair the more of the chair properties it has, and the less valuable a chair the fewer

of the chair properties it has. A chair which has no seat is not a good chair but a bad chair. It is still a chair, though, and will be sent to the carpenter for repairs.

2.3.3. Formal axiology is based on the logical nature of meaning, namely intension, and on the structure of intension as a set of properties. It applies set theory to this set of properties. Set theory is a certain kind of mathematics that deals with the relationship of sets and subsets in general, and of finite and infinite sets in particular.

2.3.4. Since mathematics is objective and a priori, formal axiology is an objective and a priori science, and a test based on it is an objective test based on an objective standard.

2.4. The Intension as Measure.

2.4.1. Through the notion of intension as a set of properties, meaning assumes the form of a measure, and of a measure of value in particular. A standard of measuring is a set of units arbitrarily selected which is applicable to certain phenomena, and by comparison with which the nature of the phenomena can be numerically determined. Thus, the standard of length is the meter composed of centimeters as units. The length of phenomena is measured by comparing the centimeters as the units of the meter, with the number of corresponding units in the thing to be measured.

2.4.2. To measure value by meaning means, then, to use meaning as a measuring rod which fits the thing and from which the number of the value of the thing can be read off. Meaning as logical intension, or as a set of predicates, is, precisely, such a standard of measuring. Just as the units of the meter are the centimeters so the units of an intension are the predicates it contains. This set of predicates is compared with the set of properties actually possessed by the thing; and the thing has value in the degree that the set of its properties corresponds to the set of predicates in its intension; just as the thing has length in the degree that the units of length it possesses correspond to the centimeters contained in the measure of its length, the meter.

2.4.3. Just as each class of things must be measured by the kind of measure appropriate to it -- the circumference of a tree cannot be measured by a meter rod but only by a tape -- so each class of things must be measured by the intension appropriate to it. Pears cannot be measured by the intension of "apple", and apples not by that of "tree". But any kind of intension is a set of predicates as any kind of length measure is a set of centimeters (or inches, etc.).

2.4.4. If a thing possesses the whole set of properties given in the intension it is called a good such thing. It corresponds to the full measure of its value, or it corresponds fully to the measure of its value, the intension. If it does not possess them all, it is not so good a thing, or a

bad thing -- as the chair, which lacks a seat or a back or both. Words such as good or bad, then, are nothing but words of measuring meaning, logically no different from words such as meter, dozen, score and other measuring words. Sometimes such value words are actually used to measure number, as when we say "the town is lousy with tourists", meaning that there are very many tourists in town. We use lousy, which is a value word meaning "very bad", to signify "very many".

2.4.5. The measure of the value of the thing thus is the logical intension of the thing; and a thing is the better the more elements of the intension can be matched with the set of properties possessed by the thing. In general, the possession of all the intensional properties makes the thing good, of half of them so-so or average, of more than half fair, and of less than half bad.

2.5. The Intension as Norm of Value.

2.5.1. The intension as value measure is structured according to the theory of sets and subsets. Any set has a certain number of subsets. A set of two items, for example, has three subsets: (1) the first item, (2) the second item, (3) both items together. In general, if the set has p items, it has $2^p - 1$ subsets, e.g. $2^2 - 1 = 3$. If an intension has p properties, then it has $2^p - 1$ subsets of properties. Each of these subsets is a value of the thing. The thing therefore has $2^p - 1$ values (in combinatorial analysis the full set is also called a subset, namely, of itself). In a thing with 4 properties, such as the chair, there are possible $2^4 - 1 = 15$ subsets, or values. The chair may have all the 4 properties, then it has the value Goodness. It may have only 3 properties, then it has the value Fairness. It may have only 2, then it has the value Average; or only 1, then it has the value Badness. There are four values Badness, four values Fairness, six values Average, and one value Goodness. That is to say, the chair may be bad or fair in 4 different ways, having or lacking any one of four possible properties, seat, back, knee-height or structure (in case it wobbles). The chair may be average in 6 ways; it may be knee-high and have a seat, but lack a back and wobble; it may have a seat and a back, but not be knee-high and wobble; etc. And there is one set of all four properties. A thing can be good in only one way.

2.5.2. Valuation thus arranges and re-arranges the properties of things. It sees things fluidly rather than solidly, dynamically rather than statically.²

2.5.3. Things, of course, usually have more than four properties. A thing with ten properties has $2^{10} - 1 = 1023$ values. Thus, in job evaluation, if a job is defined by ten properties, the employee can fulfill or not fulfill this job in 1023 different ways; there are, in other words, 1023 different ways in which he can perform or not perform the particular job. There is one way of good performance, 385 ways of fair performance, 252 ways

²The Structure of Value, pp. 215-228.

of average performance, 385 ways of bad performance. By dividing the possible number of performances through the possible total of all performances one obtains the percentage of performance expectation: 0.098 percent for good, 37.64 percent for fair, 24.64 percent for average, and 37.64 percent for bad. The difference between this theoretical expectation and the actual performance is an objective measure of the shop performance, or the value of the actual performance of workers on these particular jobs.³

2.5.4. The more expert we are at knowing certain things the more properties we know these things to have. The taste of a glass of Burgundy, for example, has been shown by experts to contain 158 properties.⁴ This means that there are $2^{158} = 3.6 \times 10^{46}$ possibilities of taste of a glass of Burgundy, an astronomical figure, considering that the number of all particles in the universe is only of the range of magnitude 10^{79} .

2.5.5. Thus, the application of the combinatorial calculus to intensions brings about the exact measurement of value. Value sensitivity may then be exactly defined. It is the capacity of matching a set of predicates one has in mind with a set of properties one recognizes in an actual thing or situation. It is a capacity of conceptual-perceptual matching -- a capacity of qualitative measuring. Formal axiology, thus, is the quantification of qualities.

2.5.6 There are both perceptual and conceptual sources of value errors: one can see the thing wrongly; one can believe it has another name from what it has; one can misunderstand its concept; one can wrongly apply the concept to the thing; etc. In all, since there are three elements in valuation -- the perception of the thing, the conception of its meaning, and the application of the latter to the former -- there are $2^3 - 1 = 7$ possibilities of error: perception without either conception or application; perception and conception without application; conception and application without perception; etc. Each of these cases of valuational misjudgment has again subcases. A test of axiological valuation must take into consideration all these possibilities of value error.

2.5.7 Since, in formal axiology, the intension or logical meaning of a thing's concept is the value standard of the thing, and this standard is objective, namely the definition of the thing in question -- which is arrived at by the development of human speech and society throughout history -- the correct answers for a test based on the system of formal axiology are known from the system of axiology itself, that is from the mechanism of value thinking. In this respect an axiological test is similar to a mathematical test, in which the correct answers are known from the system of mathematics, and the test subject's answers are measured against the correct ones. Actually, the capacity of valuation is a talent similar to the mathematical or musical.⁵

³The Structure of Value, pp. 216, 233.

⁴A. L. Hilliard, The Forms of Value, Columbia University Press, New York, 1950, pp. 273 f.

⁵The Structure of Value, pp. 258, 357.

2.5.8. The validation of such a test is verification rather than standardization. The standards are the correct answers given in the system. The statistical validation has to verify whether the theory corresponds to practice, that is, whether, in actuality, the majority of people do value as the theory predicts; in particular, whether in the majority of actual value judgments the items of the test follow in the axiological order of the test.

2.5.9. The items of the test have their precise axiological order. The ordering of the subject has a measurable relationship to that order. His scores in the test are the measures of this relationship, that is, of the subject's deviation from the axiological order. This order is due to the fact that the items are illustrations of formulae arising from the mathematical statement of the value dimensions.

2.6. The Dimensions of Value.

2.6.1. The dimensions of value -- systemic, extrinsic, and intrinsic value -- arise from the relation, in combinatorial analysis, between finite and infinite sets. There are possible three kinds of intensional sets -- finite sets, denumerably infinite sets, and non-denumerably infinite sets (with cardinalities, n , \aleph_0 and \aleph_1 , respectively).⁶ Each of these kinds of sets defines a specific kind of intension; and the fulfillment of each such intension defines a specific kind of value.

2.6.1.1. Finite intensional sets define formal concepts. The things corresponding to them are constructions of the human mind, such as geometrical circles. Such things either fulfill their concept or else they are not such things; that is to say, they either are or are not what they are said to be. A geometrical circle either fulfills the definition of the concept "geometrical circle" or else is not a geometrical circle. There are no good or bad geometrical circles. If a circle lacks a single of the properties of the concept "circle" -- which is "a plane closed curve equidistant from a center" -- then it is not a circle. Hence, there are, geometrically, only perfect circles or non-circles. Constructions of the human mind, thus, have only two values, which are called systemic values: either perfection or nonexistence. The world of systemic valuation is not only that of systems as in science, but also in other fields; ideologies, slogans, rituals, psychological illusions and delusions, fantasies and imaginations, and orders of all kinds, from monastic and military orders to the routine of a household: it is the world of any actual or ideal structure. Systemic valuation is an either-or valuation, the simplest

⁶For transfinite intensional sets, see Benno Erdmann, Logik, Walter de Gruyter and Co., Berlin, 1923, Chs.21-24; for transfinite values, Edwin T. Mitchell, A System of Ethics, Charles Scribner's Sons, New York, 1950, pp. 123-129; for the relation between intension and valuation, Emil Lask, Die Lehre vom Urteil, J.C.B. Mohr Verlag (Paul Siebeck), Tübingen, 1912.

kind of valuation there is. It sees things either black or white. Since it belongs to constructions of the mind it is obvious that when applied to actual beings it "prejudges" them. Systemic valuation is the model of dogmatism and prejudice, of rigid and schematic thinking; and of formal construction.

2.6.1.2. Denumerably infinite sets of intensional predicates define abstract concepts. Abstraction "draws off" properties common to at least two things. These properties are denumerable; for they must be abstracted one by one (in the process of learning to speak; a striking example is found in the Autobiography of Helen Keller); but there is an infinity of such possible properties. The things to which such concepts refer are the things of the everyday world, chairs and tables, cars and lampposts, horses and applecakes. Each such thing has potentially an infinite number of properties in common with other such things -- depending on the extension of the class in question -- but in practice extrinsic valuation will turn upon only a few of these properties. But even a few, as was said above, give a great number of value possibilities; 10 give 1023, and 158 give an astronomical number. What is valued in extrinsic valuation is not the thing in itself but its possession of the intensional properties of its concept, or of the class it belongs to. Fulfillment by a thing of an abstract concept constitutes extrinsic value. Extrinsic valuation sees the thing in the fluidity of all its properties and in all possible contexts. It is flexible and pliant. Extrinsic valuation is the model of pragmatic thinking.

2.6.1.3. Non-denumerably infinite sets of intensional predicates define singular concepts. Things corresponding to such concepts are unique. They are incomparable and irreplaceable. Once they are lost, all is lost; once they are won, all is won. The intensions of such singular concepts, e.g., "my wife", "my baby" are not series of words but Gestalten. In thinking of them we are completely involved, we form a continuum with them. The mathematical form of such continua is that of non-denumerable infinity. (Such infinities, \aleph_1 , are infites of denumerable infinities, \aleph_0 ; $2^{\aleph_0} = \aleph_1$.) The fulfillment by a thing of a singular concept constitutes intrinsic value. Intrinsic value is the valuation of poets and artists, lovers and mystics, magicians and advertisers, chefs de cuisine and politicians, theologians and creative scientists. Intrinsic valuation is the model of creativity, spontaneity and commitment; of emphatic and empathic thinking. This kind of thinking has been called, in psychology, Being Cognition.⁷

2.6.2. Systemic value, extrinsic value, and intrinsic value are the value dimensions. They constitute a hierarchy of richness, with intrinsic value richer in qualities than extrinsic value, and extrinsic value richer in qualities than systemic value. "Richer in qualities" is the definition of "better", "poorer in qualities" is the definition of "worse". The definition of "ought" is "That which is worse ought to be better". Hence, intrinsic value is better than extrinsic value, and extrinsic value is better

⁷ Abraham Maslow, Towards a Psychology of Being, Van Nostrand, Princeton, 1962. On Maslow's use of formal axiology see The Farther Reaches of Human Nature, Viking, New York, 1971, pp. 29 ff.

than systemic value. Also, systemic value ought to be extrinsic value, and extrinsic value ought to be intrinsic value. The hierarchy of value is a valuation of value. Formal axiology specifies and elaborates systematically an objective scale of valuational richness.

2.6.3. The test is based on this scale. Its expressions represent hierarchical combinations of systemic, extrinsic and intrinsic values. The subject's ordering them, as compared to their objective order, measures the subject's value capacity.

2.6.4. We shall now summarize what has been said so far:

1. Value is meaning.
2. Meaning is richness of properties.
3. Sets of properties are intensions.
4. A thing has value in the degree that it fulfills the intension of its concept.
5. There are three kinds of concepts: constructs, abstracts, and singular concepts.
6. Correspondingly there are three dimensions of value:
 - a. Systemic value as the fulfillment of the construct
 - b. Extrinsic value as the fulfillment of the abstract
 - c. Intrinsic value as the fulfillment of the singular concept.
7. Constructs are of finite, abstracts of denumerably infinite, and singular concepts of non-denumerably infinite content.
8. The dimensions of value form a hierarchy with intensional cardinalities \aleph_0 and \aleph_1 , respectively.
9. Systemic valuation is the model of schematic thinking, extrinsic valuation that of pragmatic thinking, intrinsic valuation that of emphatic -- and of empathic -- thinking.

2.7. The Calculus of Value.

2.7.1. Systemic value (S), extrinsic value (E), and intrinsic value (I) can themselves be valued in terms of each other. Thus intrinsic value can be valued either systemically or extrinsically or intrinsically. For example, my wife as an intrinsic value, may be valued systemically as my housekeeper; extrinsically as "a good woman"; intrinsically as "my one and only", "my world", "my heaven", "my life". These valuations of the value dimensions in terms of each other give rise to the calculus of value. The calculus combines the three value dimensions and their respective cardinalities \aleph_0 and \aleph_1 .

2.7.2. Combinations of the three value dimensions can be either compositions or transpositions. A composition of values is a positive valuation of one value by another, a transposition is a negative such valuation (a disvaluation). Each of the three values may be either valued by the other three or disvalued by them. Hence there are $3(3 + 3) = 18$ value combinations, half of which are compositions and half transpositions. A composition, for example, is the valuation of a systemic value in terms of another systemic value. This composition upgrades the systemic value in the direction of intrinsic value, whether in terms of an extrinsic or an

intrinsic value. Value compositions raise the value in question to a higher value power, they are potentiations of value. Transpositions are the corresponding disvaluations, degrading the value in question in the opposite direction from intrinsic value. They are negative value potentiations, raising the value to a negative power.

2.7.3. The symbolization of value combinations follows that of the underlying arithmetical cardinalities. Thus, the systemic valuation of a systemic value is the potentiation of one systemic value by another, or the raising of a systemic value to the power of a systemic value, which we write "SS". This signifies, for example, the writing of a systematic treatise about mathematical logic, or jurisprudence, or for that matter, value theory. The extrinsic valuation of an extrinsic value -- "EE" -- means that one extrinsic value is valued in terms of another, for example, the mixing of chocolate with whipping cream. On the other hand, a transposition or disvaluation of one extrinsic value by another -- "E-E" or "E_E" -- would be the mixing of the chocolate with sawdust.

2.7.4. Since each of the three value dimensions S, E, or I, has a numerical value, namely n , \aleph_0 and \aleph_1 , respectively, the value compositions and transpositions have themselves numerical values, and these numerical values can be ordered in a precise sequence. The 18 value compositions and transpositions, in the sequence of their numerical value,⁸ are the following:

VALUE COMBINATIONS	NUMERICAL VALUES	AXIOLOGICAL SEQUENCE	
I ^I , E ^I , S ^I	\aleph_2	1, 2, 3	Compositions
I ^E , I ^S , E ^E , S ^E	\aleph_1	4, 5, 6, 7	
E ^S	\aleph_0	8	
S ^S	n	9	
S _S	$\frac{1}{n}$	10	Transpositions
E _S	$\frac{1}{\aleph_0}$	11	
S _E , E _E , I _S , I _E	$\frac{1}{\aleph_1}$	12, 13, 14, 15	
S _I , E _I , I _I	$\frac{1}{\aleph_2}$	16, 17, 18	

⁸The transfinite quotients have axiological but not mathematical meaning. For details see The Structure of Value, pp. 272-274.

2.8. The Test as Applied Formal Axiology.

2.8.1. The 18 statements in the test represent these value formulae. Their order is the following, where number 1-9 are compositions of value, or valuations, and 10-18 are transpositions, or disvaluations.

In Test I, the intrinsic, extrinsic and systemic dimensions are represented by everyday values, [Persons (I), Things (E), Systems (S)]. In Test II, these dimensions are applied to the person himself: [the Self or "I" (I), Work (E), the World (S)].

A. Phrases

A Scale of Axiological Values

Rank	Formula	Phrase	Position in Test
1	I^I	A baby	k
2	E^I	Love of nature	m
3	S^I	A mathematical genius	q
4	I^E	"By this ring I thee wed"	j
5	I^S	A devoted scientist	f
6	E^E	A good meal	a
7	S^E	A uniform	r
8	E^S	An assembly line	o
9	S^S	A technical improvement	b
10	S_S	Nonsense	c
11	E_S	A fine	d
12	S_E	A short-circuit	i
13	E_E	A rubbish heap	e
14	I_S	A madman	n
15	I_E	Slavery	p
16	S_I	Burn a heretic at the stake	h
17	E_I	Blow up an airliner in flight	g
18	I_I	Torture person in a concentration camp	l

B. Quotations

A Scale of Personal Values

Rank	Formula	Statement	Position in Test
1	I ^I	"I enjoy being myself"	k
2	E ^I	"I love my work"	m
3	S ^I	"I love the beauty of the world"	q
4	I ^E	"My work brings out the best in me"	j
5	I ^S	"I feel at home in the world"	f
6	E ^E	"I like my work -- it does me good"	a
7	S ^E	"My work adds to the beauty and harmony of the world"	r
8	E ^S	"The more I understand my place in the world, the better I get in my work"	o
9	S ^S	"The universe is a remarkable harmonious system"	b
10	S _S	"The world makes little sense to me:"	c
11	E _S	"No matter how hard I work, I shall always feel frustrated"	d
12	S _E	"My work contributes nothing to the world"	i
13	E _E	"My working conditions are poor, and ruin my work"	e
14	I _S	"The lack of meaning in the Universe disturbs me"	n
15	I _E	"My work makes me unhappy"	p
16	S _I	"My life is messing up the world"	h
17	E _I	"I hate my work"	g
18	I _I	"I curse the day I was born"	l

2.8.2. We shall now explain in which way the items of the test illustrate their formulae.⁹

⁹The formulae must be read backward, i.e., from right to left. Thus S^I is "the intrinsic valuation of a systemic value". For details see The Structure of Value, p. 289.

A. Phrases

- I^I A baby. Intrinsic valuation of an intrinsic value. The intrinsic value is the human being which is valued as coming newly into existence, which is also an intrinsic value.
- E^I Love of nature. Intrinsic valuation of an extrinsic value. Nature is the totality of all things and this is intrinsically valued.
- S^I A mathematical genius. Intrinsic valuation of a systemic value. A system is valued in terms of a human being. (The Universe, I^S, means that a human being is valued in terms of a system. This is item f.)
- I^E "By this ring I thee wed". Extrinsic valuation of an intrinsic value. The intrinsic value is the wedding. This is valued by the ring, which is a thing, that is, an extrinsic value.
- I^S A devoted scientist. Systemic valuation of an intrinsic value. The intrinsic value is the human being who is valued in terms of a scientific system.
- E^E A good meal. Extrinsic valuation of an extrinsic value. Food is an extrinsic value. When it is regarded as a meal and a good one, then this extrinsic value is extrinsically valued.
- S^E A uniform. Extrinsic valuation of a systemic value. The systemic value is the system (S), which is being represented by a dress or suit (E).
- E^S An assembly line. Systemic valuation of an extrinsic value. A collection of things (E) is being put into a system (S).
- S^S A technical improvement. Systemic valuation of a systemic value. A technical arrangement is a systemic value. When it is improved, this systemic value is valued by a further systemic value.
- S_S Nonsense. Systemic disvaluation of a systemic value. Something which makes no sense is a systemic value which, as making no sense, is systemically disvalued.
- E_S A fine. Systemic disvaluation of an extrinsic value. The extrinsic value is the situation for which the fine is given. The fine is given by a representative of a system who, in terms of the system disvalues the situation.
- S_E A short-circuit. Extrinsic disvaluation of a systemic value. The electric system (S) is interrupted by a spatio-temporal event (E).
- E_E Rubbish heap. Rubbish is some substance, usually inorganic (E), made unusable, i.e. disvalued, by another substance, influence, or event (E).

- I_S A madman. Systemic disvaluation of an intrinsic value. A person is disvalued, or disvalues itself, in terms of a system or fixed idea (the inverse is S_I , the disvaluation of a system or idea by means of a person, item h).
- I_E Slavery. Extrinsic disvaluation of an intrinsic value. The intrinsic value is the human being (I) which is disvalued as a merchandise (E).
- S_I Burn a heretic at the stake. Intrinsic disvaluation of a systemic value. The system for which the heretic stands is disvalued intrinsically by eradicating the person that adheres to it.
- E_I Blow up an airliner in flight. Intrinsic disvaluation of an extrinsic value. The extrinsic value is the airliner, the intrinsic disvaluation is its annihilation. (An intrinsic value means giving existence, creation, an intrinsic disvalue taking away existence, destruction.)
- I_I Torture a person in a concentration camp. Intrinsic disvaluation of an intrinsic value. Here the existence of a human being (I) is destroyed (I). (Cf. items E_I and S_I , where what is being destroyed is a thing and a system, respectively.)

B. Quotations

The formulae here are exponential, that is to say, they are exponents of an intrinsic value. The latter means "my", "me", "I", etc. In the quotations, every exponent values myself. Even if I curse the day I was born, I take myself for granted, i.e. I value myself in terms of an intrinsic disvaluation of an intrinsic value. A different formula would be "I curse myself". Here the formula would not be $I(I^I)$ but I_I . The test presupposes thus myself as valued, not as disvalued. Naturally, another test could be made where the formulae of the first part would be used as disvaluing I, e.g. $I(I_I)$. But even here the result would be positive: I hate myself (I_I) as against I hate myself for hating myself ($I(I_I)$). $I(I^I)$ seems worse: I hate myself and I accept hating myself. Actually, both kinds of formulae, $I(I^I)$ and $I(I_I)$, have the same axiological value; they both tend toward the elimination of value.^{9a}

The formulae $I(I^I)$, $I(I_I)$, etc., must be distinguished from formulae such as $(I^I)^I$, $(I_I)_I$, etc. Thus, $I(E^E)$ means that work that is good for someone or something (E^E) values me. I as a person am valued, or value myself, in terms of work good for^{9b} someone or something. But $(I^E)^E$ means that I am a person who works (I^E) and that this is good for someone or

^{9a}The Structure of Value, p. 289.

^{9b}On "good for" see The Structure of Value, pp. 165, 195.

something (E). In the first case I am valued, or I value myself, as a person, in terms of work "good for": in the second case I am valued, or value myself, as a worker, "good for".

- I(I^I) "I enjoy being myself". Valuation of an intrinsic value in terms of the intrinsic valuation of an intrinsic value. There is a person enjoying himself, and that is me (I).
- I(E^I) "I love my work". Valuation of an intrinsic value in terms of the intrinsic valuation of an extrinsic value. The intrinsic valuation of the extrinsic value (E^I) is loving work, and that's me (I).
- I(S^I) "I love the beauty of the world". Valuation of an intrinsic value in terms of the intrinsic valuation of a systemic value. The systemic value intrinsically valued (S^I) is the world being loved, and that's by me (I).
- I(I^E) "My work brings out the best in me". Valuation of an intrinsic value in terms of the extrinsic valuation of an intrinsic value. There is a person extrinsically valued by his work (I^E) and that is me (I).
- I(I^S) "I feel at home in the world". Valuation of an intrinsic value in terms of the systemic valuation of an intrinsic value. There is a person valued systemically (by the world as a system -- (I^S)) and that is me (I).
- I(E^E) "I like my work -- it does me good". Valuation of an intrinsic value in terms of the extrinsic valuation of an extrinsic value. Work (E) is being extrinsically valued (E) as being good for someone or something, and I value myself in terms of this work.
- I(S^E) "My work adds to the beauty and harmony of the world". Valuation of an intrinsic value in terms of the extrinsic valuation of a systemic value. The extrinsic value is work (E) which values the system of the world (S), and I value myself (I) in terms of this valuation.
- I(E^S) "The more I understand my place in the world, the better I get in my work". Valuation of an intrinsic value in terms of the systemic valuation of an extrinsic value. The systemic value of the world values work (E^S), and this valuation values me in turn (I).
- I(S^S) "The universe is a remarkably harmonious system". Valuation of an intrinsic value in terms of the systemic valuation of a systemic value. The universe (S) as a remarkably harmonious system (S) is systemically valued. This valuation is mine (I): it is the universe as I see it, and it is I who see myself in this universe.

- I^(SS) "The world makes little sense to me". Valuation of an intrinsic value in terms of the systemic disvaluation of a systemic value. The systemic value is the world which, systemically disvalued, is senseless (S_S). Again, this is my world or the world as I see it.
- I^(ES) "No matter how hard I work, I shall always feel frustrated". Valuation of an intrinsic value in terms of the systemic disvaluation of an extrinsic value. The extrinsic value is work, the systemic disvaluation of my work is its imperfection. All this is mine: I feel the imperfection of my work, i.e. am frustrated.
- I^(SE) "My work contributes nothing to the world". Valuation of an intrinsic value in terms of the extrinsic disvaluation of a systemic value. The world system disvalued by work, namely mine.
- I^(EE) "My working conditions are poor, and ruin my work". Valuation of an intrinsic value (myself) in terms of the extrinsic disvaluation (working conditions) of an extrinsic value (work).
- I^(IS) "The lack of meaning in the universe disturbs me". The universe (S) disvalues a person (I) who is me (I). The disvaluation is systemic: the thought of the universe confuses the person who is me.
- I^(IE) "My work makes me unhappy". Valuation of an intrinsic value in terms of the extrinsic disvaluation of an intrinsic value. The extrinsic value is the work (E), the intrinsic value disvalued is a person (I), who is me (I).
- I^(SI) "My life is messing up the world". Valuation of an intrinsic value in terms of the intrinsic disvaluation of a systemic value. S_I is the world system intrinsically disvalued by a life, namely mine (I).
- I^(EI) "I hate my work". Valuation of an intrinsic value in terms of the intrinsic disvaluation of an extrinsic value. Work (E) is intrinsically disvalued (I), by me (I).
- I^(II) "I curse the day I was born". Valuation of an intrinsic value in terms of the intrinsic disvaluation of an intrinsic value. The intrinsic disvaluation of the intrinsic value means that a person hates himself, and this person is myself. I see myself in terms of my self-hate.

3. The Validation of the Test

3.1. Uses of the Test

3.1.1. As has been stated before, validation of the test means verification in practice of the axiological theory. The sequence of the items is objectively determined by the numerical values of the corresponding formulae. By projecting his own value order, the test subject measures his own value scale against the objective scale given by formal axiology. Although the measurement is precise, it is of practically infinite variety. There are, for each test, $1 \times 2 \times 3 \times \dots \times 18 = 18! = 6.4 \times 10^{15}$ or 6.4 quadrillion possible answers. This means that for every person in the world there are as many possibilities of answering this test as there are people in the world. For both tests together, there are $1 \times 2 \times 3 \times \dots \times 36$ possible answers, or more possibilities of answer than there are atoms in the universe!

3.1.2. The test is extremely sensitive and shows up very subtle deviations from the norm.^{9c} These deviations have their basis in the person's own value pattern. The pattern expresses itself in specific values, interests or preferences, but the test does not measure the latter; it measures the underlying value pattern. It thus is not a test of professional skill or ability. Two persons with the same professional ability, say, as accountants, may have very different scores. This means that one will have a better and one a worse, general value capacity than the other; and this, in turn, may influence their handling their respective jobs. But it would indicate, even more strongly, two different ways of handling their respective lives; and of handling their jobs differently only in the total matrix of their lives. Thus, the test is not primarily one applicable to special groups, but to individuals. Its standardization by group performance reflects deeper axiological differences than social classification. Thus, a group of hippies and a group of pathologists does exhibit different collective patterns; but the reason is not their different social functions but the different value patterns that underlie these functions.¹⁰

3.1.3. Better scores are usually -- though not necessarily -- made by persons in professions demanding empathy with people or things than by persons in professions indifferent to the full range of valuation.

^{9c}The Structure of Value, pp. 279, 395.

¹⁰See below.

The capacity of valuation, as was mentioned, is a talent similar to the musical or the mathematical. While there are groups of musicians, however, and of mathematicians, there is no special group or profession of people sensitive to values. Rather, this talent is found in all groups and all professions, as well as in all ages, and both sexes. High and low scores, therefore, are distributed among all groups, and usually, in any large enough group the scores follow the normal frequency curve. The specific value differences of the groups, as well as of the individuals, appear as result of the configurations of these scores.

3.1.4. The test may be particularly useful for the following purposes:

- (1) in the case of young people, to discover their own strengths and weaknesses;
- (2) in the case of executives and others with responsibilities for other people, to discover the strengths and weaknesses of their associates;
- (3) in the case of groups, for identification and classification of individuals; and
- (4) for matching groups (in morale, spirit, axiological composition);
- (5) in case of fiancés, partners, etc., for matching individuals;
- (6) for preventive mental health programs (suicide prevention, etc.);
- (7) for accident prevention since it detects accident proneness;
- (8) in the case of psychotherapy and
- (9) in the case of axiotherapy, to follow and pinpoint the course of the treatment.

3.1.4. 1. To young people, the test shows up not only their general capacity but also their valuational strengths and weaknesses, as well as the value dimensions in which they are particularly gifted. The test thus may serve as complement to interest and aptitude tests.

3.1.4. 2. In the case of executives, the results of the test may serve to channel activities both of themselves and their associates in the direction of their particular valuational strength, and thus to increase their decision-making capacities. It may serve to check activities incompatible with the test results.

3.1.4. 3. In the case of groups, the test shows up the compatibility and incompatibility of the individuals in it and provides a number of classifications comparing individuals in their various functions within the group.

3.1.4. 4. Due to the mathematical nature of the scores and the operations possible with them, groups themselves can be measured as to their homogeneity or inhomogeneity, and intangibles such as "group morale", "group spirit", etc., can be exactly defined and determined.

3.1.4. 5. In the case of matching people, as mates, partners, associates, collaborators, and in all cases of teamwork, the test will indicate compatible and incompatible value patterns.

3.1.4. 6. In the case of mental health prevention, the test discovers potential suicides and other emotional and intellectual disorders before actual symptoms appear.¹¹

3.1.4. 7. The test shows a definite pattern for accident proneness which should be useful for insurance companies, pilot training, etc.¹²

3.1.4. 8. In the case of psychotherapy, psychoanalysis, etc., the test, when given at the first session with the patient, indicates the strengths and weaknesses of the person and thus gives an initial guide for the direction of treatment. Given periodically, it pinpoints the results of the treatment.

3.1.5. The healthy person who does not require psychotherapy or psychoanalysis yet desires a new meaning of his life, can be helped by the test to revise and reorder his values. This process is called Axiotherapy. Axiotherapy is similar to other value-directed therapies, such as Logotherapy.¹³

3.2. The Test Scales.

3.2.1. The test is objective and leaves no room for the exercise of the examiner's intuition. It yields its results in exact numbers. These numbers are the test scores, ordered in the test scales. Scores and scales are derived theoretically and have been validated practically. In sufficiently large samples, the scores follow the Gaussian normal distribution curve.

3.2.2. There are 25 scales:

1. Intrinsic Dimension	(Dim-I)
2. Extrinsic Dimension	(Dim-E)
3. Systemic Dimension	(Dim-S)
4. Differentiation	(Dif)
5. Dimension	(Dim)
6. Dimension Percentage	(Dim %)
7. Intrinsic Integration	(Int-I)
8. Extrinsic Integration	(Int-E)
9. Systemic Integration	(Int-S)
10. Integration	(Int)
11. Integration Percentage	(Int %)
12. Dimensional Integration	(D.I.)
13. Dissimilarity	(Dis)
14 and 15. Capacity for Valuation	(V.Q.)
16 and 17. Capacity for Self-Valuation	(S.Q.)

¹¹See below

¹²See below

¹³See the works of Victor Frankl, especially The Doctor and The Soul, Alfred A. Knopf, New York, 1957, Ch. I.; Das Menschenbild der Seelenheilkunde, Hippokrates Verlag, Stuttgart, 1959; From Death-Camp to Existentialism, Beacon Press, Boston, 1959, Part Two.

18 and 19.	Relative Balance	(B.Q. _r)
20 and 21.	Absolute Balance	(B.Q. _a)
22 and 23.	Combined Value Capacity	(C.Q.)
24 and 25.	Retest Quotient	(R.Q.)

3.2.3. The fundamental scores are the Differentiation, the Dimension, the Integration, and the Dissimilarity scores. All the other scores either lead up to, or are based upon, these four.

3.2.3.1. The interrelationship between these four scores may be made clear by an analogy with vision. If the capacity to "see" values is compared to that of seeing objects, then the Differentiation Score measures the keenness of vision, the Dimension Score the capacity for focusing (axiological astigmatism), the Integration Score the capacity for seeing Gestalten or wholes, and the Dissimilarity Score the proneness to confuse right and left, that is, axiologically right and wrong (axiological strabism).

As keenness of vision is an overall indication for the health of optical vision -- the keener the vision the less aberrations of vision there will be, and the less keen the vision the more such aberrations there will be -- so the Differentiation Score is the overall indicator for the health of value vision, the lower this score, that is, the keener the value vision, the higher will be the integrative capacity, the fewer distortions there will be and, usually, the better will be the dimensional score. But while this is the general rule, both for optical and for value vision, it does not hold unconditionally. Optically, it is possible that with excellent vision, under certain conditions, one may suffer of astigmatism and strabism. Axiologically, it is possible, even with an excellent Differentiation Score, that is, keenness of value vision and sensitivity to value distinctions, to have an imbalance in dimensional valuation, an incapacity of seeing the relevant in situations, or to suffer of value confusion.

3.2.3.2. The four scores appear as deviations from the theoretical order of the test items 1-18. This order is based on the Value Calculus of Foraml Axiology (see Theoretical Background). The maximum possible measure would be 0 in all four scores, when, namely, the subject does not deviate at all from the theoretical order of the statements. This would mean that he puts Statement 1 in position 1, Statement 2 in position 2, etc., down to 18 in position 18. In this case he would have perfect differentiation or value vision, perfect integration or capacity for relevance, no distortion, and no differences in dimensional value seeing. His test would be, in both parts, the following.

Perfect Score

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
					0				0	0	0			0			
					0				0	0	0			0			
0			0	0		0						0		0			
0			0	0		0						0		0			
	0	0					0	0								0	0
	0	0					0	0								0	0

DIF	DIM	INT	DIS	V.Q.
0	0	0	0	0 - 0

DIM%	INT%
0	0

	+	-
I	0	0
E	0	0
S	0	0

1.0	ρ	0	DI

AI%	0
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The probability against this kind of response is $1/10^{15}$, that is, it is practically impossible. The correlation with the theoretical sequence here is $\rho = 1.0$. The correlation formula for sequences is

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

where D is the difference between a theoretical item of the axiological sequence and an actual item in a person's test, and $n = 18$, for the 18 items of the test.

As an approximation, since $n(n^2 - 1) = 18 \times 323 = 5814$, which is close to 6000, $\sum D^2$ can be subtracted from 1000 to obtain an approximate value of ρ . Thus for $D^2 = 82$, for example, the exact correlation is

$$1 - \frac{6 \times 82}{5814} = \frac{492}{5814} = .915 \text{ or } 91.5 \text{ percent,}$$

whereas the approximation is $1000 - 82 = 918$ or 91.8 percent.

In this Manual the approximations for ρ will be used.

The rank-order correlation co-efficient rho is significant at .475. This corresponds to the semi-inverted score or a Dif score of 80.

The other extreme would be the person with the inverse order, item 1 in position 18, item 2 in position 17, etc., up to item 18 in position 1. As is seen, in this case axiological value position plus the testee's value position add up to 19. His Differentiation Score would then be 162, his Dimension Score 60, his Integration Score 128, and his Dissimilarity Score 18, with Dim-I - 74, Dim-E - 50, Dim-S - 38. The test with inverted score would be the following.

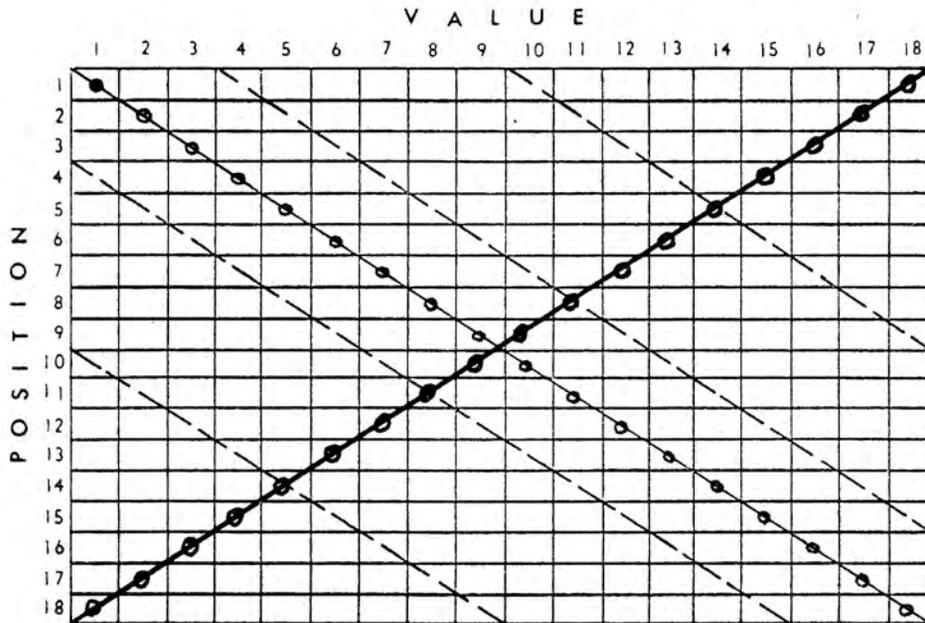
Inverted Score

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S.Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	162	60	128	18	368-206			
13	10	9	8	6	14	2	3	7	15	18	1	17	5	11	4	16	12	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	37	79						
				9					11	17	17		9		11			I	DIM-I	74			+	-	
				7					9	15	15		7		9				INT	62			0	74	
7			3	7		15						15		3				E	DIM-E	50			+	-	
5			1	5		13						13		1					INT	38			0	50	
	1	1					13	5								13	5	S	DIM-S	38			+	-	
	0	0					11	3								11	3		INT	28			0	38	
																		-1.0	0	58	DI	0	162	AI%	100

As is seen, in the inverted score the differences become smaller and smaller in the middle of the scale, where there are systemic and extrinsic values, and larger and larger at the extremes where there are the intrinsic values (see above p.35-36). The reason is that the inverted score distributes the dimensions evenly, as is also seen in the Dissimilarity Score. Complete inversion of values means consistently seeing the good as bad and the bad as good. This consistency appears in the relatively best score, the systemic. Complete inversion inverts intrinsic value more than extrinsic value, and extrinsic value more than systemic value.

The correlation with the theoretical score here is $Q = -1.0$.

The two extremes can be pictured in the following graph. The Diagonal from left to right 1 - 18 represents the correct order of the statements, and the diagonal vertical to it the inverted order. Scores between these extremes would lie closer or farther afield from the Diagonal, until they would form the inverted order.



A third theoretical case lies between the two extremes, the semi-inverted score. Here the Dissimilarity Score would be held at 0, by inverting separately the values in the positive (compositional) and the negative (transpositional) scale, that is, the axiological position 1 - 9 would be matched by the testee's position 9 - 1 (the sum of both would be 10); and the axiological position 10 - 18 by the testee's position 18 - 10 (the sum of both would be 28). Here, with Dis-0, we would have Dif 80, Dim 16, Int 48, with Dim-I 20, Dim-E 28, and Dim-S 32, as follows:

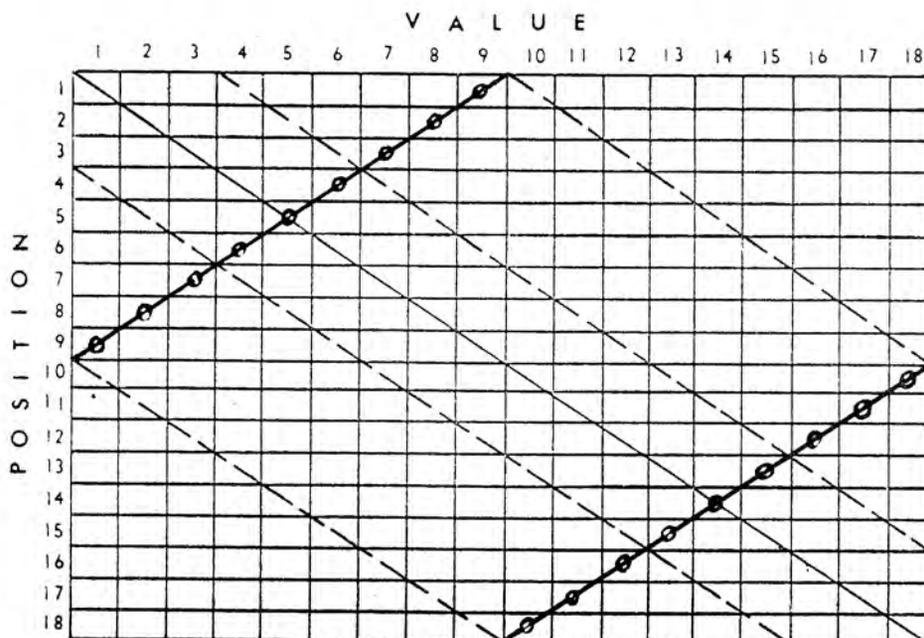
Semi-Inverted Inverted Score

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V.Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	80	16	48	0	144-64
4	1	18	17	15	5	11	12	16	6	9	10	8	14	2	13	7	3	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	20	60			
					0				2	8	8		0		2			I	DIM-I	20		
					0				0	6	6		0		0					INT	12	
2			6	2		6						6		6				E	DIM-E	28		
0			4	0		4						4		4						INT	16	
	8	8					4	4							4	4		S	DIM-S	32		
	6	6					2	2							2	2				INT	20	
																		.50	P	12	DI	40 40 AI% 50

As is seen, here the systemic dimension has the worst and the intrinsic the best score. Here good is consistently seen as good and bad as bad, even though there is Very Bad value vision. The consistency here appears in the Dis-score, while the systemic score shows the low inconsistency of the general value pattern.

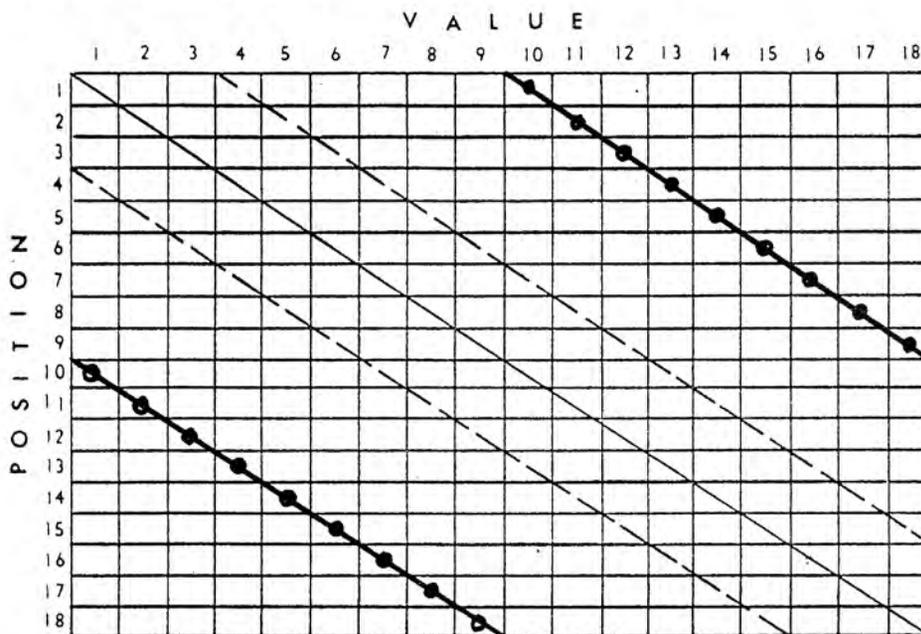
The correlation of this score with the theoretical score is $\rho = .50$.

As is seen, here we have the inverted diagonal split up in two parts, one running from 9 to 1, the other from 18 to 10.



There is a fourth theoretical case, where not the inverted but the perfect diagonal is split up into two parts, one running from 1 to 9, the other from 10 to 18. Here there are constant differences of 9 between value norm and testee position of items. The result is Dis 18 and Dim 0, with Dif 162.

The sequence correlation here is $Q = -.50$.

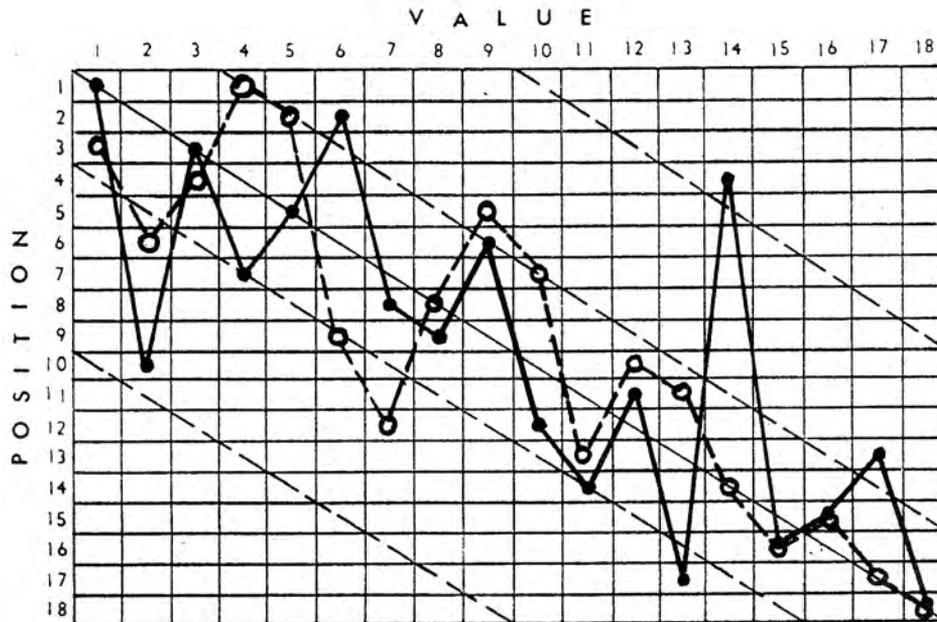


Semi-Inverted Perfect Score

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S.Q.							
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	162	0	126	18	306 -144							
15	18	1	2	4	14	8	7	3	13	10	9	11	5	17	6	12	16	DIM%		INT%									
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	0	78										
				9					9	9	9	9	9					I	DIM-I	54				+	-				
				7					7	7	7	7	7							INT	42				0	54			
9				9	9	9					9	9						E	DIM-E	54						0	54		
7				7	7	7					7	7								INT	42						0	54	
		9	9					9	9							9	9			S	DIM-S	54						0	54
		7	7					7	7							7	7					INT	42						0
																		- .50 e		0 DI		0 162		AI% 100					

3.2.4. Between the theoretical extremes, and usually above the semi-inverted inverted score, falls the large majority of all tests. The semi-inverted inverted score corresponds to the statistical significance of the sequence correlation with $N = 18$, namely $\rho = .475$. The large majority of all tests, in other words, has a significant correlation with the axiological sequence.

Tests deviate from the (perfect) diagonal in an irregular pattern, as that of "Eduardo Gutierrez" in the sample of the scoring instructions (below Section 5):



3.2.5. The scales have been developed with a view to the minimum deviation of the Perfect and the maximum deviation of the Inverted score. They are based on the four fundamental scales, Dif, Dim, Int, and Dis.

3.2.6.

A. Differentiation Score (Dif)

This score measures the subject's Value Sensitivity, that is, his capacity of differentiating the value elements in situations. Differentiation Scores vary in practice between 0 and 150. The score represents the value errors of the subject. Theoretically, the maximum of errors is 162, when namely, the subject numbers the items in the inverse order, instead from 1 to 18, from 18 to 1. The differences in this case add up to 2 ($17 + 15 + 13 + \dots + 3 + 1$) = $2 \times 9^2 = 2 \times 81 = 162$. The scale of the Differentiation Score is as follows:

1	2	3	4
Errors (Score) n	Errors Percentage of 160 $p=(5/8)n$	Correctness Percentage $100 - p$	Qualification
0 - 30	0 - 18.75	100 - 81.25	Excellent
31 - 40	18.76 - 25.0	81.24 - 75.0	Very Good
41 - 50	25.01 - 31.25	74.9 - 68.75	Good
51 - 60	31.26 - 37.5	68.74 - 62.5	Average
61 - 70	37.51 - 43.75	62.49 - 56.25	Poor
71 - 80	43.76 - 50.0	56.24 - 50.0	Very Poor
80 +	50.01 +	49.9 -	Bad

Column 1 contains the scores, n.

Column 2 is the Percentage of Error in percentage of 160. This Percentage is $p = \frac{100n}{160} = \frac{5}{8}n$. Each 10 points of the score correspond to 6.25%. For example, if the score is 46, the percentage of error is $p = \frac{5 \times 46}{8} = \frac{230}{8} = 28.75$.

Column 3 is the difference $100 - p$.

Column 4 is the qualification of the score, that is, of the Value sensitivity of the subject.

3.2.7.

B. Dimension Score (Dim)

The lowest of the numbers in squares Dim shows the Value Dimension in which the subject is relatively strongest, the highest the one in which he is relatively weakest, that is, toward which his value judgment tends to be slanted, either positively or negatively, either over-valuating or under-valuating.

The Dimension Score measures the subject's Sense of Proportion, that is, his capacity to see the various value dimensions evenly. The differences in the three numbers I, E, and S, show the subject's value strengths and weaknesses.

The Dimension Score may be measured either absolutely, or relatively to the Differentiation Score. In the V.Q. only the absolute score is counted. The Dimension Score varies in practice between 0 and 40, and in theory between 0 and 60.

(a) The scale of the absolute Dimensions Score is as follows:

1	2	3	4
Errors (Score) n	Errors Percentage of 60 $p = (5/3)n$	Correctness Percentage $100 - p$	Qualification
0 - 3	0 - 5	100 - 95	Excellent
4 - 7	6 - 12	94 - 88	Very Good
8 - 11	13 - 18	87 - 82	Good
12 - 15	19 - 25	81 - 75	Average
16 - 19	26 - 32	74 - 68	Poor
20 - 23	33 - 38	67 - 62	Very Poor
24 +	39 +	61 -	Bad

(b) The relative Dimension Score ($Dim\%$) measures the person's sense of meaning, both of himself and of the world. The score varies in practice between 0 and 128, even though in the Inverted Score it only reaches 37%.

The scale of the relative Dimension Score is as follows:

1	2	3	4
Errors (Score) n	Errors Percentage of 128 $p=(25/32)n$	Correctness Percentage $100 - p$	Qualification
0 - 10	0 - 7.8	100 - 92.2	Excellent
11 - 20	7.9 - 15.6	92.1 - 84.4	Very Good
21 - 30	15.7 - 23.4	84.3 - 76.6	Good
31 - 40	23.5 - 31.2	76.5 - 68.8	Average
41 - 50	31.3 - 39.0	68.7 - 61.0	Poor
51 - 60	39.1 - 46.8	60.9 - 53.2	Very Poor
61 +	46.9 +	53.1 -	Bad

A person may have absolutely a very bad sense of proportion, but relatively, in his very bad general framework, an average one. Or, vice versa, he may have absolutely an average sense of proportion but relatively, within his average framework, a very bad one. An example for the first would be an absolute Dimension Score of 22 within a Differentiation Score of 100; an example of the second would be an absolute Dimension Score of 15 within a Differentiation Score of 32. Dimension scores up to 128 have been observed (Dif. 79; Dim. 101 (I-60, E-4, S-15), Rel. Dim. 128).

3.2. (to be changed after FQ's.)

C. Integration Score (Int)

The Integration Score measures the subject's capacity of seeing the relevant in complex situations. Integration Scores vary between 0 and 80. The score measures all deviations larger than 2. Ideally, the Integration Score should be 0. Theoretically, in the inverted scale mentioned above, the Integration Score is $162 - (17 \times 2) = 162 - 34 = 128$, which is the maximum sum of errors above 2. The Integration Score should be measured both in terms of the total possible score, 128, and in terms of the Differentiation Score, thus, giving an absolute and a relative Integration Score. In the V.Q. only the absolute score is counted.

(a) The scale of the absolute Integration score is the following.

<u>Scale of Absolute Integration Score</u>			
1	2	3	4
Errors (Score) n	Errors Percentage of 128 $p=(25/32)n$	Correctness Percentage $100 - p$	Qualification
0 - 7	0 - 5.46	100 - 94.54	Excellent
8 - 14	5.47 - 10.92	94.53 - 89.08	Very Good
15 - 21	10.93 - 16.38	89.07 - 83.62	Good
22 - 28	16.39 - 21.84	83.61 - 78.16	Average
29 - 35	21.85 - 27.30	78.15 - 72.70	Poor
36 - 42	27.31 - 32.76	72.69 - 67.24	Very Poor
43 +	32.77 +	67.23 -	Extremely Poor

This scale is reenforced by the following consideration. Int means a deduction of two points on each of the 18 sub-dim scores. Hence, in case of

- (i) Diff 30 we have $30 = 18 \times 1.7$, or 1.7 points for each sub-dim. This is below 2 points, hence Int = 0.
- (ii) Dif 40 = 18×2.2 . This is 0.2 above 2 points for each sub-dim; $0.2 \times 18 = 3.6$ Int points.
- (iii) Dif 50 = 18×2.8 ; $0.8 \times 18 = 14.4$ Int points.
- (iv) Dif 60 = 18×3.3 ; $1.3 \times 18 = 23.4$ Int points.
- (v) Dif 70 = 18×3.9 ; $1.9 \times 18 = 34.2$ Int points.
- (vi) Dif 80 = 18×4.4 ; $2.4 \times 18 = 43.2$ Int points.

The above Int scale is thus in Good correlation with the Dif scale.

(b) The relative Integration Score (Int%) measures the development of the capacity to organize and control one's reactions when confronted with external or internal problems. The score is the same as the Relative Dim Score. Not only is the practical range of the Int percent the same as that of Dim percent (0 - 100; the theoretical range, in the inverted score, reaches to 79), but the Int points in i - vi, taken as percentages of the corresponding Dif, correspond to the scale in 3.2.7. (b). Thus

- (i) 0 in percentage of 30 = 0
- (ii) 3.6 in percentage of 40 = 9
- (iii) 14.4 in percentage of 50 = 29
- (iv) 23.4 in percentage of 60 = 39
- (v) 34.2 in percentage of 70 = 49
- (vi) 43.2 in percentage of 80 = 54 etc.

3.2.9.

D. Dissimilarity Score (Dis)

(a) The Dissimilarity Score measures the subject's Proneness to Value Distortion, that is, toward confusion of valuation and disvaluation (composition and transposition of values). Any such confusion is either a disvaluation of a valuation or a valuation of a disvaluation. Ideally, the Distortion Score should be 0. Theoretically, it may be as high as 18. The score always appears as an even number, since any displacement in one half of the scale corresponds to a displacement in the other half.

Scale of the Dissimilarity Score

<u>Score</u>	<u>Qualification</u>
0	Excellent (Zero Dissimilarity)
2	Good (Minimal Dissimilarity)
4	Average (Average Dissimilarity)
6	Bad (High Dissimilarity)
8+	Very Bad (Very High Dissimilarity)

An excellent score shows that the subject has no proneness to value dissimilarity. A very bad score shows that the subject has a high proneness to such dissimilarity.

(b) Dimensional Dissimilarity Score

This score is shown in the encircled letters of the Evaluation Sheet. The highest number of circled letters, I, E, or S, indicates the dimension of highest proneness to value dissimilarity; the lowest number, the dimension of lowest proneness to such dissimilarity.

3.2.10 (to be changed, after FQ)

E. The sub-scales are geared to the corresponding scales.

The Sub-Dimension Scales -- Dim-I, Dim-E, Dim-S -- are geared to the Dif scale. It is considered that an excellent, fair, etc., Dif score need not consist of three excellent, fair, etc., sub-scores, but that each Dif-score consists of a mixture of three sub-scores. Thus, say, Dim-I 7 (very good), Dim-E 19 (average or fair), Dim-S 26 (very poor) give a Dif-score of 52 (average or fair).

(a) Intrinsic Dimension Score (Dim-I)

This scale measures the development of the capacity to discern individuality in others and in oneself.

The scale is as follows:

Scale of Intrinsic Dimension Score

<u>Dim-I Score</u>	<u>Qualification</u>
0 - 7	Excellent
8 - 14	Very Good
15 - 21	Good
22 - 28	Average
29 - 35	Poor
36 - 42	Very Poor
43 +	Extremely Poor

(b) Extrinsic Dimension Score (Dim-E)

This scale measures the development of the capacity to discern practical values, both in the outside world and in one's role in the world.

The scale is the same as in (a).

(c) Systemic Dimension Score (Dim-S)

This scale measures the development of the capacity to discern system

and order in the world and within oneself.

The scale is the same as in (a).

The Sub-Integration Scales -- Int-I, Int-E, and Int-S -- are geared on the one hand to the Integration scale, on the other to the sub-dim scales; each sub-int scale being 6 points (the mean between the minimum of 0 and the maximum of 12 Int-points for each sub-dim) below the corresponding sub-dim score.

(d) Intrinsic Integration Score (Int-I)

This scale measures the capacity to discern the relevant in complex situations concerning one's own or others' individuality.

Scale of Intrinsic Integration Score

0	Excellent
1 - 5	Very Good
6 - 12	Good
13 - 19	Average
20 - 26	Poor
27 - 33	Very Poor
34 +	Bad

(e) Extrinsic Integration Score (Int-E)

This scale measures the capacity to discern the relevant in complex practical situations, in the world and concerning one's role in the world.

The scale is the same as in (d).

(f) Systemic Integration Score (Int-S)

This scale measures the capacity to discern the relevant in complex systems, both outside and within oneself.

The scale is the same as in (d).

3.2.11.

F. Dimensional Integration Score (D.I.)

This scale measures the sense of proportion in solving problems in the world and within oneself. The lowest number shows the dimension of highest capacity of relevant thinking, the highest number shows the dimension of lowest capacity of relevant thinking. Relevant thinking means seeing the relevance of each of the value dimensions for the situation and, inversely,

seeing the relevant in a situation for each of the value dimensions. If, for example, the score is I-2, E-8, S-12, then the person sees the relevant in the situation best intrinsically. If the situation is an intrinsic one, this focus will indeed see the relevant in the situation. But if the situation is, say, systemic, the "relevant" seen will actually be irrelevant.

The scale used is the Dimension scale.

0 - 3	Excellent
4 - 7	Very Good
8 - 11	Good
12 - 15	Average
16 - 19	Poor
20 - 23	Very Poor
24 +	Extremely Poor

3.2.11.

G. Value Score (V.Q.)

This measures the objective valuation capacity of the person, that is, his capacity of valuing outside situations. The first figure measures his total capacity, the second qualifies it according to his inner harmony or discord.

The theoretical range of the first part of this score is from 0 - 368. The actual range observed is from 20 - 350.

The scale is as follows:

Errors (Score) n	Errors Percentage of 368 $p = \frac{100n}{368} = 0.27n$	Correctness Percentage 100 - p	Qualification
0 - 55	0 - 15	100 - 85	Excellent
56 - 70	16 - 19	84 - 81	Very Good
71 - 85	20 - 23	80 - 77	Good
86 - 100	24 - 27	76 - 73	Average
101 - 115	28 - 31	72 - 69	Poor
116 - 130	32 - 35	68 - 65	Very Poor
131 +	36 +	64 -	Bad

The scale of the second part of the V.Q. follows the Sub-Dim scale. Hence:

0 - 7	Excellent
8 - 14	Very Good
15 - 21	Good
22 - 28	Average
29 - 35	Poor
36 - 42	Very Poor
43 +	Bad

3.2.13.

H. Self-Score (S.Q.)

This score measures the person's capacity to value himself. The first figure measures the total capacity, the second qualifies it according to inner harmony or discord.

The scales are the same as in G.

3.2.14.

I. Relative Balance Score (BQ_r)

This score measures the balance between the capacities of Valuation and Self-Valuation. When these capacities are developed to the same degree, the VQ and SQ scores are equal and the BQ_r score is 1.0. The closer the BQ_r scores are to 1.0, the more in balance are the two capacities to value; both as to their quantity (first figure) and as to their quality (second figure).

A BQ_r smaller than 0.7 indicates problems in the capacity to handle the outside world. In this case, with a BQ_r 0.6 or less, the person is significantly better in his Self-Valuation than in his Valuation of objective exterior situations. This could make for undeserved failures due to poor management of objective situations, and often for conflicts with society around him. Such a person is prone to "bad luck", or atychal, but only relatively speaking in relation to his absolute value score. He does not get all the breaks he deserves; although the breaks he does get might make another person fortunate.

A BQ_r of 3.0 and more indicates the Self-Score as very much worse than the Value Score. This means a large unused potential and inner tension.

The BQ_r scales are as follows:

0.1 - 0.6	Atychal
0.7 - 1.5	Excellent
1.6 - 2	Very Good
2.1 - 2.5	Good
2.6 - 3	Average
3.1 - 3.5	Poor
3.6 - 4	Very Poor
4.1 +	Bad

3.2.15

J. Absolute Balance Score (BQ_a)

This score measures the total capacity to value in terms of the axiological value scale. The first number indicates the quantity, the second the quality, or harmony, of this capacity.

The scales are the same as those of G, i.e. BQ_{a1}:

0 - 55	Excellent
56 - 70	Very Good
71 - 85	Good
86 - 100	Average
101 - 115	Poor
116 - 130	Very Poor
131 +	Bad

BQ_{a2}:

0 - 7	Excellent
8 - 14	Very Good
15 - 21	Good
22 - 28	Average
29 - 35	Poor
36 - 42	Very Poor
43 +	Bad

3.2.16

K. Combined Value Capacity (C.Q.)

This score measures the total capacity to value, both the world and oneself. The first number indicates the quantity, the second the quality of the total capacity.

The scales are the product of $BQ_{r1} \times BQ_{a1}$, and $BQ_{r2} \times BQ_{a2}$.

Hence C.Q.₁:

$(0 \times 0.1) - (1.5 \times 55)$	0 - 83	Excellent
$(1.6 \times 56) - (2 \times 70)$	90 - 140	Very Good
$(2.1 \times 71) - (2.5 \times 85)$	150 - 213	Good
$(2.6 \times 86) - (3 \times 100)$	224 - 300	Average
$(3.1 \times 101) - (3.5 \times 115)$	313 - 403	Poor
$(3.6 \times 116) - (4 \times 130)$	418 - 520	Very Poor
$(4.1 \times 131) +$	537 +	Bad

C.Q.₂:

$(0 \times 0.1) - (7 \times 1.5)$	0 - 11
$(8 \times 1.6) - (14 \times 2.0)$	13 - 28
$(15 \times 2.6) - (21 \times 2.5)$	39 - 53
$(22 \times 2.6) - (28 \times 3)$	57 - 84
$(29 \times 3.1) - (35 \times 3.5)$	90 - 125
$(36 \times 3.6) - (42 \times 4)$	130 - 168
$(43 \times 4.1) +$	176 +

3.2.16

L. Retest Quotient (R.Q.)

This score measures, in the case of repetition of the test, the development of the capacity to value. The scales are the result of the following operation, where CQ_p is the CQ of the preceding test and CQ_s the CQ of the succeeding test.

$$\frac{CQ_p + CQ_s}{2} = RQ_a$$

$$\frac{CQ_p}{CQ_s} = RQ_r$$

Hence the scales are:

For RQ_a equal to CQ_1

For RQ_r as follows:

4.0 +	Excellent
3.0 - 3.9	Very Good
2.0 - 2.9	Good
1.0 - 1.9	Average

3.2.16 1.

M. Attitude Index (A.I. percentage)

See Sub-and Supervaluation, pp. 123-126 (7.9.3.).

The A.I. percentage shows the positive or negative attitude of the testee toward the world or toward himself. In the scoring instructions on p. 78, Nos. 15 and 16, we find that every difference between the testee's valuation numbers and the test valuation numbers can be either positive or negative, that is either overvalued or undervalued. The Attitude Index is a result of the testee's over- or undervaluing the test items. Its scoring is found in Nos. 17, 18, and 19 of the Scoring Instructions on p. 78-A. The A.I. percentage is the percentage which the sum of the negative numbers constitutes in terms of the corresponding Dif, e.g. in the John Doe sample test on p. 80, we have A. I. percentage 64 in the first part and A. I. percentage 63 in the second part. $2300/36 = 64$ and, in the second part, $2900/46 = 63$. The positive and the negative sums together must equal the Dif, e.g. in John Doe's test the sums are $13 + 23 = 36$, and $17 + 29 = 46$. If Dis is 0, AI % is 50%, i.e. the sum of the sums of under- and overvaluation are equal. If Dif = 36 and Dis = 0, then these sums are $18 + 18 = 36$. It will be seen that in an amazing number of tests the testee is capable of unconsciously compensating a minus, let us say in Dim I, by the corresponding plus, let us say in Dim E. He can thus, with the other plus and minus numbers, completely equalize the sums of the positives and of the negatives, so that the A. I. percentage is 50 and Dis = 0. See, for example, Part II of the test of B. S., p. 113.

Since the equal division between the sum of the positives and the sum of the negatives is the best balance a testee can have, we have here an A. I. percentage of 50, that is, the negative sum and the positive sum together make 100 and each constitutes 50 percent of 100. Similarly, on p. 113, Part I, if the A. I. percentage is 57 then the positive percentage would be 43 percent for $57 + 43 = 100$. Indeed $1200/28$ equals 43. Thus, by having the A. I. percentage on the negative side we also have the A. I. percentage on the positive. However, the positive percentage is not important for interpretation and the positive sum can never be more than 50 percent. If it is more than 50 percent a mistake in scoring has been made. The scale of A. I. percentage therefore is between 50 and 100 percent as follows:

		<u>Attitude</u>
Excellent	50 - 53	Dynamic; positive
Very Good	54 - 57	Appreciative; approving openminded
Good	58 - 61	A little doubtful; tolerant; tentative; cautious; prudent
Average	62 - 65	Hesitant; timid; reluctant; wary
Poor	66 - 69	Resistant; apprehensive; sus- picious; angry (Depression I)
Very Poor	70 - 73	Fear, anxiety (Depression II)
Extremely Poor	74 +	Antagonistic; hostile; aggres- sive, Hate (Depression III)

As is explained below, pp. 224 to 228 (8.4.0.), every test has a specific sensitivity level depending on whether the Dif is a lower or a higher number. When it is a lower number the person is extremely sensitive; when it is a higher number the person is less sensitive. Thus, the level of sensitivity of the test influences greatly the scale of the A. I. percentage because a very sensitive person when only feeling hesitant, timid, reluctant, or wary may already be depressed and feel some of the poor or very poor scale of A. I. percentage. On the other hand, a less sensitive person needs to go through the whole scale in order to come to the very poor and extremely poor feeling. Hence, there is a cut-off level for certain classes of Dif as follows:

Dif 30 - 39	Cut off	62 - 65
Dif 40 - 49	Cut off	66 - 69
Dif 50 - 59	Cut off	70 - 73
Dif 60 +	no cut off	74 +

Thus, if, let us say, Dif is 36 and A. I. percentage is 73 we cut off the interpretation at 62 to 65, meaning that the person is hesitant, timid, reluctant, wary but may feel a descending tendency to the poor, very poor or extremely poor scales of the A. I. percentage.

Particularly important is the relationship between A. I. percentage and Dis, when Dif is low, i.e. up to about 39. If in such a case both the A. I. percentage and the Dis are high, say Dis is 4 and A. I. percentage 70 percent, it means that the person has a high level of sensitivity but that he brings about an unproportionate number of dissimilarities, or transpositions between positive and negative values. Since this cannot be accounted for by his judgment which is good the only explanation would be that he makes these transpositions voluntarily. In other words he is original, spontaneous, inclined to word and other plays, entertaining, full of novel ideas - yet, at the same time he has a tendency toward depression.

The combination, thus, between a high Dis, a high A. I. percentage and a low Dif means, on the one hand, that the person against his will is somewhat depressive, apprehensive, angry maybe aggressive, and that, on the other hand, he likes to bring about transpositions, confusions between good and bad. This constitutes a very inflammable mixture, and such persons usually are short of temper, impetuous, impulsive, once set on a course, no matter how foolish, they will follow it to the end in stupid, indeed mulish persistency. Rational arguments will avail little against them and they will have to learn by experience rather than reason - in spite of the high level of their sensitivity.

3.2.16 2.

N. Percentage of Differentiations (Dif 1/ Dif 2)

See pp. 127, 128, 142-145, 224-228.

The relationship between the two Difs, in Part I and in Part II of the test, is of great importance and therefore the percentage of Dif 2 in terms of Dif 1 is of equal importance ($\text{Dif 1} \times 100/\text{Dif 2}$). If both Dif 1 and Dif 2 are equal, then the person sees the outside world in the same way that he sees his own inner self. He makes use of all his potential and is a mature person. But if the Dif 1 is much lower than the Dif 2, let us say, Dif 1 36, Dif 2 66, then we have a person of very good sensitivity in the outside world but who is confused within himself. He is not mature and a problem to himself. On the other hand, if Dif 2 is a small number, let us say 26, and Dif 1 is larger, say 46, then the person lives from the inside out, is extremely sensitive within himself and it is the outside world which is a problem for him. This means that he may well be atychal. In the first case we have $\text{Dif 1}/\text{Dif 2} = 55$, in the second case we have 176. A $\text{Dif 1}/\text{Dif 2} > 100$ always indicates an atychal tendency, while a $\text{Dif 1}/\text{Dif 2} < 100$ indicates certain levels of immaturity.

Thus, one look at the Dif 1/Dif 2 rectangle shows us whether the person is world-oriented or self-oriented, and to what percentage.

The scale of Dif 1/Dif 2 is between 0 and 100 (an atychal Dif 1/Dif 2 is transformed to this scale by making the formula $\text{Dif 2}/\text{Dif 1}$). The scale is as follows:

Excellent	100 - 90
Very Good	89 - 80
Good	79 - 70
Average	69 - 60
Poor	59 - 50
Very Poor	49 - 40
Extremely Poor	39 - 0

3.2.16 3.

0. The Index Number rho (ρ).

The formula and derivations of rho are given on p. 81. Rho is the rank order correlation coefficient, which means that it correlates the sequence of the testee's valuation numbers with the sequence of the test valuation numbers, finds the differences and then correlates these differences in such a way that pluses and minuses disappear through squaring of the differences, so that, through the general formula of rho, the total nature of the test appears within that number. Rho is therefore called the Index Number of the test.

For manual calculation, we use the formula $\rho \approx 1000 - \sum D^2$, where D means the differences between the testee's valuation numbers and the test valuation numbers and \sum that the squares of all the D's have to be added. See the example on p. 81, also see step 26 on p. 77.

For computer scoring the exact formula for rho must be used which is the following:

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

where D are the differences between the testee's valuation numbers and the test valuation numbers, and $n = 18$. Since the denominator here is 5,814 it may be rounded to 6000, which cancels the 6 in the numerator and thus we get our approximate formula $\rho \approx 1000 - \sum D^2$. For machine scoring the formula is $\rho = 1 - \frac{6 \sum D^2}{5,814}$. We shall, in this Manual, mainly use the approximate value for rho. But what will be said of rho is valid both for the approximate and the exact value.

In other words, we square each of the differences, then add these squares, subtract the result from 1000, and put a period in front.

The range of rho is between +1 and -1, as is shown on pp. 45 through 49. Using the perfect score where all the differences are zero we have, according to the approximate formula, $1000 - 0 = 1000$ or, with a period before the three decimals we have 1.000. On the other hand, on pages 46 and 47 we see the inverted score where the exact formula for rho yields $\rho = 1000 - 2000 = -1000$ or -1.000 (the approximate value of rho is -938). However, the statistical significance at 5 percent for rho, with 18 items, is .475; so that anything above this number is significant whereas anything below this number is in increasing degree a matter of chance or hazard. The scale for rho should therefore be between 1.000 and .475 and is as follows:

Excellent	1.000 - .925
Very Good	.924 - .850
Good	.849 - .775
Average	.774 - .700
Poor	.699 - .625
Very Poor	.624 - .550
Extremely Poor	.549 - and below

As is seen, the scale proceeds by differences of .75 so that, in Extremely Poor, the next step would be precisely .475.

The significance of this scale lies in the comparison with the corresponding Dif-scale. If, let us say, Dif is 30 and rho is .935 then both Dif and rho are excellent, which means that the test is in good equilibrium. There are no too high or lopsided differences between testee sequence of valuation numbers and test sequence of valuation numbers. This means that there is a very high correlation between the testee valuation numbers and the test valuation numbers, not only in quantity of Dif, which in this case is 30, but also its quality, meaning that the differences are all small.

This is not necessarily so. It is theoretically possible that the same Dif 30 may appear through only two differences of 15 points each. In this case, $\sum D^2$ would be $225 + 225 = 450$, and rho would come out as .550, or just very poor, while Dif 30 would stay excellent. Here we would have a test quite out of balance. Thus, by comparing the rho score with the Dif score one gets immediately a picture of the total test.

This comparison between the levels of Dif and rho can of course be computerized and there are private and public institutions which use only the rho and the Dif scores and use their relationship as index with selection and promotion of personnel etc., as one of four indices, the other three being supplied by the institution.

3.2.17.

The Scales, except the last three, are summarized in the Axiogram on pp. 3-4.

3.3. Validation of the Scales

3.3.1. The test items and scales were tested in various countries, especially the United States, where the following studies were made: empirical indices of reliability, indices of construct validity, and empirical indices of concurrent validity. Among the first were: Test-retest stability of individual scores; correspondence of group mean scores; freedom from influence of sex, age, marital status, and educational background; central tendencies of response to each item. Among the second were: Relationships with the following tests: Rorschach, Minnesota Multiphasic Personality Inventory, Raven, Donimo, Sacks Incomplete Phrases, Allport-Vernon-Lindzey's Study of Values, Leary's system for the "Interpersonal Diagnosis of Personality" (in an adaptation by Austin); Felker's "Philosophic Mindedness (PM) Scales", and others. Among the third are the following empirical studies: Differentiation of normals from underachieving high school students; differentiation of normals from juvenile delinquents; influence of professor's values on changes in students' values; differentiation of successful from unsuccessful college students; relationships with grades in college courses on marriage and family, philosophy, and sociology; relationships with peer-rankings of college students for a hypothetical leadership role; relationships with peer-rankings of college students for a hypothetical counselling role; differentiation of successful from unsuccessful graduate school students; relationships with grades in graduate school courses on philosophy of education and social ethics; and others. All these studies are available in the American Manual of the Test which is in preparation. In Mexico similar studies are under way which will be reported in a later edition of this manual.

3.3.2. The fundamental studies in every country are those which test the validity of the items. This is implicitly a validation of the scales. Since the test is a theoretical construction it was important to see whether the theory corresponded to practice and whether, with sufficiently large samples, the items would be located by the test persons close to their position on the theoretical value scale. The first such experiment, with the first version of the test was made with 225 volunteers in 1966, of mean age 25 years, 67 of whom were male, 158 female, 99 were undergraduate and 126 graduate students. The results are shown in the following chart which gives the correlation between the theoretical and the actual position of each item. As is seen, in the chart of Mean Position of Items, Part I, Dif is 22 and in Part II it is 34. This means a mean deviation of $\frac{22 + 34}{2} = 28.5$.

This result may be measured in two ways, by the theoretical possible range of deviation, Dif = 162 of the inverted order; and by the random order in which the 18 items arrange themselves. To this end 18 pieces, of equal weight and

form, numbered 1-18, were thoroughly mixed and together thrown in the same direction. The number of each item was then registered on the scoring form according to its distance from the thrower, with the closest item in position 1, the next closest in position 2, etc., and the most distant in position 18.¹ The results were the following Random Distribution scoring forms, for four random throws. The random deviations seem to be between 90 (through this is extremely rarely observed) as lower and 125 as upper limit; or a mean of 102.5. We shall use this mean, though it makes our result slightly worse, rather than the usually observed mean of $\frac{100 + 125}{2} = 112.5$.

Measuring the mean deviation of the sample, 28.5, as percentage of the theoretically possible deviation of 162 we have $\frac{28.5 \times 100}{162} = 17.59$ percent of a possible 100 percent, or a correctness of 100 percent - 17.59 percent = 82.41 percent. Measuring the sample against the random distribution we have $\frac{28.5 \times 100}{105} = 27.1$ percent, and a correctness of 100 percent - 27.1 percent = 72.9 percent. These are the correlations between theory and practice of the first version of the test used.

The items with the largest deviations were subsequently corrected in order to make the verbal formulation more adequate to the formula as well as to the total context of the formulae. Thus, in the first test, item e was changed from "Mud" to "A rubbish heap" (in Spanish it had the correct formulation from the beginning, "Basura"); item g from "Tear out a fly's wings" to "Blow up an airliner in flight", etc. The adjustments are described in Chapter 8.

In the following pages are given the random distribution of items; and the mean position of items according to the first verification experiment. As is seen, the coincidence of mean position of items with the theory of the test is so close as to produce in the sample a test of excellent value capacities, with a CQ 55 - 15 (excellent - very good), BQ_a 46 - 18 (excellent - good), and BQ_r 1.2 - 0.8 (excellent - excellent).

¹On the relation between spatial and axiological distance see below Sect. 8.5.1.4.

Table 1

Measures of Central Tendency on Responses^a to Each Item
of The Hartman Value Inventory (Form E-1)

axiological rank	Item formula	position in inventory	Part I					Part II				
			mean	position	median	mode	mean	position	median	mode		
1	II	k	2.3	1	2	2	2.9	1	2	1		
2	EI	m	3.2	3	3	1	5.6	5	5	5		
3	SI	q	5.7	7	6	6 & 7	3.6	2	3	2		
4	IE	j	3.1	2	2	1	5.6	6	5	5		
5	IS	f	4.6	4	4	4	10.0	9	9	9		
6	EE	a	5.5	6	6	7	4.3	3	4	4		
7	SE	r	9.0	8	9	8	6.4	8	6	6		
8	ES	o	9.8	10	9	9	4.9	4	4	4		
9	SS	b	5.3	5	5	6	6.3	7	8	8		
10	SS	c	9.6	9	10	10	11.8	12	12	12		
11	ES	d	11.2	12	11	11 & 12	10.3	10	11	10		
12	SE	i	14.2	14	14	14	13.0	14	14	14		
13	EE	e	10.4	11	10	10	14.4	15	15	14&16		
14	IS	n	12.1	13	13	13	11.1	11	11	11		
15	IE	p	15.4	15	15	15	12.6	13	13	13		
16	SI	h	15.9	16	16	16	15.3	17	16	17		
17	EI	g	16.4	17	17	18	15.2	16	16	17		
18	II	l	17.0	18	17	18	17.0	18	18	18		

^aObtained from 225 student volunteers in 1966. (Mean age, 25 years; 67 male, 158 female; 99 undergraduate students, 126 graduate students.)

THE HARTMAN VALUE PROFILE

Name RANDOM DISTRIBUTION Age _____ Date _____ Male - Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

FIRST THROW

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	122				—	
10	18	11	4	16	13	15	7	9	12	14	5	17	8	2	1	3	6	DIM%	INT%				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7						
																DIM-I		62					
																INT							
																DIM-E		37					
																INT							
																DIM-S		23					
																INT							

SECOND THROW

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	102				—	
6	12	18	8	7	2	13	15	3	17	14	1	11	9	10	16	5	4	DIM%	INT%				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7						
																DIM-I		52					
																INT							
																DIM-E		24					
																INT							
																DIM-S		26					
																INT							

(1) $\frac{SQ}{VQ} = \frac{\quad}{\quad} = \quad BQ_{r1}$
 $\frac{SQ + VQ}{2} = \frac{\quad}{2} = \quad BQ_{a1}$

(2) $\frac{SQ}{VQ} = \frac{\quad}{\quad} = \quad BQ_{r2}$
 $\frac{SQ + VQ}{2} = \frac{\quad}{2} = \quad BQ_{a2}$

(3) $BQ_{r1} \times BQ_{a1} = \quad CQ_1$
 $BQ_{r2} \times BQ_{a2} = \quad CQ_2$

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THE HARTMAN VALUE PROFILE

Name MEAN POSITION OF ITEMS Age _____ Date _____ Male - Female

Single - Married - Other Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S		
6	5	9	12	11	4	17	16	14	2	1	18	3	13	10	15	7	8		
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7		
					1						2	0	0			1			0
					0						0	0	0			0			0
0				1	2				0				1			2			
0				0	0				0				0			0			
		4	1					0	2							4	1		
		2	0					0	0							2	0		

DIF	DIM	INT	DIS	V. Q.
22	14	4	2	42-20

DIM%	INT%
64	18

DIM-I	4
INT	0

DIM-E	6
INT	0

DIM-S	12
INT	4

DIF	DIF	65
-----	-----	----

.946	9	8	DI
------	---	---	----

+	-
---	---

AI%

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S		
3	7	12	10	15	9	16	17	14	6	1	18	5	11	4	13	2	8		
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7		
					4						2	0	0			3			2
					2						0	0	0			1			0
3				1	2				1				3			4			
1				0	0				0				1			2			
		2	2					1	2							1	1		
		0	0					0	0							0	0		

DIF	DIM	INT	DIS	S. Q.
34	8	7	0	49-15

DIM%	INT%
23	21

DIM-I	11
INT	3

DIM-E	14
INT	4

DIM-S	9
INT	0

DIF	DIF	65
-----	-----	----

.912	9	5	DI
------	---	---	----

+	-
---	---

AI%

(1) $\frac{SQ}{VQ} = \frac{49}{42} = 1.2 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{91}{2} = 46 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{15}{20} = 0.8 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{35}{2} = 18 \text{ BQ}_{a2}$

(3) $BQ_{r1} \times BQ_{a1} = \frac{55}{14} \text{ CQ}_1$
 $BQ_{r2} \times BQ_{a2} = \frac{14}{14} \text{ CQ}_2$

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The rho-correlations between the theoretical sequence and the actual sequence of the sample on page 63 are the following:

$$\rho_{1\text{mean}} = 0.97$$

$$\rho_{1\text{median}} = 0.98$$

$$\rho_{1\text{mode}} = 0.95$$

$$\rho_{2\text{mean}} = 0.98$$

$$\rho_{2\text{median}} = 0.99$$

$$\rho_{2\text{mode}} = 0.92$$

4. Application of the Test

- 4.1. The use of the test proceeds in four steps:
- (a) Administration (Sect. 4)
 - (b) Scoring (Sect. 5)
 - (c) Axiological Description (Sect. 6)
 - (d) Clinical Interpretation (Sect. 7)

4.1.1. In this section we deal with the Administration of the test. The test is essentially self-administering. It should, however, be administered under controlled conditions which allow the person to use his best judgment, without interference or distraction. There should be no time limits, except in group administration.

4.1.1.2. The person administering the test should be available for answering questions.

4.1.1.3. Tests where numbers are repeated and left out ought to be discarded and repeated. There are two exceptions to this rule:

- (a) When repetition is difficult or impossible for external reasons (absence of the person, sickness, etc.) and the numbers repeated and left out are close together. If for example in the series from 1-18 there appears the sequence ... 7, 9, 9, 10, 12, 12 ... then this series may be corrected by the scorer to run ... 7, 8, 9, 10, 11, 12 ... where the axiologically lower number called "9" becomes "8" and the axiologically lower number called "12" becomes "11";
- (b) In cases where the person makes an effort to put different numbers to each item but is, for emotional reasons unable to do so. In such a case, the test gives, precisely through the repetition of numbers, a faithful picture of the disturbance. See below 4.1.2.1. (2).

4.1.1.4. Each test ought to be checked for correct numbering. In the case of repetitions, the reason should be investigated: error or incapacity to follow the instructions. Repetitions may often be detected by an odd rather than an even number of Dis-scores.

4.1.2. Care must be taken that the test faithfully reflects the value pattern of the person. There are three possibilities in which this may not be the case: (a) when the person does not concentrate on the test; (b) when he is in a state of emotion or crisis; (c) when he is trying to "cheat".

In order to avoid the first danger one must make sure that the person is not in an environment where talking or other distraction is going on and must impress on him that he should concentrate.

In order to avoid the second danger, it will be useful, if there are deviations of more than 6 points in any one item, to make sure, by an interview, that the person really meant what he has put down. There have been cases of irrational patterns where, on probing, it was found that the testee was in a crisis situation. It may be good, in such cases, to repeat the test after about three weeks.

In order to avoid the third danger it might be pointed out that the test must be answered as one feels and not as one believes it ought to be answered. In the latter case, usually a worse rather than a better test will result. (Usually the testee will try to put the "work" item too high on the scale, not knowing that in the total value picture work is not that important.)

4.1.2.1. As a rule, the testee will place the items on the basis of rational judgment rather than emotional reaction. There are, however, cases in which the emotional component of valuation will overcome the rational component and the test will show an irrational pattern.

(1) Since, as was said on p. 41, the test is extremely sensitive, it mirrors exactly the person's condition at the moment of taking it. The test therefore will reflect not only profound disturbances and any crisis condition but also lighter disturbances such as anger, annoyances, excitement, confusion, etc. -- in short, any state in which the person to a larger or smaller degree is "not himself". In a state of anger, for example, the first part of the test of an otherwise judicious person will show a lack of judgment and general contraction of his situational control (see below section 2A). This great sensitivity of the test makes it a useful instrument for charting the course of a therapy. On the other hand, in any case of suspicion of a test's normalcy, for the person, a retest after a reasonable period should be taken.

(2) When the emotional component of valuation is so strong that the person loses control the test may trigger emotional reactions against the items itself. In such cases the person may be unable either to take the test or to take it correctly.

(a) In the first case, the reactions will vary all the way from hostility and disgust to the test, and exclamations such as "The test is much too arbitrary!" "Everything is bad!" "The test is senseless!" to fits and physical attacks and breakdowns. The following page shows an attempt at taking the test which was given up. Note especially the angry line at item 13.

(b) In the second case, in spite of great effort to put a different number at every item, the person is unable to do so. In this case the repetition will be clinically significant. The following is a test taken by a highly intelligent female person in an attack of acute neurosis. The reason that this test could be taken was that a surgical emergency arose in the middle of the mental disturbance which forced the person into hospitalization. In the calmness of the sickroom she was persuaded to take the test, even though protesting her mental health.

Test Much Too Arbitrary

Read these directions carefully. They are different from those of Part I.

PART II: QUOTATIONS DIRECTIONS

On the right you will find 18 quotations. Each quotation concerns something on which individuals may place different "values" (good or bad)—depending on their own feelings about how much they agree or disagree with it.

Read all of the quotations carefully. (If there is a word that you do not understand, ask what it means.) The phrase "my work" does not refer to any particular job, but rather to what **you** are doing—your occupation or the kind of work you do. (If you are not pursuing an occupation, you may substitute for "my work" the phrase "what I am doing.")

Write the number "1" on the line in front of the quotation you **agree** with most—that is, the one which has the highest (most) value **in your own life**.

Write the number "2" in front of the quotation with which you agree next most (second most).

Number **all** of the quotations in the same way, to show the order of their respective values to you. Use a **different** number for each of the 18 quotations (3, 4, 5 and so on). The number "18" should be in front of the quotation that has the lowest (least) value **in your own life**—that is, the one you **disagree** with most.

Decide quickly how you feel about each of the quotations. There is no time limit, but most people are able to complete numbering all the quotations in about ten to twelve minutes. You may begin.

- 6 "I like my work—it does me good."
- 4 "The universe is a remarkably harmonious system."
- "The world makes little sense to me."
- "No matter how hard I work, I shall always feel frustrated."
- "My working conditions are poor, and ruin my work."
- 1 "I feel at home in the world."
- "I hate my work."
- "My life is messing up the world."
- "My work contributes nothing to the world."
- 7 "My work brings out the best in me."
- 2 "I enjoy being myself."
- 18 "I curse the day I was born."
- "I love my work."
- "The lack of meaning in the universe disturbs me."
- 5 "The more I understand my place in the world, the better I get in my work."
- "My work makes me unhappy."
- 3 "I love the beauty of the world."
- 8 "My work adds to the beauty and harmony of the world."

After you have finished, please **CHECK** to make sure that you have used all the numbers from 1 through 18, without repeating any. (Start with your number 1 and find each number up through 18.)

Cross out numbers used:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

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Name O.M.P.
 Address _____
 City _____ State _____ Zip _____
 Occupation _____
 Firm _____
 Address _____
 City _____ State _____ Zip _____
 Date _____ Sex: M. _____ F. _____ Age 23
 Marital Status: Single _____ Married _____ Other _____
 Circle highest level of education completed:
 Grade 8 9 10 11 12
 College 1 2 3 4 — Graduate Study
 List any degrees _____

PART I: PHRASES DIRECTIONS

On the right you will find 18 words or phrases. Each of these phrases (or words) represents something on which individuals may place different "values" (good or bad)—depending on their own feelings about how good or bad it is.

Read all of the phrases carefully. (If there is a word that you do not understand, ask what it means.)

Write the number "1" on the line in front of the phrase which represents the highest (most) value as far as you are concerned—that is, the one you feel is the **best**.

Write the number "2" in front of the phrase which represents the next best (second best) value.

Number **all** of the phrases in the same way, to show the order of their respective values to you. Use a **different** number for each of the 18 phrases (3, 4, 5 and so on). The number "18" should be in front of the word or phrase that represents the lowest (least) value to you—that is, the one that you feel is the **worst**.

Do not judge the expressions by the **importance** but **only by the goodness or badness** of their content.

Decide quickly how you feel about each of the phrases. There is no time limit, but most people are able to complete numbering all the phrases in about ten to twelve minutes. You may begin.

THE HARTMAN VALUE PROFILE (HVP)

by Robert S. Hartman, Ph.D. and Mario Cardenas Trigos, M.D.

- 6 A good meal
- 5 A technical improvement
- 7 Nonsense
- 11 A fine
- 12 A rubbish heap
- 4 A devoted scientist
- 17 Blow up an airliner in flight
- 3 Burn a heretic at the stake
- 14 A short-circuit
- 13 "By this ring I thee wed"
- 1 A baby
- 15 Torture a person in a concentration camp
- 2 Love of nature
- 9 A madman
- 8 An assembly line
- 18 Slavery
- 10 A mathematical genius
- 16 A uniform

After you have finished, please **CHECK** to make sure that you have used all the numbers from 1 through 18, without repeating any. (Start with your number 1 and find each number up through 18.)

Cross out numbers used:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

continue on the other side →

Read these directions carefully. They are different from those of Part I.

**PART II: QUOTATIONS
DIRECTIONS**

On the right you will find 18 quotations. Each quotation concerns something on which individuals may place different "values" (good or bad)—depending on their own feelings about how much they agree or disagree with it.

Read all of the quotations carefully. (If there is a word that you do not understand, ask what it means.) The phrase "my work" does not refer to any particular job, but rather to what **you** are doing—your occupation or the kind of work you do. (If you are not pursuing an occupation, you may substitute for "my work" the phrase "what I am doing.")

Write the number "1" on the line in front of the quotation you **agree** with most—that is, the one which has the highest (most) value **in your own life**.

Write the number "2" in front of the quotation with which you agree next most (second most).

Number **all** of the quotations in the same way, to show the order of their respective values to you. Use a **different** number for each of the 18 quotations (3, 4, 5 and so on). The number "18" should be in front of the quotation that has the lowest (least) value **in your own life**—that is, the one you **disagree** with most.

Decide quickly how you feel about each of the quotations. There is no time limit, but most people are able to complete numbering all the quotations in about ten to twelve minutes. You may begin.

4

"I like my work—it does me good."

1

"The universe is a remarkably harmonious system."

15

"The world makes little sense to me."

16

"No matter how hard I work, I shall always feel frustrated."

13

"My working conditions are poor, and ruin my work."

5

"I feel at home in the world."

14

"I hate my work."

18

"My life is messing up the world."

6

"My work contributes nothing to the world."

18

"My work brings out the best in me."

3

"I enjoy being myself."

7

"I curse the day I was born."

18

"I love my work."

18

"The lack of meaning in the universe disturbs me."

18

"The more I understand my place in the world, the better I get in my work."

17

"My work makes me unhappy."

2

"I love the beauty of the world."

18

"My work adds to the beauty and harmony of the world."

After you have finished, please **CHECK** to make sure that you have used all the numbers from 1 through 18, without repeating any. (Start with your number 1 and find each number up through 18.)

Cross out numbers used:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

THE HARTMAN VALUE PROFILE

Name O. M. P. Age 23 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	60	54	38	6	158-98			
6	5	7	11	12	4	17	3	14	13	1	15	2	9	8	18	10	16	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	90	63						
				+1				-9 0 -3				-5				+3				DIM-I	21			+	-
				0				7 0 1				3				1				INT	12			4	17
0				0 -1				0				0				0				DIM-E	1			0	1
0				0 0				0				0				0				INT	0				
+4 -3								-13 +2								-7 -9				DIM-S	38			6	32
2 1								11 0								5 7				INT	26				
																		.546	p	40	DI	10	50	AI%	83

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	102	6	71	6	185-83			
4	1	15	16	13	5	14	18	6	18	3	7	18	18	18	17	2	18	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	6	70						
				0				7 4 -2 7 1				+4				+2				DIM-I	33			+	-
				0				12 0 9				2				0				INT	23			6	27
+2				+5 0				-3								7 6				DIM-E	36			7	29
0				3 0				1								14				INT	26				
8 ⁺ 5 ⁺								+2 -6								+1 -11				DIM-S	33			16	17
6 3								0 4								0 9				INT	22				
																		.014	p	7	DI	29	73	AI%	72

(1) $\frac{SQ}{VQ} = \frac{185}{158} = 1.17 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{343}{2} = 171 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{83}{98} = .84 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{181}{2} = 90 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{142}{76} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{76}{76} \text{ CQ}_2$

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 Knoxville, TN

The test shows the symptoms of the sickness. As is seen, there is no repetition in the first part. In the combination of Dim E-1 on the one hand, and Dim S-38 and Dis S-4 on the other, appear heightened situational awareness with overpowering mental confusion (4 out of 6 systemic dissimilarities); in Dim-54 loss of proportion, in Dim percentage-90 loss of reality of the world, and in Int percentage-63 loss of emotional control in confronting the world. In the second part, in spite of great effort, the person after going rationally from 1 to 7, was constrained to leave numbers 8, 9, 10, 11, and 12, the exact and entire middle of the test spectrum, to start again at 13, and put down 18 six times, all items that appeared to her "senseless", as did the whole test. In this part there appears the combination of a clear sense of her own reality, which shows that we have a neurosis rather than a psychosis (Dim percentage 6), with a complete lack of emotional control in confronting herself (Int percentage 70) and a complete lack of self judgment (Dif 102). At the same time, there appears now the combination of Dim percentage 60 in the first test with Dim percentage 6 in the second, that is, the counterpart to Dim E-1 and Dim S-38 in Test I. While the latter means identification of lucid situational perception with confused mental images, the former means identification of self with a delusional world picture in which actions are realized with all acuteness (Dim E-1) and in conformance with confused and wild schemes (Dim S-38).

4.1.2.2. There is no "cheating" possible in the test since the items have no material but only formal meaning. They represent axiological formulae; and the test does not measure the person's interpretation of the meaning of the items but the way he orders them in their mutual inter-relationships. It shows up the logic, not the content of value thinking. Experiments have shown that when a person tries to fill out the test in the way he thinks it ought to be filled out it usually results in a worse score than if he had filled it out the way he felt. The reason is that intentionally wrong positioning of one item carries with it other such positions which are not subject any more to the testee's will so that the random element comes in.

4.1.3. Any test where both parts have Dif score between 85-120 (the random pattern) should be checked with the person as to his understanding of the test. If only one part of the test is in this range it is to be assumed that the test has been understood.

4.2. Give the person, together with the test, the following Explanation Sheet.

EXPLANATION OF THE HARTMAN VALUE TEST

There is no correct or incorrect way of filling out this "Test" since every person has his own distinct and individual pattern. Your answers to the test constitute a very complex value judgment which mirrors your personality. Thus, by following personally the instructions and numbering the items just as you feel, you will be painting your own self-portrait. In each of us there are many hidden values. This "Test of Values" can open new avenues of opportunity for you for it makes you and those concerned about you aware of all your values.

INSTRUCTIONS

- 1.- Read the instructions of the main sheet carefully and be sure you understand them before you start.
- 2.- It is better to be in a place where there will be no interruptions that might disturb your concentration.
- 3.- Be in a place that is quiet and has good lighting.
- 4.- Fill in the Test at a time when you are calm and free of tension.
- 5.- There is no time limit, so relax and enjoy the new experience on the next page.

HARTMAN VALUE PROFILE5. Scoring Instructions (1)Sample Case: Eduardo Gutierrez

Note: The numbering of these instructions follows the numbering of the Hartman Value Profile numbering and it also follows the Hartman Value Profile Example given with their instructions.

Fill out the Hartman Value Profile Axiometric Scoring Form at the top with the name, age, date, sex, marital status, occupation and educational information.

Now follow steps 1 thru 19 working section PART I V.Q., World Valuation (see pages 79-82).

- Step 1* On the third line of PART I V.Q. of the Hartman Value Profile Scoring Form copy the sequence of numbers in the order that they were written by the person taking the test, making sure that no number from 1 thru 18 has been skipped or used twice. Example: 9-5-7-13-11-2-17-15-10-1-3-18-6-14-8-16-4-12.
- Step 2. Find the difference between row 3 and 4, subtracting the lower number from the higher one even tho the lower number may be on the top row. Place the difference that you get in the first empty box in that same column on lines 5-7-9. If you find that there is no difference, like under column "g", where you are subtracting 17 from 17, then place a 0 on line 7. But in column "b" where you are subtracting 5 from 9, even tho the 9 is below the 5, place the balance 4 in column "b" on line 9, etc., until you have worked across the whole two lines. Place these numbers as close to the right hand side of each box as possible so you can leave space for valuation symbols (positive "+" and negative "-" later on in steps 15 and 16).

To save two steps 15 and 16, one may now mark the positive value (+) and negative value (-) at this time but only after you have read the directions and thoroughly understood them in steps 15 and 16. Otherwise just take one step at a time until you get to those two steps. If you understand those steps, then use the following rationale:

- + When single digit (row 3) is smaller than single digit number on row 4.
- + When double digit (row 3) is larger than double digit number on row 4.
- When single or double digit (row 3) is larger than single digit number on row 4.
- When single or double digit (row 3) is smaller than double digit number on row 4.

*Note: The words lines and rows are used interchangeable with row 1 being considered a,b,c,d,e, etc. Do not mix up step numbers with row numbers.

(1) Appreciation and credit, for the clerical explicitness of these instructions, are due for the efforts of Mrs. Gussie DeGraff and Mrs. Hazel Wentzloff, secretaries, for the Muskegon Public Schools.

- Step 3. Subtract 2 points from all numbers on line 5-7-9, and put the differences directly below the number you have subtracted from on lines 6-8-10.
- Example: Column "a" $3-2=1$ placing the 1 on line 8. Column "b" $4-2=2$ placing the 2 on line 10. Column "c" $3-2=1$ placing the 1 on line 10. Column "d" $2-2=0$ placing the 0 on line 8, and etc. across the lines of the set.
- Step 4. Add all the numbers in row 5 (3-3-2-1) and place the total (9) in the box marked DIM-I.
- Add all the numbers in row 7 (3-2-2-4) and place the total (11) in the box marked DIM-E.
- Add all the numbers in row 9 (4-3-1-2-1-5) and place the total (16) in the box marked DIM-S.
- Step 5. Add all the numbers in row 6 (1-1) and place the total (2) in the box at the end of that row marked INT.
- Add all the numbers in row 8 (1-2) and place the total (3) in the box at the end of that row marked INT.
- Add all the numbers in row 10 (2=1-3) and place the total (6) in the box at the end of the row marked INT.
- Step 6. Add the totals of row 5 DIM-I (9), plus the total of row 7 DIM-E (11), plus the total of row 9 DIM-S (16), and place the grand total (36) in the above box under DIF.
- Step 7. Add the totals of row 6 INT (2), plus the total of row 8 INT (3), plus the total of row 10 INT (6) and place the grand total (11) in the above box under INT.
- Step 8. Take the totals of DIM-I (9) and DIM-E (11) and DIM-S (16) and finding the highest total number (16) subtract each of the lower numbers (9)(11) from the highest number ($16-9=7$) ($16-11=5$). Now add the difference numbers (7 and 5) and place this total (12) in the above box under DIM.
- Step 9. Take the INT total in row 6 (2) and INT total in row 8 (3) and INT total in row 10 (6) and find the highest number (6) and subtract each of the lower numbers from the highest ($6-2=4$)($6-3=3$). Then add the difference numbers (4 and 3) and place this total (7) in the box along side DI at the bottom of the set.
- Step 10. Look over rows 3 and 4 and find the DIS numbers or the difference numbers. That is where the number in row 3 and row 4 are not both single numbers or both double numbers. If the top is a single number

and the bottom a double number, circle the letters above in rows 1 and 2. If the top is a double number and the bottom is a single number, circle the letters in rows 1 and 2. (Some persons will choose to circle both letters always while others will circle only one. The main thing is to get the total count correct in the DIS box.) Count the number of columns with circles and place this number in the box under DIS at the top right hand corner of the set. Example: 2.

- Step 11. Add the numbers in DIF (36) plus DIM (12) plus INT (11) and DIS (2) and place the total (61) in the left hand side of V.Q. box.
Example: (61-).
- Step 12. Add the numbers DIM (12) plus INT (11) plus DIS (2) and place that total (25) in the right hand side of V.Q. box. Example (-25).
With step 11 and 12 you now have the V.Q. box complete. Example: (61-25)

Note: A quicker way to get this V.Q. box complete would be to take step 12 DIM (12) plus INT (11) plus DIS (2) and place that total (25) in the right hand side of V.Q. box and then just add the DIF (36) number to the total of 25 and you have the left hand side of V.Q. box complete. Example: (61-25).

- Step 13. Take the DIM number, multiply it by 100, and divide it by the DIF number to get the DIM percentage. Place this number in the "DIM percentage" box.
- Step 14. Take the INT number, multiply it by 100, and divide it by the DIF number to get the INT percentage. Place this number in the "INT percentage" box.
- Step 15. This is the step to give the positive (+) valuation to numbers in rows 5-7-9.
- (a) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) use just the single digit numbers in both rows. Place a positive valuation symbol (+) in front of the numbers on rows 5-7-9 if the testee's number in row 3 is smaller than the test valuation number in row 4. (Top row single digit is smaller than single digit below or bottom row. Numbers like 17-17=0 get no valuation symbols.)
Example: Column "b" number 5 in row 3 is smaller than number 9 in row 4 and so number 4 in row 9 is given a positive (+) valuation.
Column "f" number 2 in row 3 is smaller than number 5 in row 4 and so the number 3 in row 5 is given a positive (+) valuation.
- (b) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) use just the double digit numbers in both rows. Place a positive valuation symbol (+) in front of the numbers on rows 5-7-9 if the testee's number in row 3 is larger than the test valuation number in row 4. (Top row double digit is larger than the double digit below or bottom row.)

Example: Column "d" number 13 in row 3 is larger than number 11 in row 4 and so the number 2 in row 7 is given a positive (+) valuation.

Column "p" number 16 in row 3 is larger than number 15 in row 4 and so the number 1 in row 5 is given a positive (+) valuation.

Step 16. This is the step to give the negative (-) valuation to numbers in rows 5-7-9.

- (a) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) place a negative (-) valuation in front of the numbers on rows 5-7-9 if the testee's single or double number is larger than the single digit number in row 4. (Top row single or double digit is larger than single digit below).

Example: Column "k" number 3 is larger on row 3 than number 1 on row 4 so then the number 2 on row 5 gets a negative (-) valuation before it.

Column "q" number 4 is larger on row 3 than number 3 on row 4 and so then the number 1 on row 9 gets a negative (-) valuation before it.

- (b) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) place a negative (-) valuation in front of the numbers on row 5-7-9 if the testee's single or double digit in row 3 is smaller than the double digit on row 4.

Example: Column "e" the number 11 is smaller on row 3 than the number 13 on row 4 and so the number 2 in row 7 gets a negative valuation (-).

For quick reference on the above steps 15 and 16 use this rationale:

- + Single digit row 3 is smaller than single digit number below in row 4.
- + Double digit row 3 is larger than double digit number below in row 4.
- Single or double digit row 3 is larger than single digit below in row 4.
- Single or double digit row 3 is smaller than double digit below in row 4.

Step 17. After completing the procedure of giving the numbers in rows 5-7-9 a positive (+) or negative (-) valuation, then add all the positive numbers in row 5 (3 and 3 and 1) and place the total (7) in right hand column under (+). Add all the positive numbers in row 7 (2) and row 9 (4) placing each row total of (+) numbers (4) and (8) in column under (+).

Step 18. After completing the procedure of giving the numbers in rows 5-7-9 a positive (+) or negative (-) valuation, then add all the negative

numbers (2) row 5 and place the total (2) in the right hand column under (-). Add all the negative valuation numbers in row 7 (3-2-4) and also in row 9 (3-1-2-1-5) and place each row total of (-) valuation (9) (12) in column under (-).

- Step 19. Take the total of negative (-) column (23) and divide by DIF number (36) to find the AI% (64%). (The positive and the negative sums together must equal DIF.)
- Repeat steps 1-19 for PART II S.Q., Self Valuation.
- Step 20 Take the first VQ score in PART I and divide it into the first SQ
& 21. score in PART II. The number obtained is the BQr1 answer. For step 21 add the same scores together and divide by 2. The number obtained is the BQa1 answer.
- Step 22 Take the second VQ score in PART I and divide it into the second SQ
& 23. score in PART II. The number obtained is the BQr2 answer. For step 23 add the same scores together and divide by 2. The number obtained is the BQa2 answer.
- Step 24 Multiply the BQr1 answer by the BQa1 answer. This number is the CQ1
& 25. answer. For step 25 multiply the BQr2 answer by the BQa2 answer. This number is the CQ2 answer. (Special note: When either the BQr1 answer or the BQr2 answer is less than 1 subtract the answer(s) in question in each case from 2 and multiply with the result. This exception occurs only in cases that are Atychal or that have Atychal tendencies.)
- Step 26. To find the approximate rank order correlation coefficient with axiological sequence, e, add the square of the differences obtained in step 2, subtract this answer from 1000 and put a decimal point in front of the result. Follow this procedure for both PART I and PART II. (see page 81)
- Step 27. There are two ways to score DIF1/DIF2. One is to simply divide the largest DIF into the smallest DIF and to convert the answer to a percentage. However this procedure will not reveal whether a person is Atychal or not. The second way is to divide the PART II DIF into the PART I DIF and convert the answer to a percentage. It is best to use both ways.
- Step 28. Plot scores on Axiogram. Plot PART I in blue, PART II in red, and the combinations of the two parts in black.
- Connect in black columns 15 and 17, 17-18-19-20-21, 20 and 22, 21 and 23, 22 and 23.
- Step 29. Record scores on Axiograph for personal report and explanation. (Also to illustrate the new scales of AI%, DIF1/DIF2, and rho.)

THE HARTMAN VALUE PROFILE

Name _____

_____ Date _____ Male - Female _____

Single - P _____

Numbers represent the steps to be taken.

Education _____

College 1 2 3 4 _____

Degrees: _____

Master's Doctorate _____

Part I — "V. Q."

Step	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.	
	1	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	6	8	7	10	11
2	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	DIM%	INT%			+	-
3					2														13	14			15	16
4					3														DIM-I	INT			15	16
5																			4	5			15	16
6	2																		DIM-E	INT			15	16
7	3																		4	5			15	16
8		2																	DIM-S	INT			15	16
9		3																	4	5			15	16
10																			26	9	9	DI	17	18
11																			DIF, DIF. 27				AI%	19

Part II — "S. Q."

Step	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.	
	1a	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	6a	8a	7a	10a	11a
2a	6a	9a	10a	11a	13a	5a	17a	16a	12a	4a	1a	18a	2a	14a	8a	15a	3a	7a	DIM%	INT%			+	-
3a					2a														13a	14a			15a	16a
4a					3a														DIM-I	INT			15a	16a
5a																			4a	5a			15a	16a
6a	2a																		DIM-E	INT			15a	16a
7a	3a																		4a	5a			15a	16a
8a		2a																	DIM-S	INT			15a	16a
9a		3a																	4a	5a			15a	16a
10a																			26a	9a	9a	DI	17a	18a
11a																			DIF, DIF. 27				AI%	19a

(1) $\frac{SQ}{VQ} = \frac{11a}{11} = 20$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{11a + 11}{2} = 21$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{12a}{12} = 22$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{12a + 12}{2} = 23$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{24}{1}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{25}{1}$ CQ₂

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 Knoxville, TN

THE HARTMAN VALUE PROFILE (HVP)

by Robert S. Hartman, Ph.D. and Mario Cardenas Trigos, M.D.

Name Eduardo Gutierrez

Address _____

City _____ State _____ Zip _____

Occupation _____

Firm _____

Address _____

City _____ State _____ Zip _____

Date _____ Sex: M _____ F _____ Age _____

Marital Status: Single _____ Married _____ Other _____

Circle highest level of education completed:

Grade 8 9 10 11 12

College 1 2 3 4 — Graduate Study

List any degrees _____

PART I: PHRASES
DIRECTIONS

On the right you will find 18 words or phrases. Each of these phrases (or words) represents something on which individuals may place different "values" (good or bad)—depending on their own feelings about how good or bad it is.

Read all of the phrases carefully. (If there is a word that you do not understand, ask what it means.)

Write the number "1" on the line in front of the phrase which represents the highest (most) value as far as you are concerned—that is, the one you feel is the **best**.

Write the number "2" in front of the phrase which represents the next best (second best) value.

Number **all** of the phrases in the same way, to show the order of their respective values to you. Use a **different** number for each of the 18 phrases (3, 4, 5 and so on). The number "18" should be in front of the word or phrase that represents the lowest (least) value to you—that is, the one that you feel is the **worst**.

Do not judge the expressions by the **importance** but **only by the goodness or badness** of their content.

Decide quickly how you feel about each of the phrases. There is no time limit, but most people are able to complete numbering all the phrases in about ten to twelve minutes. You may begin.

- ⑨ A good meal
- ⑤ A technical improvement
- ⑦ Nonsense
- ⑬ A fine
- ⑪ A rubbish heap
- ② A devoted scientist
- ⑰ Blow up an airliner in flight
- ⑮ Burn a heretic at the stake
- ⑩ A short-circuit
- ① "By this ring I thee wed"
- ③ A baby
- ⑱ Torture a person in a concentration camp
- ⑥ Love of nature
- ⑭ A madman
- ⑧ An assembly line
- ⑯ Slavery
- ④ A mathematical genius
- ⑫ A uniform

After you have finished, please CHECK to make sure that you have used all the numbers from 1 through 18, without repeating any. (Start with your number 1 and find each number up through 18.)

Cross out numbers used:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

continue on the other side →

Read these directions carefully. They are different from those of Part I.

**PART II: QUOTATIONS
DIRECTIONS**

On the right you will find 18 quotations. Each quotation concerns something on which individuals may place different "values" (good or bad)—depending on their own feelings about how much they agree or disagree with it.

Read all of the quotations carefully. (If there is a word that you do not understand, ask what it means.) The phrase "my work" does not refer to any particular job, but rather to what **you** are doing—your occupation or the kind of work you do. (If you are not pursuing an occupation, you may substitute for "my work" the phrase "what I am doing.")

Write the number "1" on the line in front of the quotation you **agree** with most—that is, the one which has the highest (most) value **in your own life**.

Write the number "2" in front of the quotation with which you agree next most (second most).

Number **all** of the quotations in the same way, to show the order of their respective values to you. Use a **different** number for each of the 18 quotations (3, 4, 5 and so on). The number "18" should be in front of the quotation that has the lowest (least) value **in your own life**—that is, the one you **disagree** with most.

Decide quickly how you feel about each of the quotations. There is no time limit, but most people are able to complete numbering all the quotations in about ten to twelve minutes. You may begin.

- 2 "I like my work—it does me good."
- 6 "The universe is a remarkably harmonious system."
- 12 "The world makes little sense to me."
- 14 "No matter how hard I work, I shall always feel frustrated."
- 17 "My working conditions are poor, and ruin my work."
- 5 "I feel at home in the world."
- 13 "I hate my work."
- 15 "My life is messing up the world."
- 11 "My work contributes nothing to the world."
- 7 "My work brings out the best in me."
- 1 "I enjoy being myself."
- 18 "I curse the day I was born."
- 10 "I love my work."
- 4 "The lack of meaning in the universe disturbs me."
- 9 "The more I understand my place in the world, the better I get in my work."
- 16 "My work makes me unhappy."
- 3 "I love the beauty of the world."
- 8 "My work adds to the beauty and harmony of the world."

After you have finished, please **CHECK** to make sure that you have used all the numbers from 1 through 18, without repeating any. (Start with your number 1 and find each number up through 18.)

Cross out numbers used:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

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THE HARTMAN VALUE PROFILE

Name Doe, John (Eduardo Gutierrez) Age 27 Date _____ Male Female

Single - Married

Example

Education completed 11 12 college 1 2 3 4

Degrees: Associate (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.				
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	12	11	2	61-25				
9	5	7	13	11	2	17	15	10	1	3	18	6	14	8	16	4	12	DIM%	INT%							
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	33	31							
					+3						+3	-2	0			0			+1			DIM-I	9			
					1						1	0	0			0			0			INT	2			
			-3				+2	-2				0				-4			0			DIM-E	11			
			1				0	0				0				2			0			INT	3			
		+4	-3						-1	-2						-1	-5			DIM-S	16					
		2	1						0	0						0	3			INT	6					
																	.888	Q	7	DI						
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Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.				
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	46	26	23	2	97-51				
2	6	12	14	17	5	13	15	11	7	1	18	10	4	9	16	3	8	DIM%	INT%							
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	57	50							
					0						-3	0	0			-10			+1			DIM-I	14			
					0						1	0	0			8			0			INT	9			
			+4				+3	+4				-4				-8			-1			DIM-E	24			
			2				1	2				2				6			0			INT	13			
		+3	+2						-1	-1						0	-1			DIM-S	8					
		1	0						0	0						0	0			INT	1					
																	.752	Q	16	DI						
																					17 29					
																					AI% 63					

(1) $\frac{SQ}{VQ} = \frac{97}{61} = \underline{1.6} \text{ BQR}_1$
 $\frac{SQ + VQ}{2} = \frac{158}{2} = \underline{79} \text{ BQA}_1$

(2) $\frac{SQ}{VQ} = \frac{51}{25} = \underline{2.0} \text{ BQR}_2$
 $\frac{SQ + VQ}{2} = \frac{76}{2} = \underline{38} \text{ BQA}_2$

(3) $\text{BQR}_1 \times \text{BQA}_1 = \underline{126} \text{ CQ}_1$
 $\text{BQR}_2 \times \text{BQA}_2 = \underline{76} \text{ CQ}_2$

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Step 26

Procedure for Calculation of \mathcal{C} (Approximated Value)

Test of Eduardo Gutierrez:

I			II		
Item	D	D^2	Item	D	D^2
a	3	9	a	4	16
b	4	16	b	3	9
c	3	9	c	2	4
d	2	4	d	3	9
e	2	4	e	4	16
f	3	9	g	4	16
h	1	1	h	1	1
i	2	4	i	1	1
j	3	9	j	3	9
k	2	4	m	8	64
m	4	16	n	10	100
p	1	1	o	1	1
q	1	1	p	1	1
r	5	25	r	1	1
		$\Sigma D^2 = 112$			$\Sigma D^2 = 248$
		1000 - 112 <hr style="width: 50%; margin: 0 auto;"/> 888			1000 - 248 <hr style="width: 50%; margin: 0 auto;"/> 752
		or $\mathcal{C} = .888$			or $\mathcal{C} = .752$

In order to calculate \mathcal{C} itself, multiply ΣD^2 by 6 and divide by 5814 $\square = n(n^2 - 1)$, where $n = \sqrt{18}$. Subtract result from 1.000.

Thus, for Part I, $6 \times 112/5814 = .116$; $1.000 - .116 = .884$

For Part II, $6 \times 248/5814 = .256$; $1.000 - .256 = .744$.

THE HARTMAN VALUE PROFILE • AXIOMGRAM

DATE _____

NAME John Doe (Eduardo Gutierrez)

(Middle)

(First)

(Last)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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BQ _s (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
CQ (I)	1	14	28	42	56	70	83	90	98	106	115	124	133	140	149	158	167	175	184	191	202	213	224	236	249	262	275	288	300	313	328	343	358	371	388	403	418	435	452	469	486	503	517	533	548	563	578	593	608	623	638	653	668	683	698	713	728	743	758	773	788	803	818	833	848	863	878	893	908	923	938	953	968	983	998	1013	1028	1043	1058	1073	1088	1103	1118	1133	1148	1163	1178	1193	1208	1223	1238	1253	1268	1283	1298	1313	1328	1343	1358	1373	1388	1403	1418	1433	1448	1463	1478	1493	1508	1523	1538	1553	1568	1583	1598	1613	1628	1643	1658	1673	1688	1703	1718	1733	1748	1763	1778	1793	1808	1823	1838	1853	1868	1883	1898	1913	1928	1943	1958	1973	1988	2003	2018	2033	2048	2063	2078	2093	2108	2123	2138	2153	2168	2183	2198	2213	2228	2243	2258	2273	2288	2303	2318	2333	2348	2363	2378	2393	2408	2423	2438	2453	2468	2483	2498	2513	2528	2543	2558	2573	2588	2603	2618	2633	2648	2663	2678	2693	2708	2723	2738	2753	2768	2783	2798	2813	2828	2843	2858	2873	2888	2903	2918	2933	2948	2963	2978	2993	3008	3023	3038	3053	3068	3083	3098	3113	3128	3143	3158	3173	3188	3203	3218	3233	3248	3263	3278	3293	3308	3323	3338	3353	3368	3383	3398	3413	3428	3443	3458	3473	3488	3503	3518	3533	3548	3563	3578	3593	3608	3623	3638	3653	3668	3683	3698	3713	3728	3743	3758	3773	3788	3803	3818	3833	3848	3863	3878	3893	3908	3923	3938	3953	3968	3983	3998	4013	4028	4043	4058	4073	4088	4103	4118	4133	4148	4163	4178	4193	4208	4223	4238	4253	4268	4283	4298	4313	4328	4343	4358	4373	4388	4403	4418	4433	4448	4463	4478	4493	4508	4523	4538	4553	4568	4583	4598	4613	4628	4643	4658	4673	4688	4703	4718	4733	4748	4763	4778	4793	4808	4823	4838	4853	4868	4883	4898	4913	4928	4943	4958	4973	4988	5003	5018	5033	5048	5063	5078	5093	5108	5123	5138	5153	5168	5183	5198	5213	5228	5243	5258	5273	5288	5303	5318	5333	5348	5363	5378	5393	5408	5423	5438	5453	5468	5483	5498	5513	5528	5543	5558	5573	5588	5603	5618	5633	5648	5663	5678	5693	5708	5723	5738	5753	5768	5783	5798	5813	5828	5843	5858	5873	5888	5903	5918	5933	5948	5963	5978	5993	6008	6023	6038	6053	6068	6083	6098	6113	6128	6143	6158	6173	6188	6203	6218	6233	6248	6263	6278	6293	6308	6323	6338	6353	6368	6383	6398	6413	6428	6443	6458	6473	6488	6503	6518	6533	6548	6563	6578	6593	6608	6623	6638	6653	6668	6683	6698	6713	6728	6743	6758	6773	6788	6803	6818	6833	6848	6863	6878	6893	6908	6923	6938	6953	6968	6983	6998	7013	7028	7043	7058	7073	7088	7103	7118	7133	7148	7163	7178	7193	7208	7223	7238	7253	7268	7283	7298	7313	7328	7343	7358	7373	7388	7403	7418	7433	7448	7463	7478	7493	7508	7523	7538	7553	7568	7583	7598	7613	7628	7643	7658	7673	7688	7703	7718	7733	7748	7763	7778	7793	7808	7823	7838	7853	7868	7883	7898	7913	7928	7943	7958	7973	7988	8003	8018	8033	8048	8063	8078	8093	8108	8123	8138	8153	8168	8183	8198	8213	8228	8243	8258	8273	8288	8303	8318	8333	8348	8363	8378	8393	8408	8423	8438	8453	8468	8483	8498	8513	8528	8543	8558	8573	8588	8603	8618	8633	8648	8663	8678	8693	8708	8723	8738	8753	8768	8783	8798	8813	8828	8843	8858	8873	8888	8903	8918	8933	8948	8963	8978	8993	9008	9023	9038	9053	9068	9083	9098	9113	9128	9143	9158	9173	9188	9203	9218	9233	9248	9263	9278	9293	9308	9323	9338	9353	9368	9383	9398	9413	9428	9443	9458	9473	9488	9503	9518	9533	9548	9563	9578	9593	9608	9623	9638	9653	9668	9683	9698	9713	9728	9743	9758	9773	9788	9803	9818	9833	9848	9863	9878	9893	9908	9923	9938	9953	9968	9983	9998	10013	10028	10043	10058	10073	10088	10103	10118	10133	10148	10163	10178	10193	10208	10223	10238	10253	10268	10283	10298	10313	10328	10343	10358	10373	10388	10403	10418	10433	10448	10463	10478	10493	10508	10523	10538	10553	10568	10583	10598	10613	10628	10643	10658	10673	10688	10703	10718	10733	10748	10763	10778	10793	10808	10823	10838	10853	10868	10883	10898	10913	10928	10943	10958	10973	10988	11003	11018	11033	11048	11063	11078	11093	11108	11123	11138	11153	11168	11183	11198	11213	11228	11243	11258	11273	11288	11303	11318	11333	11348	11363	11378	11393	11408	11423	11438	11453	11468	11483	11498	11513	11528	11543	11558	11573	11588	11603	11618	11633	11648	11663	11678	11693	11708	11723	11738	11753	11768	11783	11798	11813	11828	11843	11858	11873	11888	11903	11918	11933	11948	11963	11978	11993	12008	12023	12038	12053	12068	12083	12098	12113	12128	12143	12158	12173	12188	12203	12218	12233	12248	12263	12278	12293	12308	12323	12338	12353	12368	12383	12398	12413	12428	12443	12458	12473	12488	12503	12518	12533	12548	12563	12578	12593	12608	12623	12638	12653	12668	12683	12698	12713	12728	12743	12758	12773	12788	12803	12818	12833	12848	12863	12878	12893	12908	12923	12938	12953	12968	12983	12998	13013	13028	13043	13058	13073	13088	13103	13118	13133	13148	13163	13178	13193	13208	13223	13238

6. Axiological Description

- 6.1. The Analysis of a test consists of
- (a) the Axiological Description and
 - (b) the Clinical Interpretation.

In this section we deal with the Axiological Description.

6.2. The axiological description (for short, the Description) describes the testee's Axiogram. The latter inserts the testee's scores, on the scoring sheet, in the axiological scales, according to the procedure for Filling Out the Axiogram in the Scoring Direction. The Description translates the Axiogram of the testee into words.

6.2.1. Note that the Description must follow strictly the wording of the definitions of the Axiogram. In this way not only will errors be avoided but, since the Description serves as material for the Clinical Interpretation, the correct basis for the latter will be secured.

6.2.2. Each test falls into one or several of the 7 rows of the Axiogram. These rows from top to bottom indicate Excellent, Very good, Good, Average, Poor, Very Poor, Bad capacities, respectively. This seven-fold qualification differentiates the threefold qualification of the Axiogram, namely Well Developed, Developed, Needs Development.

6.3. Using both scales of qualifications we shall now give the axiological description of the testee in the example of the Scoring Directions, Eduardo Gutierrez. We shall first follow the blue line, that is the first part of the test, and then the red line, the second part of the test.

6.3.1. (a) We begin with Columns 1 - 4, which belong together, making up the Dif-score.

The development of this person's capacity to discern the individuality of others is well developed (very good). His capacity to discern values in the outside world is well-developed (very good). His capacity to discern system and order in the world is developed (good). His capacity to differentiate values in general in the outside world is well developed (very good).

More smoothly and starting with Dif we may formulate:

His capacity to differentiate values in general in the world is well developed (or very good) and so is his capacity to discern the individuality of others and to discern values in the outside world. His capacity to discern system and order in the world is developed (or good).

(b) We now continue with Columns 5 and 6, the Dim measures:

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	
9	5	7	13	11	2	17	15	10	1	3	18	6	14	8	16	4	12	
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	
					+3				+3	-2	0		0		+1			
					1				1	0	0		0		0			
-3			+2	-2		0							-4		0			
1			0	0		0							2		0			
	+4	-3							-1	-2							-1	-5
	2	1							0	0							0	3

DIF	DIM	INT	DIS	V. Q.
36	12	11	2	61 - 25

DIM%	INT%
33	31
DIM-I	9
INT	2
DIM-E	11
INT	3
DIM-S	16
INT	6
.888	0
7	DI

+	-
7	2
2	9
4	12
13	23

AI% 64

DIF: 78

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
2	6	12	14	17	5	13	15	11	7	1	18	10	4	9	16	3	8
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
					0				-3	0	0		-10		+1		
					0				1	0	0		8		0		
+4			+3	+4		-4							-8		-1		
2			1	2		2							6		0		
	+3	+2							-1	-1						0	-1
	1	0							0	0						0	0

DIF	DIM	INT	DIS	S. Q.
46	26	23	2	97 - 51

DIM%	INT%
57	50
DIM-I	14
INT	9
DIM-E	24
INT	13
DIM-S	8
INT	1
.752	0
16	DI

+	-
1	13
11	13
5	3
17	29

AI% 63

(1) $\frac{SQ}{VQ} = \frac{97}{61} = 1.6 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{158}{2} = 79 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{51}{25} = 2.0 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{76}{2} = 38 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = 126 \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = 76 \text{ CQ}_2$

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His sense of proportion in valuing the dimensions mentioned above in outside situations is developed (average). His sense of the reality of the world is developed (average).

or:

His sense of proportion in valuing the above-mentioned value dimensions is developed, and so is his sense of the reality of the world.

(c) Continuing with Columns 7, 8, 9, 10 and 11, the Integration measures, we formulate, copying (first version) or paraphrasing (second version) the Axiogram:

First version:

His capacity for discerning the important within the complex in situations which concern the individuality of others is well developed (very good). His capacity to discern the important within the complex in practical situations in the world is well developed (very good). His capacity to discern the important within the complex in systems is developed (good). His capacity to discern the important within the complex in outside situations is well developed (very good). His capacity to organize and discipline his reactions (when confronted with outside problems) is developed (average).

Second version:

Since Integration is the sum of Int-E, Int-I and Int-S we start with Integration, Column 10.

His capacity to discern the important within the complex in outside situations is well developed and so are his capacity for discerning the important within the complex in situations concerning the individuality of others and concerning practical situations, while his capacity for discerning the important within the complex in systems is developed (good).

We may now add, following always the definitions of the Axiogram for the columns in question:

In other words, his capacity to resolve problems and to make decisions in outside situations is well developed, as is in particular his capacity to solve personal problems of others and practical problems outside. His capacity to solve theoretical problems is developed, and so is his capacity to organize and discipline his reactions when confronted with outside problems.

(d) We continue with Columns 12 and 13, the D.I. and Dis measures:

His sense of proportion when solving problems in the world, that is his capacity of concentration in problematic situations outside is well developed (very good) and his capacity to distinguish

between dissimilar values, the good and the bad, in the outside world is developed (good).

(e) Continuing with Columns 14 and 15, VQ:

His capacity to value correctly outside situations is in its totality well developed as to quantity (very good) and developed (average) as to quality, that is, inner harmony.

This ends the description of the first part of the test, following the blue line.

(f) We shall now repeat the description in a smoother version, describing in the first paragraph Columns 1 - 4, Dif; in the second paragraph Columns 7 - 11, Int; the third paragraph Columns 12 and 13; with the result of the first part Columns 15 and 16 in the fourth paragraph.

- 1-4
DIF
SUB-DIM His capacity to differentiate values in general in the world is well developed and so are, in particular, his capacity to discern the individuality of others and to discern values in the outside world; his personal and practical value capacity. His capacity to discern system and order in the world, his theoretical¹ value capacity, is developed but to a slightly lesser degree. Part 1
- 5-6
DIM His sense of proportion in valuing the above dimensions is slightly less developed, and so is his sense of the reality of the world. Part 2
- 7-11
INT His capacity to discern the important within the complex in outside situations, that is, his capacity to resolve problems and make decisions, is well developed. So are his capacities to discern the important within the complex in situations concerning the individuality of others, his capacity to solve personal problems of others and his capacity to see the important within the complex in outside situations, his capacity to solve practical problems in the outside world. His capacity to see the important in the complex in systems, that is, his capacity to solve theoretical problems, is slightly less developed. Part 3
His capacity to organize and discipline his reactions when confronted with the outside problems is developed.
- 12, 13
D.I.
DIS His sense of proportion in solving problems in the world, that is, his capacity for concentrating on problematic outside situations is well developed, while his capacity for distinguishing between dissimilar values, that is between good and bad in the outside world, is developed. Part 4

¹Note that in Definition 3, Dim-S, "Theoretical valuation" belongs to Part I, and "normative (moral)" valuation belongs to Part II. Note that in Definition 9, Int-S, the capacity to solve theoretical problems belongs to Part I, and normative problems to Part II.

14, 15
V.Q. As a result his total capacity of valuing the outside world is well developed in quantity but the inner harmony of this capacity, its quality, is not as well developed. Part 5

6.3.2. We now turn to the second part of the test following the red line, and using the same procedure as above but with occasional references to the blue line:

1-4
DIF
SUB-DIM His capacity for differentiating values in general within himself is developed though not to as high a degree as his capacity of differentiating values in general in the outside world. His capacity to discern his own individuality is well developed and so is his capacity for discerning system and order within himself. His capacity for normative¹ (moral) norms that rule his conduct and for self-organization. Less developed is his capacity of discerning his own role in the world. Part 6

5-6
DIM
DIM & His sense of proportion in valuing the above mentioned dimensions within himself needs a great deal of development and even more so does his sense of his own reality. Part 7

7-11
INT
SUB-INT
INT % His capacity to discern the important within the complex within himself, that is, his capacity to resolve problems and to make decisions within himself is developed though not very highly. Very well developed is his capacity to discern the important within the complex as problems which require self-discipline, his capacity to resolve normative problems within himself somewhat less developed in his capacity to discern the important within the complex in situations that concern his own individuality, his capacity to solve his own personal problems, and even less his capacity to discern the important within the complex in situations which concern his role in the world, his capacity to resolve practical problems. His capacity to organize and discipline his reactions; when confronted with problems within himself needs a great deal of development. Part 8

12, 13
D.I.
DIS Also his sense of proportion of resolving problems within himself, his capacity for concentration in problematic situations within himself needs development. His capacity to distinguish between dissimilar values, the good and the bad within himself, is developed. Part 9

16, 17
SQ As a result, his capacity to value adequately himself as a person is developed in quantity though it needs a great deal of development in its inner harmony or quality. Part 10

¹See note on p. 87.

6.3.3. We now turn to the combination of the two tests in Columns 18-23, making one final paragraph.

18, 19 <u>BQ_r</u>	The balance between his two capacities of valuation and self-valuation is well developed in quantity as well as in inner harmony or quality. His capacity to value according to the	
20, 21 <u>BQ_a</u>	axiological scale of values, his absolute value equilibrium,	Part 11
22, 23 <u>CQ</u>	is developed as to quantity but needs development as to inner harmony or quality. His combined value capacity is well developed as to quantity and developed as to inner harmony or quality.	

This ends the axiological description of the sample test in the Scoring Directions.

Any axiological description of a test follows this pattern, even though every analyst will have his own style.

(Note: For a full analysis of the sample test see page 133).

7. Clinical Interpretation

7.1. The clinical interpretation determines and interrelates those features of a test which are indicated by especially high or especially low numbers. It interprets the peaks and valleys of the test pattern.

7.2. In doing so, the clinical interpretation goes beyond the axiological into the psychological and psychiatric field. This is based on the fact that the valuation capacity is a function of both one's emotional and intellectual organization.

7.3. Due to the formal nature of axiology, the interpretation of the scores is not bound to any psychological school but may be made in terms of any psychological theory. While, thus, every psychological school will have its own contribution to make to the clinical interpretation of the test, those psychologies directed toward values will be the most adequate for the full clinical understanding of the data provided by the test. Among these are existential and Being psychologies (Binswanger, Frankl, Rollo May, Maslow), phenomenological psychologies (Merleau-Ponty, Gurwitsch, Erwin Straus) and comprehensively based psychopathologies (Jaspers).

7.4. For true proficiency in interpretation a knowledge of these fields is necessary, besides knowledge of formal axiology. The bibliography is recommended as a necessary background for the clinical interpretation.

While thus the capacity for interpreting the test depends to some extent on the general education and background of the interpreter, the exact nature of the test and of the axiological description in particular which follows a definite pattern (sect. 6) excludes error. (The procedure can even be computerized.) An interpreter therefore who follows the present instructions may make a correct and penetrating interpretation even when he does not possess the comprehensive psychological and axiological background recommended.

7.5. It is strongly recommended that no clinical interpretation be completed without a personal interview with the testee. Although clinical interpretations without personal interviews are possible and give acceptable results, the choice of adjectives to interpret the scores is too wide to enable the interpreter to choose the correct one without a personal impression. Thus, while a "blind" interpretation may be an adequate one, for an exact "fit" it should be adjusted in a personal interview which serves so to speak, as a fitting of the analysis to the testee. It is the means to put the interpretation into correct focus. This implies that the interpreter, besides having the necessary background, ought to have the intuition and experience expected by a professional.

7.6. In addition to the capacities mentioned in the preceding paragraphs, the interpreter will be greatly helped by a command of language and fluidity of style. To translate the test scores into adjectives requires some stylistic skill. To take one example, the combination of a low Dif and a high Dis, e.g. Dif 36, Dis 4, indicates that the person intentionally confuses good and bad. This may mean any or all of the following properties: Spontaneity, Wit, Intellectual Vitality, Originality, Non-Conformity, Capriciousness, Moodiness, Whimsicalness, Eccentricity, Rebelliousness, and others. The correct adjective will depend on the interview; but the list of adjectives possible may depend in part on the ingenuity of the interpreter. The list is based in each case on the meaning of the scores; the interpretation given in this manual (see below Sect. 7.9.7.1. for the example given) may not be sufficient to cover an individual case and the interpreter may have to widen the list given here.

In this endeavor a Roget Thesaurus may be highly useful.

7.7. The interpretation must be made from both the Scoring Sheet and the Axiogram.

7.7.1. The Scoring Sheet provides the numerical Gestalt of the test. In particular, it supplies the microscopic exactness with which the test measures the person's value pattern. In the interpretation of healthy persons, where the numerical differences of the scores are small, often the slightest differences of numbers are important. These are not always indicated in the Axiogram with its large scales. In abnormal persons these differences are very much larger. The strength of the test therefore, is both in the subtle differentiation of the value capacity of healthy persons and in the rapid discovery of psychopathological symptoms.

7.7.1.1. The practiced interpreter will detect the essence of the person's value pattern with one glance of the Scoring Sheet which shows him the features indicated by especially high or low numbers. Thus, in the four following tests,¹ the outstanding features of the persons are respectively, High Tension \sqrt{AG} (BQ_r 3.0-4.6) and lack of Self-discipline ($Dim-S_2$ 33 (-20)); Difficulty in handling the world \sqrt{AA} (BQ_r 0.53, Dif_1 52, Dif_2 32); Rigidity and Neuroticism \sqrt{MF} ($Dim-S_2$ 17 (+13), Int percentage₂ 45); lack of Self-acceptance \sqrt{AM} ($Dim \frac{1}{2}$ 68) Dependence and overcompensation ($Dim-E_2$ 19). These features once identified serve as the core of the Interpretation.

¹All sample tests given in this Manual are actual cases.

THE HARTMAN VALUE PROFILE • AXIOGRAM

NAME (Last) A. G. (First) _____ (Middle) _____ DATE _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (1)	BQ _r (2)	BQ _r (1)	BQ _r (2)	CQ (1)	CQ (2)	RQ _a (1)	RQ _a (2)	
Excellent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PART I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Very Good	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Good	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PART II	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Average	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Very Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Extremely Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

NAME A. A. (Last) (First) (Middle) DATE _____ THE HARTMAN VALUE PROFILE • AXIOMGRAM

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CHAL	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
RQ _r (1)	1	14	28	42	56	70	83	90	98	106	115	124	132	140	149	159	170	181	191	202	213	224	236	249	262	275	288	300	313	328	343	358	373	388	403	418	435	452	469	486	503	520	533	550	567	584	601	618	635	652	669	686	703	720	737	754	771	788	805	822	839	856	873	890	907	924	941	958	975	992	1009	1026	1043	1060	1077	1094	1111	1128	1145	1162	1179	1196	1213	1230	1247	1264	1281	1298	1315	1332	1349	1366	1383	1400	1417	1434	1451	1468	1485	1502	1519	1536	1553	1570	1587	1604	1621	1638	1655	1672	1689	1706	1723	1740	1757	1774	1791	1808	1825	1842	1859	1876	1893	1910	1927	1944	1961	1978	1995	2012	2029	2046	2063	2080	2097	2114	2131	2148	2165	2182	2199	2216	2233	2250	2267	2284	2301	2318	2335	2352	2369	2386	2403	2420	2437	2454	2471	2488	2505	2522	2539	2556	2573	2590	2607	2624	2641	2658	2675	2692	2709	2726	2743	2760	2777	2794	2811	2828	2845	2862	2879	2896	2913	2930	2947	2964	2981	2998	3015	3032	3049	3066	3083	3100	3117	3134	3151	3168	3185	3202	3219	3236	3253	3270	3287	3304	3321	3338	3355	3372	3389	3406	3423	3440	3457	3474	3491	3508	3525	3542	3559	3576	3593	3610	3627	3644	3661	3678	3695	3712	3729	3746	3763	3780	3797	3814	3831	3848	3865	3882	3899	3916	3933	3950	3967	3984	4001	4018	4035	4052	4069	4086	4103	4120	4137	4154	4171	4188	4205	4222	4239	4256	4273	4290	4307	4324	4341	4358	4375	4392	4409	4426	4443	4460	4477	4494	4511	4528	4545	4562	4579	4596	4613	4630	4647	4664	4681	4698	4715	4732	4749	4766	4783	4800	4817	4834	4851	4868	4885	4902	4919	4936	4953	4970	4987	5004	5021	5038	5055	5072	5089	5106	5123	5140	5157	5174	5191	5208	5225	5242	5259	5276	5293	5310	5327	5344	5361	5378	5395	5412	5429	5446	5463	5480	5497	5514	5531	5548	5565	5582	5599	5616	5633	5650	5667	5684	5701	5718	5735	5752	5769	5786	5803	5820	5837	5854	5871	5888	5905	5922	5939	5956	5973	5990	6007	6024	6041	6058	6075	6092	6109	6126	6143	6160	6177	6194	6211	6228	6245	6262	6279	6296	6313	6330	6347	6364	6381	6398	6415	6432	6449	6466	6483	6500	6517	6534	6551	6568	6585	6602	6619	6636	6653	6670	6687	6704	6721	6738	6755	6772	6789	6806	6823	6840	6857	6874	6891	6908	6925	6942	6959	6976	6993	7010	7027	7044	7061	7078	7095	7112	7129	7146	7163	7180	7197	7214	7231	7248	7265	7282	7299	7316	7333	7350	7367	7384	7401	7418	7435	7452	7469	7486	7503	7520	7537	7554	7571	7588	7605	7622	7639	7656	7673	7690	7707	7724	7741	7758	7775	7792	7809	7826	7843	7860	7877	7894	7911	7928	7945	7962	7979	7996	8013	8030	8047	8064	8081	8098	8115	8132	8149	8166	8183	8200	8217	8234	8251	8268	8285	8302	8319	8336	8353	8370	8387	8404	8421	8438	8455	8472	8489	8506	8523	8540	8557	8574	8591	8608	8625	8642	8659	8676	8693	8710	8727	8744	8761	8778	8795	8812	8829	8846	8863	8880	8897	8914	8931	8948	8965	8982	8999	9016	9033	9050	9067	9084	9101	9118	9135	9152	9169	9186	9203	9220	9237	9254	9271	9288	9305	9322	9339	9356	9373	9390	9407	9424	9441	9458	9475	9492	9509	9526	9543	9560	9577	9594	9611	9628	9645	9662	9679	9696	9713	9730	9747	9764	9781	9798	9815	9832	9849	9866	9883	9900	9917	9934	9951	9968	9985	10002	10019	10036	10053	10070	10087	10104	10121	10138	10155	10172	10189	10206	10223	10240	10257	10274	10291	10308	10325	10342	10359	10376	10393	10410	10427	10444	10461	10478	10495	10512	10529	10546	10563	10580	10597	10614	10631	10648	10665	10682	10699	10716	10733	10750	10767	10784	10801	10818	10835	10852	10869	10886	10903	10920	10937	10954	10971	10988	11005	11022	11039	11056	11073	11090	11107	11124	11141	11158	11175	11192	11209	11226	11243	11260	11277	11294	11311	11328	11345	11362	11379	11396	11413	11430	11447	11464	11481	11498	11515	11532	11549	11566	11583	11600	11617	11634	11651	11668	11685	11702	11719	11736	11753	11770	11787	11804	11821	11838	11855	11872	11889	11906	11923	11940	11957	11974	11991	12008	12025	12042	12059	12076	12093	12110	12127	12144	12161	12178	12195	12212	12229	12246	12263	12280	12297	12314	12331	12348	12365	12382	12399	12416	12433	12450	12467	12484	12501	12518	12535	12552	12569	12586	12603	12620	12637	12654	12671	12688	12705	12722	12739	12756	12773	12790	12807	12824	12841	12858	12875	12892	12909	12926	12943	12960	12977	12994	13011	13028	13045	13062	13079	13096	13113	13130	13147	13164	13181	13198	13215	13232	13249

THE HARTMAN VALUE PROFILE

Name M. F. Age 20 Date _____ Male Female

Single - Married - Other Occupation psychologist

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	40	5	19	2	66-26			
2	9	15	14	18	6	17	16	7	4	1	13	5	12	8	11	3	10	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	12	48						
				-1					0	0	-5			-2			-4			DIM-I	12			+	-
				0					0	0	3			0			2					INT	5	0	12
+4				+3	+5			0					-3			0			DIM-E	15			12	3	
2				1	3			0					1			0					INT	7			
		0	+5					0	-5							0	-3			DIM-S	13			5	8
		0	3					0	3							0	1					INT	7		
																	.836	♀	2	DI	17	23	AI%	58	

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	40	11	18	0	69-29			
5	8	16	11	12	9	15	17	13	4	1	18	6	10	2	14	7	3	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	28	45						
				-4					0	0	0			-4			-1			DIM-I	9			+	-
				2					0	0	0			2			0					INT	4	0	9
+1				0	-1			-2					-4			+6			DIM-E	14			7	7	
0				0	0			0					2			4					INT	6			
		+1	+6					+1	+1							-4	+4			DIM-S	17			13	4
		0	4					0	0							2	2					INT	8		
																	.838	♀	6	DI	20	20	AI%	50	

(1) $\frac{SQ}{VQ} = \frac{69}{26} = 1.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{135}{2} = 68$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{29}{26} = 1.1$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{55}{2} = 28$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{68}{68}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{31}{31}$ CQ₂

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 The Robert S. Hartman Institute
 Knoxville, TN

NAME _____ M. F. _____ DATE _____ THE HARTMAN VALUE PROFILE • AXIOMGRAM

(Last) (First) (Middle)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM %	DIM %	INT (I)	INT (E)	INT (S)	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _r (1)	BQ _r (2)	CQ (I)	CQ (2)	RQ _a (1)	RQ _a (2)	
Excellent	1	1	1	22	0	2	0	0	0	2	0	0	1	1	1	1	0.1-0.6	0.7	0.7	1	1	1	1	1	4.8
	2	2	2	24	1	4	0	0	0	4	1	0	10	2	2	2	1.1	1.1	1.1	2	14	3	14	14	4.6
	3	3	3	26	2	6	0	0	0	6	2	0	19	3	3	3	1.1	1.1	1.1	3	28	5	28	28	4.4
	4	4	4	28	3	8	0	0	0	8	3	0	28	4	4	4	1.1	1.1	1.1	4	37	6	37	37	4.2
	5	5	5	30	3	10	0	0	0	10	4	0	37	5	5	5	1.5	1.5	1.5	5	46	7	46	46	4.0
	6	6	6										46	6	6	6					56	9	56	56	
	7	7	7										55	7	7	7					70	11	70	70	
Very Good	8	8	8	32	4	12	1	1	1	12	4	1	56	8	8	8	1.6	1.6	1.6	8	90	13	90	90	3.8
	9	9	9	34	5	14	1	1	1	14	5	1	58	9	9	9	1.7	1.7	1.7	9	98	16	98	98	3.6
	10	10	10	36	6	16	2	2	2	16	6	2	60	10	10	10	1.8	1.8	1.8	10	106	18	106	106	3.4
	11	11	11	38	7	18	3	3	3	18	7	3	63	11	11	11	1.9	1.9	1.9	11	115	21	115	115	3.2
	12	12	12	40	8	20	4	4	4	20	8	4	66	12	12	12	2.0	2.0	2.0	12	124	24	124	124	3.0
	13	13	13										69	13	13	13					132	28	132	132	
	14	14	14										70	14	14	14					140	32	140	140	
Good	15	15	15	42	8	22	6	6	6	22	8	6	71	15	15	15	2.1	2.1	2.1	15	159	37	159	159	2.8
	16	16	16	44	9	24	7	7	7	24	9	7	73	16	16	16	2.2	2.2	2.2	16	169	42	169	169	2.6
	17	17	17	46	10	26	8	8	8	26	10	8	75	17	17	17	2.3	2.3	2.3	17	178	48	178	178	2.4
	18	18	18	48	11	28	9	9	9	28	11	9	78	18	18	18	2.4	2.4	2.4	18	188	53	188	188	2.2
	19	19	19										81	19	19	19	2.5	2.5	2.5	19	198	57	198	198	2.0
	20	20	20										83	20	20	20					202	62	202	202	
	21	21	21										85	21	21	21					213	67	213	213	
Average	22	22	22	52	12	32	13	13	13	32	12	13	86	22	22	22	2.6	2.6	2.6	22	227	73	227	227	1.8
	23	23	23	54	13	34	14	14	14	34	13	14	88	23	23	23	2.7	2.7	2.7	23	236	78	236	236	1.6
	24	24	24	56	14	36	15	15	15	36	14	15	90	24	24	24	2.8	2.8	2.8	24	245	83	245	245	1.4
	25	25	25	58	15	38	16	16	16	38	15	16	93	25	25	25	2.9	2.9	2.9	25	254	88	254	254	1.2
	26	26	26	60	16	40	17	17	17	40	16	17	96	26	26	26	3.0	3.0	3.0	26	263	93	263	263	1.0
	27	27	27										98	27	27	27					272	98	272	272	
	28	28	28										100	28	28	28					281	103	281	281	
Poor	29	29	29	62	16	42	20	20	20	42	16	20	101	29	29	29	3.1	3.1	3.1	29	290	108	290	290	0.9
	30	30	30	64	17	44	21	21	21	44	17	21	103	30	30	30	3.2	3.2	3.2	30	300	113	300	300	0.8
	31	31	31	66	18	46	22	22	22	46	18	22	105	31	31	31	3.3	3.3	3.3	31	309	118	309	309	0.7
	32	32	32	68	19	48	23	23	23	48	19	23	108	32	32	32	3.4	3.4	3.4	32	318	123	318	318	0.6
	33	33	33	70	20	50	24	24	24	50	20	24	111	33	33	33	3.5	3.5	3.5	33	327	128	327	327	
	34	34	34										113	34	34	34					336	133	336	336	
	35	35	35										115	35	35	35					345	138	345	345	
Very Poor	36	36	36	72	20	52	27	27	27	52	20	27	116	36	36	36	3.6	3.6	3.6	36	354	143	354	354	0.5
	37	37	37	74	21	54	28	28	28	54	21	28	118	37	37	37	3.7	3.7	3.7	37	363	148	363	363	0.4
	38	38	38	76	22	56	29	29	29	56	22	29	120	38	38	38	3.8	3.8	3.8	38	372	153	372	372	
	39	39	39	78	23	58	30	30	30	58	23	30	123	39	39	39	3.9	3.9	3.9	39	381	158	381	381	
	40	40	40	80	24	60	31	31	31	60	24	31	126	40	40	40	4.0	4.0	4.0	40	390	163	390	390	
	41	41	41										128	41	41	41					400	168	400	400	
	42	42	42										130	42	42	42					410	173	410	410	
43	43	43										132	43	43	43					420	178	420	420		
Extremely Poor																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Very Good
PART I ———
PART II - - - -

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (E)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (S)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIF	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70
DIM %	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
INT (I)	0	0	0	0	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INT (E)	0	0	0	0	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INT (S)	0	0	0	0	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INT %	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
D.I.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
DIS	0	0	0	0	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
VQ (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
VQ (2)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
SQ (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
SQ (2)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
BQ _r (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
BQ _r (2)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
BQ _s (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
BQ _s (2)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
CQ (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
CQ (2)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
RO _s (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
RO _r (I)	10	19	28	37	46	55	64	73	82	91	100	109	118	127	136	145	154	163	172	181	190	199	208	217	226
ATYCHAL	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	
RQ _r (2)	4.8	4.6	4.4	4.2	4.0	3.8	3.6	3.4	3.2	3.0	2.8	2.6	2.4	2.2	2.0	1.8	1.6	1.4	1.2	1.0	0.8	0.6	0.4	0.2	0.0

7.7.2. The Axiogram provides the graphic Gestalt of the test. It shows the level of the test pattern and of the sub-patterns.

7.7.2.1. The level of the test pattern. Most tests are located in one, two or at most three of the seven rows of the Axiogram. Only a few indices will lie either below or above the pattern. Very good tests are in the upper rows with the weaknesses of the person indicated in the middle rows; average tests are in the middle rows, with the strengths indicated in the upper rows and the weaknesses in the lower rows; very weak tests are in the lower rows, with the strength -- and thus the direction of possible therapy -- indicated in the middle and upper rows. A few tests may range over the whole Axiogram. In this case we have particularly problematic and contradictory persons.

The following examples illustrate the four cases.

7.7.2.2. The subpatterns. The subpatterns shown by the Axiogram are those formed by subdivisions of the test pattern, such as the Dif and Sub-Dim, the Int and Sub-Int, the VQ-SQ, the BQ_r-BQ_a-CQ, and other significant configurations. These are formed by numbers pertaining to distinct sections of the test which correspond to distinct paragraphs of the Axiological Description (Sects. 6.3.1. - 6.3.3.)

7.7.2.2.1. One class of most significant subpatterns are rhomboid quadrangles which are formed by the crossing of the blue and red lines due to opposite indices in the same columns. In the Axiogram on pp. 113 and 85, B.S. and Eduardo Gutierrez, the quadrangles appear in Columns 2 and 8 and in Columns 3 and 9 respectively. In the first case, that of B.S., while the Dim-E index in the first part of the test (blue) is significantly better than the other sub-Dim scores, in the second part (red) the same index is significantly worse (Column 2). While thus the person's capacity for extrinsic value in external situations exceeds his general value level, his capacity for the same value dimension in his internal situation falls short of this level. He sees very clearly values in external situations but relatively vaguely values in his own relation to the external world. This gives rise to an axiological astigmatism in both his external and his internal value view (Columns 5,6), but for opposite reasons. The rhomboid quadrangle in Column 2 (and a similar one in Column 8) indicates this opposition. It signifies tensions in the realm of extrinsic value, as well as efforts to overcome them, namely by using the strength in the view of the external world to correct the weakness in the internal. Such quadrangles thus indicate at the same time tensions and relaxations, in the dimensions indicated by the columns in question, or in general, irritability in the field in question. The more such quadrangles appear in an axiogram the more such irritability indicated. In the case of acute neuroses, the quadrangles grow to gigantic proportions, the sub patterns dominate the pattern. See the following case of O.M.P.

7.7.2.3. While the peaks and valleys of subpatterns indicate irritations, that is small tensions in limited fields, the peaks and valleys of the total pattern indicate tensions which extend over the whole psychic life of the person. Such tensions indicate either emotional stress or existential anxiety. Among the former are nervous tensions, such as indicated by a high Dim-S in Part II coupled with a

THE HARTMAN VALUE PROFILE

Name VERY GOOD TEST R. C. Age 43 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	6	11	4	57-21
10	6	8	14	12	4	17	16	13	3	2	15	1	9	7	18	5	11	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	17	31			
					+1				+1	-1	-3		-5		+3			DIM-I				
					0				0	0	1		3		1				14			5
-4			+3	-1		0						+1		+1				DIM-E				
2			1	0		0						0		0					10			3
	+3	-2					0	+1								-2	-4	DIM-S				
	1	0					0	0								0	2		12			3
																		.892	Q	4	DI	
																						14 22 AI% 61

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	9	12	0	57-21
5	4	11	15	12	2	16	17	10	7	8	18	3	14	9	13	1	6	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	25	33			
					+3				-3	-7	0		0		-2			DIM-I				
					1				1	5	0		0		0				15			7
+1			+4	-1		-1						-1		-1				DIM-E				
0			2	0		0						0		0					9			2
	+5	+1					+1	-2								+2	+1	DIM-S				
	3	0					0	0								0	0		12			3
																		.872	Q	9	DI	
																						18 18 AI% 50

(1) $\frac{SQ}{VQ} = \frac{57}{57} = 1.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{114}{2} = 57$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{21}{21} = 1.0$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{42}{2} = 21$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{57}{57}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{21}{21}$ CQ₂

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THE HARTMAN VALUE PROFILE • AXIOGRAM

DATE

R. C.

NAME (Last) (First) (Middle)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	ATYCHAL	BQ _a (I)	BQ _a (2)	CQ (I)	CQ (2)	RQ _a (I)	RQ _r (2)	
Excellent	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1	0.6		1	1	1	1	1	4.8	
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	0.7		2	2	14	3	14	4.6	
	3	3	3	26	2	6	0		0		6	2		28	3	19	3	1.1	1.1		3	3	28	5	28	4.4	
	4	4	4	28	3	8					8	3		37	4	28	4	1.1	1.1		4	4	42	7	42	4.2	
	5	5	5	30	3	10					10	3		46	5	37	5	1.5	1.5		5	5	56	9	56	4.0	
	6	6	6								6	4		55	6	46	6	1.5	1.5		6	6	70	11	83	4.0	
	7	7	7								7	5		55	7	55	7	1.5	1.5		7	7	83	11	83	4.0	
PART I Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	1.6		8	8	90	13	90	3.8	
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	1.7		9	9	98	16	98	3.6	
	10	10	10	36	6	16	1		1		16	6		60	10	60	10	1.8	1.8		10	10	106	18	106	3.4	
	11	11	11	38	7	18	2		2		18	7		63	11	63	11	1.8	1.8		11	11	115	21	115	3.2	
	12	12	12	40	8	20	3		3		20	8		66	12	66	12	1.9	1.9		12	12	124	24	124	3.0	
	13	13	13				4		4		20	9		68	13	68	13	2.0	2.0		13	13	132	26	132	3.0	
	14	14	14				5		5		20	10		70	14	70	14	2.0	2.0		14	14	140	28	140	3.0	
PART II Good	15	15	15	42	8	22	6		6	15	22	8		71	15	71	15	2.1	2.1		15	15	149	32	149	2.8	
	16	16	16	44	9	24	7		7	16	24	9		73	16	73	16	2.2	2.2		16	16	159	35	159	2.6	
	17	17	17	46	10	26	8		8		26	10		75	17	75	17	2.3	2.3		17	17	170	38	170	2.4	
	18	18	18	48	11	28	9		9		28	11		78	18	78	18	2.4	2.4		18	18	181	42	181	2.2	
	19	19	19	50	12	30	10		10		30	12		81	19	81	19	2.4	2.4		19	19	191	45	191	2.0	
	20	20	20				11		11		30	13		83	20	83	20	2.5	2.5		20	20	202	49	202	2.0	
	21	21	21				12		12		30	14		85	21	85	21	2.5	2.5		21	21	213	53	213	2.0	
Average	22	22	22	52	12	32	13		13	22	32	12		86	22	86	22	2.6	2.6		22	22	224	57	224	1.8	
	23	23	23	54	13	34	14		14	23	34	13		88	23	88	23	2.7	2.7		23	23	236	62	236	1.6	
	24	24	24	56	14	36	15		15		36	14		90	24	90	24	2.8	2.8		24	24	249	66	249	1.4	
	25	25	25	58	15	38	16		16		38	15		93	25	93	25	2.9	2.9		25	25	262	71	262	1.2	
	26	26	26	60	16	40	17		17		40	16		96	26	96	26	3.0	3.0		26	26	275	75	275	1.0	
	27	27	27				18		18		40	17		98	27	98	27	3.0	3.0		27	27	288	80	288	1.0	
	28	28	28				19		19		40	18		100	28	100	28	3.1	3.1		28	28	300	84	300	1.0	
Poor	29	29	29	62	16	42	20		20	29	42	16		101	29	101	29	3.1	3.1		29	29	313	90	313	0.9	
	30	30	30	64	17	44	21		21	30	44	17		103	30	103	30	3.2	3.2		30	30	328	95	328	0.8	
	31	31	31	66	18	46	22		22		46	18		105	31	105	31	3.3	3.3		31	31	343	101	343	0.8	
	32	32	32	68	19	48	23		23		48	19		108	32	108	32	3.4	3.4		32	32	358	106	358	0.7	
	33	33	33	70	20	50	24		24		50	20		111	33	111	33	3.5	3.5		33	33	373	112	373	0.6	
	34	34	34				25		25		50	21		113	34	113	34	3.5	3.5		34	34	388	117	388	0.6	
	35	35	35				26		26		50	22		115	35	115	35	3.5	3.5		35	35	403	123	403	0.6	
Very Poor	36	36	36	72	20	52	27		27	36	52	20		116	36	116	36	3.6	3.6		36	36	418	130	418	0.5	
	37	37	37	74	21	54	28		28	37	54	21		118	37	118	37	3.7	3.7		37	37	435	137	435	0.5	
	38	38	38	76	22	56	29		29		56	22		120	38	120	38	3.8	3.8		38	38	452	143	452	0.4	
	39	39	39	78	23	58	30		30		58	23	6		123	39	123	39	3.9	3.9		39	39	469	149	469	0.4
	40	40	40	80	24	60	31		31		60	24		126	40	126	40	4.0	4.0		40	40	486	155	486	0.4	
	41	41	41				32		32		60	25		128	41	128	41	4.0	4.0		41	41	503	162	503	0.4	
	42	42	42				33		33		60	26		130	42	130	42	4.1	4.1		42	42	520	168	520	0.3	
Extremely Poor	43	43	43	82	24	62	34		34	43	62	24	8	132	43	132	43	4.1	4.1		43	43	533	172	533	0.3	
	44	44	44				35		35		62	25		132	44	132	44	4.1	4.1		44	44	553	172	553	0.3	

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _s (I)	BQ _s (2)	CQ (I)	CQ (2)	RQ _s (I)	RQ _r (2)	
Excellent	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1-0.6	1	1	1	1	1	1	1	4.8
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	2	10	2	14	3	14	14	4.6
	3	3	3	26	2	6				3	6	2	0	19	3	19	3	0.7	3	19	3	28	5	28	28	4.4
	4	4	4	28	3	8				4	8	3		28	4	28	4	1.1	4	28	4	42	7	42	42	4.4
	5	5	5	28	3	8				5	8	3		37	5	37	5	1.1	5	37	5	56	9	56	56	4.2
	6	6	6	30	3	10				6	10	3		46	6	46	6	1.5	6	46	6	70	11	70	70	4.0
	7	7	7							7	10	3		55	7	55	7	1.5	7	55	7	83	11	83	83	4.0
Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	8	56	8	90	13	90	90	3.8
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	9	58	9	98	16	98	98	3.6
	10	10	10	36	6	16				1	16	6		60	10	60	10	1.8	10	60	10	106	18	106	106	3.4
	11	11	11	38	7	18				2	18	6		63	11	63	11	1.8	11	63	11	115	21	115	115	3.4
	12	12	12	38	7	18				3	18	6		66	12	66	12	1.9	12	66	12	124	24	124	124	3.2
	13	13	13	40	7	20				4	20	7		68	13	68	13	2.0	13	68	13	132	26	132	132	3.0
	14	14	14							5	20	7		70	14	70	14	2.0	14	70	14	140	28	140	140	3.0
PART I	15	15	15	42	8	22				15	22	8		71	15	71	15	2.1	15	71	15	149	32	149	149	2.8
	16	16	16	44	9	24				6	24	8		73	16	73	16	2.2	16	73	16	159	35	159	159	2.6
	17	17	17	46	10	26				7	26	9		75	17	75	17	2.3	17	75	17	170	38	170	170	2.4
	18	18	18	48	11	28				8	28	10	2	78	18	78	18	2.4	18	78	18	181	44	181	181	2.2
	19	19	19	50	11	30				9	30	11		81	19	81	19	2.4	19	81	19	191	44	191	191	2.2
	20	20	20							10	30	11		83	20	83	20	2.5	20	83	20	202	49	202	202	2.0
	21	21	21							11	30	11		85	21	85	21	2.5	21	85	21	213	53	213	213	2.0
PART II	22	22	22	52	12	32				13	32	12		86	22	86	22	2.6	22	86	22	224	57	224	224	1.8
	23	23	23	54	13	34				14	34	13		88	23	88	23	2.7	23	88	23	236	61	236	236	1.6
	24	24	24	56	13	36				15	36	14		90	24	90	24	2.8	24	90	24	249	66	249	249	1.4
	25	25	25	58	14	38				16	38	14		92	25	92	25	2.8	25	92	25	262	71	262	262	1.2
	26	26	26	60	15	40				17	40	15		96	26	96	26	2.9	26	96	26	275	75	275	275	1.0
	27	27	27	62	16	42				18	42	16		98	27	98	27	3.0	27	98	27	288	80	288	288	1.0
	28	28	28	64	17	44				19	44	17		100	28	100	28	3.1	28	100	28	300	84	300	300	1.0
Average	29	29	29	66	18	46				20	46	18		101	29	101	29	3.1	29	101	29	313	90	313	313	0.9
	30	30	30	68	19	48				21	48	19		103	30	103	30	3.2	30	103	30	328	95	328	328	0.8
	31	31	31	70	19	50				22	50	20		105	31	105	31	3.3	31	105	31	343	101	343	343	0.8
	32	32	32	72	20	52				23	52	20		108	32	108	32	3.4	32	108	32	358	106	358	358	0.7
	33	33	33	74	21	54				24	54	21		111	33	111	33	3.4	33	111	33	373	112	373	373	0.7
	34	34	34	76	21	56				25	56	21		113	34	113	34	3.5	34	113	34	388	117	388	388	0.6
	35	35	35	78	22	58				26	58	22		115	35	115	35	3.5	35	115	35	403	123	403	403	0.6
Poor	36	36	36	80	23	60				27	60	23		116	36	116	36	3.6	36	116	36	418	130	418	418	0.6
	37	37	37	82	24	62				28	62	24		118	37	118	37	3.7	37	118	37	435	137	435	435	0.5
	38	38	38	84	24	64				29	64	24		120	38	120	38	3.8	38	120	38	452	143	452	452	0.5
	39	39	39	86	25	66				30	66	25	6	123	39	123	39	3.9	39	123	39	469	149	469	469	0.4
	40	40	40	88	25	68				31	68	25		126	40	126	40	4.0	40	126	40	486	155	486	486	0.4
	41	41	41	90	26	70				32	70	26		128	41	128	41	4.1	41	128	41	503	162	503	503	0.4
	42	42	42	92	26	72				33	72	26		130	42	130	42	4.1	42	130	42	520	168	520	520	0.3
Extremely Poor	43	43	43	94	27	74				34	74	27	8	132	43	132	43	4.1	43	132	43	533	172	533	533	0.3
	44	44	44	96	28	76				35	76	28		136	44	136	44	4.1	44	136	44	550	178	550	550	0.3
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	

50

48

45

THE HARTMAN VALUE PROFILE

VERY WEAK TEST

Name A. M. Jr. Age 17 Date _____ Male Female

Single Married - Other Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	84	45	53	6	188-104
6	1	12	7	17	2	18	11	8	14	15	9	5	16	4	10	3	13	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	54	63			
					+3				-10	-14	-9		+2		-5			DIM-I	43			+ -
					1				8	12	7		0		3					INT	31	5 38
0			-4	+4		+1						-3		+4				DIM-E	16			9 7
0			2	2		0						1		2						INT	7	
	+8	+2						-5	-4							0	-6	DIM-S	25			10 15
	6	0						3	2							0	4			INT	15	
																		.322	Q	40	DI	24 60
																						AI% 71

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	44	25	21	0	90-46
3	2	16	10	17	5	12	14	11	4	6	18	1	13	7	15	8	9	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	57	48			
					0				0	-5	0		-1		0			DIM-I	6			+ -
					0				0	3	0		0		0					INT	3	0 6
+3			-1	+4		-5						+1		+1				DIM-E	15			9 6
1			0	2		3						0		0						INT	6	
	+7	+6						-2	-1							-5	-2	DIM-S	23			13 10
	5	4						0	0							3	0			INT	12	
																		.802	Q	15	DI	22 22
																						AI% 50

(1) $\frac{SQ}{VQ} = \frac{90}{188} = .48 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{278}{2} = 139 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{46}{104} = .44 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{150}{2} = 75 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{212}{117} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{117}{117} \text{ CQ}_2$

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM %	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _r (1)	BQ _r (2)	CQ (I)	CQ (2)	RQ _a (I)	RQ _r (2)
Excellent PART II ----	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1	0.6	1	1	1	1	1	1
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	0.7	10	2	14	3	14	14
	3	3	3	26	2	6	0	0		3	6	2	0	19	3	19	3	0.7	0.7	19	3	28	5	28	28
	4	4	4	28	3	8				4	8	3		28	4	28	4	1.1	1.1	28	4	42	7	42	42
	5	5	5	30	3	10				5	10	3		37	5	37	5	1.1	1.1	37	5	56	9	56	56
	6	6	6							6		6		46	6	46	6	1.5	1.5	46	6	70	11	70	70
	7	7	7							7		10		55	7	55	7	1.5	1.5	55	7	83	11	83	83
Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	1.6	56	8	90	13	90	90
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	1.7	58	9	98	16	98	98
	10	10	10	36	6	16	1	1		10	16	6		60	10	60	10	1.8	1.8	60	10	106	18	106	106
	11	11	11	38	7	18	2	2		11	18	7		63	11	63	11	1.8	1.8	63	11	115	21	115	115
	12	12	12	40	8	20	3	3		12	20	8		66	12	66	12	1.9	1.9	66	12	124	24	124	124
	13	13	13				4	4		13		18		68	13	68	13	1.9	1.9	68	13	132	26	132	132
	14	14	14				5	5		14		20		70	14	70	14	2.0	2.0	70	14	140	28	140	140
Good	15	15	15	42	8	22	6	6		15	22	8		71	15	71	15	2.1	2.1	71	15	149	32	149	149
	16	16	16	44	9	24	7	7		16	24	9		73	16	73	16	2.2	2.2	73	16	159	35	159	159
	17	17	17	46	10	26	8	8		17	26	10		75	17	75	17	2.3	2.3	75	17	170	38	170	170
	18	18	18	48	11	28	9	9		18	28	11	2	78	18	78	18	2.3	2.3	78	18	181	42	181	181
	19	19	19	50	12	30	10	10		19	30	12		81	19	81	19	2.4	2.4	81	19	191	45	191	191
	20	20	20				11	11		20		30		83	20	83	20	2.4	2.4	83	20	202	49	202	202
	21	21	21				12	12		21		30		85	21	85	21	2.5	2.5	85	21	213	53	213	213
Average	22	22	22	52	12	32	13	13		22	32	12		86	22	86	22	2.6	2.6	86	22	222	57	222	222
	23	23	23	54	13	34	14	14		23	34	13		88	23	88	23	2.7	2.7	88	23	232	62	232	232
	24	24	24	56	14	36	15	15		24	36	14	4	90	24	90	24	2.8	2.8	90	24	242	66	242	242
	25	25	25	58	15	38	16	16		25	38	15		93	25	93	25	2.8	2.8	93	25	252	71	252	252
	26	26	26	60	16	40	17	17		26	40	16		96	26	96	26	2.9	2.9	96	26	262	75	262	262
	27	27	27				18	18		27		40		98	27	98	27	2.9	2.9	98	27	272	80	272	272
	28	28	28	60	17	42	19	19		28	42	17		100	28	100	28	3.0	3.0	100	28	282	84	282	282
Poor	29	29	29	62	16	42	20	20		29	42	16		101	29	101	29	3.1	3.1	101	29	292	90	292	292
	30	30	30	64	17	44	21	21		30	44	17		103	30	103	30	3.2	3.2	103	30	302	96	302	302
	31	31	31	66	18	46	22	22		31	46	18		105	31	105	31	3.3	3.3	105	31	312	103	312	312
	32	32	32	68	19	48	23	23		32	48	18		108	32	108	32	3.3	3.3	108	32	322	108	322	322
	33	33	33	70	20	50	24	24		33	50	19		111	33	111	33	3.4	3.4	111	33	332	112	332	332
	34	34	34				25	25		34		48		113	34	113	34	3.4	3.4	113	34	342	117	342	342
	35	35	35				26	26		35		50		115	35	115	35	3.5	3.5	115	35	352	121	352	352
Very Poor	36	36	36	72	20	52	27	27		36	52	20		116	36	116	36	3.6	3.6	116	36	362	127	362	362
	37	37	37	74	21	54	28	28		37	54	21		118	37	118	37	3.7	3.7	118	37	372	133	372	372
	38	38	38	76	22	56	29	29		38	56	22		120	38	120	38	3.8	3.8	120	38	382	140	382	382
	39	39	39	78	23	58	30	30		39	58	23	6	123	39	123	39	3.8	3.8	123	39	392	149	392	392
	40	40	40	80	24	60	31	31		40	60	24		126	40	126	40	3.9	3.9	126	40	402	155	402	402
	41	41	41				32	32		41		58		128	41	128	41	4.0	4.0	128	41	412	162	412	412
	42	42	42				33	33		42		60		130	42	130	42	4.0	4.0	130	42	422	168	422	422
Extremely Poor	43	43	43	82	24	62	34	34		43	62	24	8	132	43	132	43	4.1	4.1	132	43	432	172	432	432
				84-25 (E)							53-63-40			188-104								139=75			

THE HARTMAN VALUE PROFILE

WIDELY RANGING TEST

Name L. H. Age 48 Date _____ Male Female

Single - Married - Other _____ Occupation housewife

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.													
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	30	30	12	2	74 -44													
5	4	10	12	11	6	17	16	8	2	1	18	3	13	9	15	7	14	DIM%	INT%																
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	100	40																
					-1				+2	0	0			-1	0			I	DIM-I	4			+ -												
					0				0	0	0			0					INT	0			2 2												
+1			+1	-2	0									-1	-1			E	DIM-E	6															
0			0	0	0									0	0				INT	0			2 4												
	+5	0						0	-4								-4	-7	S	DIM-S	20														
	3	0						0	2								2	5		INT	12			5 15											
																			.880	Q	24	DI	9 21												
																							AI% 70												

DIF. DIF. **56**

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.													
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	54	18	25	2	99 -45													
5	4	14	16	15	1	18	11	8	6	10	13	2	12	7	17	3	9	DIM%	INT%																
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	33	46																
					+4				-2	-9	-5			-2		+2		I	DIM-I	24			+ -												
					2				0	7	3			0		0			INT	12			6 18												
+1			+5	+2		+1						0		+1				E	DIM-E	10															
0			3	0		0						0		0					INT	3			10 0												
	+5	+4						-5	-4								0	-2	S	DIM-S	20														
	3	2						3	2								0	0		INT	10			9 11											
																			.748	Q	11	DI	25 29												
																							AI% 54												

(1) $\frac{SQ}{VQ} = \frac{99}{74} = 1.3$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{173}{2} = 86$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{45}{44} = 1.0$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{89}{2} = 44$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{112}{44}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{44}{44}$ CQ₂

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THE HARTMAN VALUE PROFILE

Name O. M. P. Age 23 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.						
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	60	54	38	6	158-98						
6	5	7	11	12	4	17	3	14	13	1	15	2	9	8	18	10	16	DIM%	INT%									
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	90	63									
				+1				-9 0 -3				-5				+3				I	DIM-I	21		+	-			
				0				7 0 1				3				1				I						4	17	
0				0 -1				0				0				0				E	DIM-E	1				0	1	
0				0 0				0				0				0				E								←
0				0 0				0				0				0				S	DIM-S	38				6	32	
+4 -3								-13 +2								-7 -9				S								
2 1								11 0								5 7				S								
																		DIF	DIM	INT	DIS	AI%						
																		59	546	Q	40	DI	10	50	83			

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.						
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	102	6	71	6	185-83						
4	1	15	16	13	5	14	18	6	18	3	7	18	18	18	17	2	18	DIM%	INT%									
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	6	70									
				0				-14 -2 -11				+4				+2				I	DIM-I	33		+	-			
				0				12 0 9				2				0				I						6	27	
+2				+5 0				-3				-7 6				7 0				E	DIM-E	36				7	29	
0				3 0				1				14				8				E								←
0				3 0				1				14				8				S	DIM-S	33				16	17	
+8 +5								+2 -6								+1 -11				S								
6 3								0 4								0 9				S								
																		DIF	DIM	INT	DIS	AI%						
																		.014	Q	7	DI	29	73	72				

(1) $\frac{SQ}{VQ} = \frac{185}{158} = 1.17 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{343}{2} = 171 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{83}{98} = .84 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{181}{2} = 90 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{142}{76} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{76}{76} \text{ CQ}_2$

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high Int percentage (see below Sect. 8.1.12.); tensions of equilibrium, indicated by a high BQ_r (below Sect. 8.3.2.). Among anxieties are those arising from a weak sense of reality, either of the world or of one's own self (Dim percentage first and second Part, respectively). Such anxieties may reinforce one another, and then, if both Dim percentages are high, there appear anxiety, tension, tensions due to mutually re-enforcing anxieties.

7.8. The interpretation is made first of the first part (Phrases and VQ), secondly of the second part (Quotations and SQ), and thirdly of the relationship of the two parts and the results of both (BQ_r , BQ_a , CQ).

7.9. The steps to follow in the interpretation are:

1. Look at the Response Graph on the Scoring Sheet. It shows the deviations of the items from the norm.
2. Look at the Axiogram. It shows the level of the test pattern and the deviation of the scores from the norm.
3. Examine on the Scoring Sheet:
 - a. The Dif scores. They show the level of the test.
 - b. The norm of the testee's value pattern. Depending on whether Dif_1 is smaller or larger than Dif_2 either the world is the norm for the testee's conduct or the testee's conduct is the norm for the world.
 - c. Examine the BQ_r score. It shows the interrelationship of Part I and II of the test. If it is higher than 2 there is tension; if lower than 0.7, there is difficulty in managing the world.
 - d. Look for high numbers that fall outside the configuration of the sub-Dim pattern and circle them.
 - e. Look for low numbers that fall outside the configuration of the sub-Dim pattern and indicate them with an arrow.
4. Both parts of the test must be looked at together. Only in the detailed analysis are they to be taken apart.
5. The first scrutiny of the Scoring Sheet should establish the Gestalt of the test in the Interpreter's mind. (See above Sect. 7.7.1.) From the Scoring Sheet the Axiogram is derived, which should differentiate this Gestalt further.

The following page shows the sample test of Eduardo Gutierrez, with its circles and arrows.

THE HARTMAN VALUE PROFILE

Name EDUARDO GUTIERREZ Age 27 Date _____ Male Female

Single - Married - Other _____ Occupation SALESMAN

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.				
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	12	11	2	61 -25				
9	5	7	13	11	2	17	15	10	1	3	18	6	14	8	16	4	12	DIM%	INT%	(25)						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	33	31							
					+3						+3	-2	0			0	+1			I	DIM-I	9			+	-
					1						1	0	0			0	0				INT	2	7	2		
-3				+2	-2			0						-4			0			E	DIM-E	11			+	-
1				0	0			0						2			0				INT	3	2	9		
		+4	-3						-1	-2						-1	-5			S	DIM-S	16			+	-
		2	1						0	0						0	3				INT	6	4	12		
																		.888	Q	7	DI	13	23	AI%	64	

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.				
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	46	26	23	2	97 -51				
2	6	12	14	17	5	13	15	11	7	1	18	10	4	9	16	3	8	DIM%	INT%							
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	57	50							
					0						-3	0	0			-10	+1			I	DIM-I	14			+	-
					0						1	0	0			8	0				INT	9	1	13		
+4				+3	+4			-4						-8			-1			E	DIM-E	24			+	-
2				1	2			2						6			0				INT	13	11	13		
		+3	+2						-1	-1						0	-1			S	DIM-S	8			+	-
		1	0						0	0						0	0				INT	1	5	3		
																		.752	Q	16	DI	17	29	AI%	63	

(1) $\frac{SQ}{VQ} = \frac{97}{61} = 1.6 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{158}{2} = 79 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{51}{25} = 2.0 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{76}{2} = 38 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = 126 \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = 76 \text{ CQ}_2$

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7.9.1. The Response Graph. The test measures the deviation of the person's value judgment from the axiological norm. In the Perfect Test, all the answers of the testee would coincide with the axiological value of the items and hence would all lie on the diagonal of the graph (above Sect. 3.2.3.2.). The degree of deviation from the diagonal is the degree of deviation of the testee's value pattern from the norm of the items.

The probability against the actual occurrence of a perfect test is 6.4 quadrillion to 1. The best test so far made is the following, by a pig farmer. Here 6 items on the first test and 5 in the second, or 11 items altogether, are on the zero diagonal. Eighteen items or half of all of them, are only one point removed from the line, 6 items are two points removed, and 1 item is three points removed.

The worst possible test is the Inverted Score where all items lie on the opposite diagonal, from 18 to 1 (see above Sect. 3.2.3.2.). In this case, as we have seen, Dif is 162 and SQ 368-206.

In actuality, tests may reach the level of the inverted score, especially in the second part. One of the most astonishing tests is the following, of a 28 year old woman, Y.K. As is seen, while the first Part has 5 items on the zero-diagonal, 10 items one point, and 3 two points removed, the second Part has no zero items, 1 item two points, 2 items 3 points, 1 item 5 and 1 item 27 points, 3 items seven, 1 eight points, and the other nine items between 9 and 12 points removed from the diagonal. The BQ_r in this test reaches the score 14.4-52. This person with no hold on herself yet a very strong hold on the world, was cured through strengthening her worldly saneness.

The opposite case is the following of a defrocked priest, age 66, P.Q. Here it is the outside world which is in chaos, due to a medieval value pattern (see Sect. 7.9.1.1.). Whereas the inner world is relatively sound with 14 deviations between 0 and 4, the first part shows 11 deviations between 0 and 5 (1 of zero, 3 of one, 2 of three, 2 of four, 2 of five) and the remaining 7 deviations of 10 to 17.

In the middle between these extremes is the sample test of the Scoring Directions, Eduardo Gutierrez, where four items in the first Part, namely 8, 14 and 17 and 18, items in the second Part, namely 1, 3, 5 and 18 are on the diagonal or out of 36 items. Another 8 items are one point removed from the diagonal, and another 5 are two points. In all, thus, 21 out of 36 items are between 0 and 2 points removed; which makes 21 items zero in the Int-score.

A particularly interesting case is that of the neurotic O.M.P., (above Sect. 4.1.2.1.), who picks out the perfect scores of the E-dimension in Part I.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (E)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIF	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70
DIM (S)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM (S)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIM %	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
INT (I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INT (E)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INT (S)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INT %	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D.I.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DIS																									
VQ (I)	1	10	19	28	37	46	55	56	58	60	63	66	68	70	71	73	75	78	81	83	85	86	88	90	
VQ (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
SQ (I)	1	10	19	28	37	46	55	56	58	60	63	66	68	70	71	73	75	78	81	83	85	86	88	90	
SQ (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
BQ _r (I)	0.1-0.6	0.7	0.7	1.1	1.1	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	
BQ _r (2)	0.1-0.6	0.7	0.7	1.1	1.1	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	
BQ _r (I)	1	10	19	28	37	46	55	56	58	60	63	66	68	70	71	73	75	78	81	83	85	86	88	90	
BQ _r (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CQ (I)	1	14	27	42	56	70	83	90	98	106	115	124	132	140	149	159	170	181	191	202	213	224	236	249	
CQ (2)	1	3	5	9	14	20	27	35	44	53	62	71	80	89	98	107	116	125	134	143	152	161	170	179	
RQ _r (I)	1	14	28	42	56	70	83	90	98	106	115	124	132	140	149	159	170	181	191	202	213	224	236	249	
RQ _r (2)	1	3	5	9	14	20	27	35	44	53	62	71	80	89	98	107	116	125	134	143	152	161	170	179	
Excellent																									
Very Good																									
Good																									
Average																									
Poor																									
Very Poor																									
Extremely Poor																									

THE HARTMAN VALUE PROFILE

Name Y. K. Age 28 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.							
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	16	2	0	0	18-2							
5	7	11	10	15	4	16	17	12	6	1	18	2	13	9	14	3	8	DIM%	INT%										
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	12	0										
					+1						-2	0	0			-1			-1			DIM-I	5			+ -			
					0						0	0	0			0			0			INT	0			1	4		
+1				-1	+2				-1						0			-1					DIM-E	6			3	3	
0				0	0				0						0			0					INT	0					
		+2	+1						+1	0								0	-1					DIM-S	5			4	1
		0	0						0	0								0	0					INT	0				
																		.978	Q	0	DI	8	8	AI%	50				

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.							
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	146	31	110	16	303-157							
17	16	2	4	7	15	5	14	9	13	6	8	12	1	11	3	10	18	DIM%	INT%										
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	21	75										
					-10						-9	-5	-10			-13			-12			DIM-I	59			0	59		
					8						7	3	8			11			10			INT	47						
-11				-7	-6				-12						-10			-3					DIM-E	49			0	49	
9				5	4				10						8			1					INT	37					
		-7	-8						-2	-3								-7	-11					DIM-S	38			0	38
		5	6						0	1								5	9					INT	26				
																		-.374	Q	31	DI	0	146	AI%	100				

(1) $\frac{SQ}{VQ} = \frac{303}{18} = 16.8$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{321}{2} = 160$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{157}{2} = 78.0$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{159}{2} = 80$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = 2688 CQ₁
 BQ_{r2} x BQ_{a2} = 6240 CQ₂

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THE HARTMAN VALUE PROFILE • AXIOGRAM

DATE

(Middle)

(First)

(Last)

NAME

Y. K.

Y. K.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (1)	VQ (2)	SQ (1)	SQ (2)	BQ _r (1)	BQ _r (2)	BQ _a (1)	BQ _a (2)	CQ (1)	CQ (2)	RQ _a (1)	RQ _r (2)
Excellent PART I ----	1	1	1	22	0	2	0	0	0	2	2	0	0	10	1	1	1	0.1	0.6	10	2	1	1	1	4.8
	2	2	2	24	1	4	0	0	0	4	4	1	0	19	2	2	2	0.7	0.7	19	3	3	3	14	4.6
	3	3	3	26	2	6	0	0	0	6	6	2	0	28	3	3	3	1.1	1.1	28	4	4	4	4	4.4
	4	4	4	28	3	8	0	0	0	8	8	3	0	37	4	4	4	1.5	1.5	37	5	5	5	5	4.2
	5	5	5	30	4	10	0	0	0	10	10	4	0	46	5	5	5	2.0	2.0	46	6	6	6	6	4.0
	6	6	6	32	4	12	12	0	0	12	12	4	0	56	8	8	8	1.6	1.6	56	8	8	8	8	3.8
	7	7	7	34	5	14	14	1	1	14	14	5	0	58	9	9	9	1.7	1.7	58	9	9	9	9	3.6
Very Good	8	8	8	36	6	16	2	2	2	16	16	6	0	63	11	11	11	1.8	1.8	63	11	11	11	11	3.4
	9	9	9	38	7	18	3	3	3	18	18	7	0	66	12	12	12	1.9	1.9	66	12	12	12	12	3.2
	10	10	10	40	7	20	4	4	4	20	20	7	0	68	13	13	13	2.0	2.0	68	13	13	13	13	3.0
	11	11	11	42	8	22	6	6	6	22	22	8	0	71	15	15	15	2.1	2.1	71	15	15	15	15	2.8
	12	12	12	44	9	24	7	7	7	24	24	9	0	73	16	16	16	2.2	2.2	73	16	16	16	16	2.6
	13	13	13	46	9	26	8	8	8	26	26	9	2	75	17	17	17	2.3	2.3	75	17	17	17	17	2.4
	14	14	14	48	10	28	9	9	9	28	28	10	0	81	19	19	19	2.4	2.4	81	19	19	19	19	2.2
Good	15	15	15	50	11	30	11	11	11	30	30	11	0	83	20	20	20	2.5	2.5	83	20	20	20	20	2.2
	16	16	16	52	12	32	12	12	12	32	32	12	0	85	21	21	21	2.5	2.5	85	21	21	21	21	2.0
	17	17	17	54	13	34	13	13	13	34	34	13	0	86	22	22	22	2.6	2.6	86	22	22	22	22	1.8
	18	18	18	56	14	36	14	14	14	36	36	14	0	88	23	23	23	2.7	2.7	88	23	23	23	23	1.6
	19	19	19	58	15	38	15	15	15	38	38	15	0	90	24	24	24	2.8	2.8	90	24	24	24	24	1.4
	20	20	20	60	16	40	16	16	16	40	40	16	4	93	25	25	25	2.9	2.9	93	25	25	25	25	1.2
	21	21	21	62	17	42	17	17	17	42	42	17	0	96	26	26	26	3.0	3.0	96	26	26	26	26	1.0
Average	22	22	22	64	18	44	18	18	18	44	44	18	0	100	28	28	28	3.1	3.1	100	28	28	28	28	1.0
	23	23	23	66	19	46	19	19	19	46	46	19	0	101	29	29	29	3.1	3.1	101	29	29	29	29	0.9
	24	24	24	68	20	48	20	20	20	48	48	20	0	103	30	30	30	3.2	3.2	103	30	30	30	30	0.8
	25	25	25	70	21	50	21	21	21	50	50	21	0	105	31	31	31	3.3	3.3	105	31	31	31	31	0.7
	26	26	26	72	22	52	22	22	22	52	52	22	0	108	32	32	32	3.4	3.4	108	32	32	32	32	0.6
	27	27	27	74	23	54	23	23	23	54	54	23	0	111	33	33	33	3.5	3.5	111	33	33	33	33	0.5
	28	28	28	76	24	56	24	24	24	56	56	24	0	113	34	34	34	3.5	3.5	113	34	34	34	34	0.4
Poor	29	29	29	78	25	58	25	25	25	58	58	25	0	115	35	35	35	3.6	3.6	115	35	35	35	35	0.4
	30	30	30	80	26	60	26	26	26	60	60	26	0	116	36	36	36	3.6	3.6	116	36	36	36	36	0.4
	31	31	31	82	27	62	27	27	27	62	62	27	0	118	37	37	37	3.7	3.7	118	37	37	37	37	0.4
	32	32	32	84	28	64	28	28	28	64	64	28	0	120	38	38	38	3.8	3.8	120	38	38	38	38	0.4
	33	33	33	86	29	66	29	29	29	66	66	29	0	123	39	39	39	3.9	3.9	123	39	39	39	39	0.4
	34	34	34	88	30	68	30	30	30	68	68	30	0	126	40	40	40	4.0	4.0	126	40	40	40	40	0.4
	35	35	35	90	31	70	31	31	31	70	70	31	0	128	41	41	41	4.0	4.0	128	41	41	41	41	0.4
Very Poor	36	36	36	92	32	72	32	32	32	72	72	32	0	130	42	42	42	4.1	4.1	130	42	42	42	42	0.3
	37	37	37	94	33	74	33	33	33	74	74	33	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	38	38	38	96	34	76	34	34	34	76	76	34	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	39	39	39	98	35	78	35	35	35	78	78	35	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	40	40	40	100	36	80	36	36	36	80	80	36	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	41	41	41	102	37	82	37	37	37	82	82	37	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	42	42	42	104	38	84	38	38	38	84	84	38	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
PART II ----	43	43	43	106	39	86	39	39	39	86	86	39	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	44	44	44	108	40	88	40	40	40	88	88	40	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
Extremely Poor	45	45	45	110	41	90	41	41	41	90	90	41	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
	46	46	46	112	42	92	42	42	42	92	92	42	0	132	43	43	43	4.1	4.1	132	43	43	43	43	0.3
<p>59-49 146-31 47-37 110-75-31-16 - - - -303457-16.9-78-160-80=26886240</p>																									

(Middle)

(First)

(Last)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _r (2)	BQ _a (I)	BQ _a (2)	CQ (I)	CQ (2)	RQ _a (I)	RQ _r (2)
Excellent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Very Good	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
PART II -----	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Good	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Average	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Poor	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Very Poor	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
PART I -----	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
Extremely Poor	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
	58			110-64			46			77-70-61-10-261-151										188=100					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

7.9.1.1. The deviations of the items on the Response Graph are important for the Material Analysis. The analysis of a test, usually, does not take into consideration which of the items is misplaced, counting only the sum of all the deviations. It is thus not material but formal analysis. In some case, however, material analysis is indicated. Thus, in the test of P.Q., material analysis would note which of the items are especially wrongly placed. This is seen in the Response Graph: items 18, 16, 4 and 6. As is seen the person puts the lowest value in the highest place, namely Torture. His reasoning was that the greatest value in the history of the Christian Church is the martyrdom of the Saints and this was due to torture. In the second place he puts Love of Nature, in the third Buring Heretics, which again is a high value for a dogmatic, in the fourth place again an aesthetic value, in the fifth place he puts Slavery, in the Sixth A Fine which in his pattern is similar to a penitential imposition. The result is a striking medieval pattern of values. A baby, a wedding and eating are regarded as disvalues, and so is science. All this can only be determined by material analysis, that is, the analysis of the items themselves whose content otherwise plays no role in the interpretation of the test. (For details see below Section 7.9.2.)

7.9.1.2. The Absolute Scale. As has been seen in the Inverted Score, the range of possible deviation of a test is between 0-368 for VQ (or SQ) and 0-162 for Dif. If this scale is taken as a percentage scale of deviation, each test can be measured in percentages of this scale. Thus, Eduardo Gutierrez with VQ 61-25 out of 368-206 has 17-12 percent deviation from the absolute scale in the first Part, and 26-24 percent, in the second Part. He is thus well within the first quarter of the absolute scale. On the other hand, P.Q., with VQ 261-151 in the first Part and 111-49 in the second, has a deviation of 70 percent in the first Part and of 30 percent in the second. A.G.S., with a VQ of 22-6 and 25-7, respectively, has a deviation of 6 and of 7 percent respectively.

The same calculations can be made of all indices, taking those of the Inverted Score as 100 percent of deviation. Thus, Gutierrez, with Dif. 36-46, has an absolute Dif percentage of 22-28; P.Q., with Dif. 110-62, and absolute Dif percentage of 63-38; A.G.S., with Dif 16-18 an absolute Dif percentage of 10-11, etc., or, making the D.I. the inverted score of which is 58, we have Gutierrez with D.I. 7-16 having 12-28 absolute D.I. percentage; P.Q., with D.I. 61-11 having 105-19 absolute D.I. percentage; and A.G.S., with D.I. 2-2 having 3-3 absolute D.I. percentage.

7.9.2. The Axiogram. The Axiogram, as we have seen, shows the level of the test pattern and the deviation of the scores from the norm. As is seen in the axiogram of Educardo Gutierrez p. 85, the majority of indices are in rows 2, 3, and 4, and this is usually the case in normal tests. The indices below the fourth row are high numbers that fall out of the pattern of the test. These are in the 5th row, the Dim-percentage and the Int percentage score, of the first Part and in the 8th row the Dim, Dim percentage, Int percentage and SQ₂ score of the second Part, as well as the BQ_{a2} score in the 6th row.

Superior tests are like those of A.G.S., where the majority of indices is in the first row with a few in the second row and only the two Dim percentage indices falling out of the pattern into the 5th row. In an abnormal test, such as P.Q., the majority of the first part is in the 8th row, and that of the second part in the 3rd and 4th row, with only two indices, namely the Dim E and the Int E, similar in both tests. It is in these fields, the extrinsic dimension where this person finds his hold on himself and the world and it is here where therapy would have to start. In the test of Y.K. we have the first Part in the 1st row and the second Part in the 8th row. With only the sense of reality of the world, which in turn approaches the corresponding index in the Self-Test. Here therapy should start by strengthening this sense of reality, both of the world and the self. The person was actually successfully treated this way and has recovered. The self test has moved up toward the level of the world test. Helpful in this treatment was the birth of a child, out of wedlock, which forced the person to daily occupation with fundamental reality. The neurotic pattern O.M.O., moves all over the axiogram and it is difficult to say where the specific pattern of the test is located. One will probably have to say that it is in the last four rows, that is the 5th, 6th, 7th, and 8th. There are eleven scores in the 8th row, five in the sixth row, five in the 5th row, while twelve indices fall into the upper rows, especially the Dim E and Int E of the first test, and Dim Dim percentage and D.I. of the second test. Here the cure must start and reality be enforced.

7.9.3. Sub- and Supervaluation. The deviation from the axiological norm, that is, from the diagonal of the Response Chart, may be either in the direction of sub- or of supervaluation of the item in question. Obviously, it makes a difference for the clinical interpretation of a test whether the high numbers that fall outside the pattern are sub- or super-valuations. Thus, if a person's deviation in the Dim I₂ index (Dim I of the second Part) is, say 14, it makes a difference whether all of this is a subvaluation or a supervaluation, or in part sub- and in part supervaluation. If all of it is subvaluation (-14), then the person undervalues himself; if all of it is supervaluation (+14), the person overvalues himself; and if it is part sub- and part supervaluation, (+7, - 7; +6, -8, etc.) the person oscillates between sub- and supervaluation, which signifies the normal kind of deviation from a norm. In the case of Eduardo Gutierrez, the Dim I₂ is 14, which consists of

Column f.....	0
j.....	3
k.....	0
l.....	0
n.....	10
p.....	1

For the question of sub- and supervaluation, obviously, only the deviations have to be investigated and the 0 scores can be disregarded. We then have

j	3
n	10
p	1
DimI ₂	<u>14</u>

We must now investigate whether this score represents a sub- or a supervaluation.

Column j. The deviation of 3 comes about through the difference between the axiological number of the item, namely 4, and the position put by the testee, namely 7. Since 7 is a larger deviation than 4 and the item is a valuation -- all items from 1-9 are valuations, or compositions, all items, from 10-18 are devaluations or transpositions (see above 2.8) -- the person devaluates the item by 3 points. We therefore have a subvaluation, and we write -3.

Column n. Here the axiological number is 14, the testee's number is 4. The latter is a smaller deviation than the former. However, this does not mean that the person supervalues the item; for the item itself is a disvaluation -- "The lack of meaning in the universe disturbs me". Giving this item a lower number, that is a smaller deviation from the norm, means that it is valued higher than its axiological place. The disvaluation is valued; and this means a disvaluation. I do not deny that the lack of meaning in the universe disturbs me but on the contrary affirm it. And just as the affirmation of a denial reenforces the denial, so the affirmation, that is valuation, of a disvaluation reenforces the disvaluation; hence it is a disvaluation, that is, a subvaluation. In general, the valuation of a valuation is a valuation, and the disvaluation of a valuation is a disvaluation. But the valuation of a disvaluation is a disvaluation, and the disvaluation of a disvaluation is a valuation. In otherwords, the supervaluation of a valuation is a super valuation and the subvaluation of a valuation is a subvaluation. But the supervaluation of a disvaluation is a subvaluation and the subvaluation of a disvaluation is a supervaluation.

Each of the three value dimensions I E S has six items of which three are positive and three negative. If there is a positive or a negative deviation of a positive item, the former deviation counts as positive and the latter as negative. But if there is a positive or a negative deviation of a negative item, the positive deviation counts as negative and the negative as positive.

This is easily seen in the following four cases:

It is good that he is good	Valuation (he <u>ought</u> to be good)
It is bad that he is good	Disvaluation (he ought to be bad)
It is bad that he is bad	Valuation (He ought to be good)
It is good that he is bad	Disvaluation (he <u>ought</u> to be bad)

If we designate "good" by "1" and "bad" by "-1", and the predication of goodness or badness by multiplication, the four statements above give us

$1 \times 1 = 1$	good x good = good
$-1 \times 1 = -1$	bad x good = bad
$-1 \times -1 = 1$	bad x bad = good
$1 \times -1 = -1$	good x bad = bad ¹

¹For details see Robert S. Hartman, The Structure of Value, pp. 246 ff.

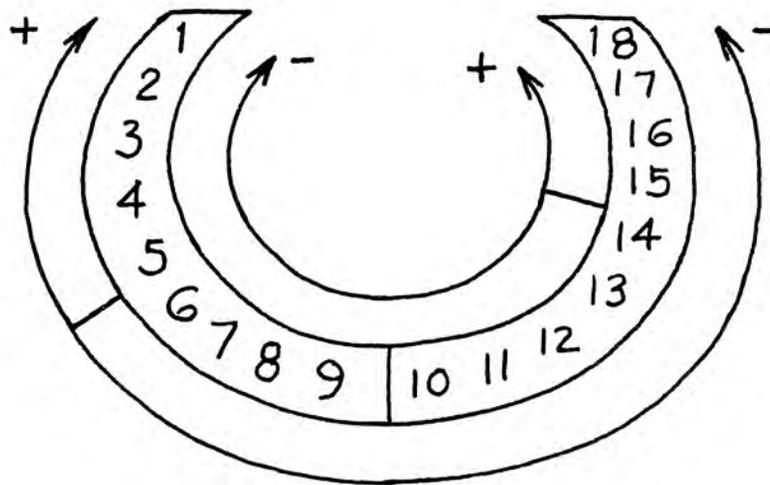
If, in the first Part of the test, item c, Nonsense, which has the axiological position 10, is put in position 16, then I undervalue nonsense which means I say that nonsense is much worse than it axiologically is, and so I overvalue system and order. Hence this is a supervaluation and not a subvaluation of systemic value. If, on the other hand, I put Burning a heretic, which axiologically is number 16, in place 10, I value the statement and say yes, it is good that heretics are burned, they ought to be burned, and thus I supervalue the bad, which is bad. Hence here we have a sub- and not a supervaluation.

We thus have the following rule for sub- and supervaluation (which must be practiced in the Scoring Sheet for every case of Clinical Interpretation):

If the Axiological number has one digit, a higher number, by the testee means subvaluation and a lower number means supervaluation. If the axiological number has two digits, a higher number of the testee means supervaluation and a lower number means subvaluation.

In the case in question, therefore, we have subvaluation, and we write -10.

This may be clarified by the following Diagram:



From 2 - 9 is -7, and from 2 to 14 is - 12; the double arrow on the outer circle meaning that it extends, for the numbers on the left side, all the way to 18. From 15 to 10 is -5, and from 16 to 6 is -9; the double arrow in the inner circle meaning that it extends, for the numbers on the right side, all the way to 1.

Column p. Here the axiological item 15 is put by the testee to position 16, and a devaluation of one point of a devaluation, that is, a super-valuation of 1. We write 1.

In total we have, then, in the Dim I dimension of the test of Eduardo Gutierrez:

Column j	-3
n	-10
p	+1
	<hr/> -12

which is a disvaluation of the intrinsic dimension of the self of 12 points out of a total score of 14, or a disvaluation of the self of 86 percent.

Clinically, subvaluation means lack of development of the capacity in question while supervaluation means over compensation: the capacity is overemphasized in order to overcompensate for some lack. Usually, where there is a subvaluation there is a supervaluation, that is an overcompensation for the lack somewhere in the test, and vice versa. As is seen in the test of Gutierrez, we have a supervaluation in the Dim I₁ score, that is the intrinsic score of the first Part of the test. Here we have

Column f	3
j	3
k	-2
o	1
	<hr/> 7

out of 9 points, or a supervaluation of 78 percent. The person thus lives in others more than in himself; he overcompensates for his own self-disvaluation by the (over)-valuation of others.

7.9.4. Once sub- and supervaluation of the significant numbers, that is those that fall outside the pattern, have been determined on the Scoring Sheet, and these numbers been indicated by circles and arrows, the clinical interpretation may begin. In general, it consists in the determination and interrelation of the high numbers and in their relation to the low numbers. The latter shows how the person manages his deficiencies beside the recourse to overcompensation which means to correct one deviation from the norm by another. A sounder procedure is to enforce one's strengths (low numbers) to counteract one's weaknesses (high numbers).

7.9.5. The following are general guidelines for interpretation:

1. Low scores signify correct view of the value dimensions which gives the person a general sense of reality, expressed in openness toward the world and creativity (cf. Maslow's self-actualizing people).
2. High scores give the person a corresponding sense of lack of reality expressed, depending on the scores in question in various degrees of closedness toward the world, timidity, exaggerated prudence, anxiety, and lack of creativity. The higher the scores the more limited is the

person's life situation. Every step is fraught with dangers, both the world and the person himself are in disorder. The world is a dangerous place, like a stormy sea, and the person is a leaky boat on it.

3. When the high scores are in the relative indices, Dim percentage and Int percentage, they are indicative of existential and emotional problems, even very much hidden ones.

4. If one of the tests is low and the other high, the person will use the low one to offset the high one; he will use his strong capacities to offset his weak ones.

a. If the first test is high and the second low, the world appears to the person in chaos, in the degree of the highness of the score, but to himself in good shape. He is able to navigate through the world due to his inner order, having his security within himself rather than outside. In this case he is like a good boat in a stormy sea.

b. If the first test is low and the second high, the world appears to the person in order but he himself in disorder. He will have his security outside rather than inside himself. In this case he is like a leaky boat on a calm sea.

5. In each index, the smaller figure, whether in the first or the second Part, indicates the potentiality of the capacity in question and the higher figure the quality. The percentage use of the Potentiality in Actuality is measured by the formula $\frac{100 P}{A}$. Thus, if Dim-S₁ 15 and Dim-S₂ 26, the potentiality is 15 and resides in the person's world valuation (heteronomous valuation), the actuality in his self-valuation (homonomous valuation) is 26. He uses $\frac{1500}{26} = 58$ percent of his potential for his own normative direction. If S₁ were 26 and S₂ 15, then the potentiality would reside in the person's self-valuation and he would use 58 percent of his potential in his focus on order and system in the world.

6. The test measures, as was said above in Section 0.1, the capacity for value judgment, not for value action. Yet, as a general rule, the lower the Dim-I₂ and Dim-E₂ indices (Dim-I and Dim-E of Part 2) the easier is the transformation of judgment into action. On the other hand, the higher these indices, the more difficult this transformation.

7.9.6. The Analysis of a test consists of both the axiological description and the clinical interpretation. The former serves as material for the latter. It is primarily the axiological description of the pattern, but with a view to the clinical picture. The clinical interpretation centers on the features that fall outside the pattern. What falls within the pattern is "normal" for the test in question; this means that what is "normal" for one test may be "abnormal" for another. This relative normalcy of a test must be distinguished from the absolute normalcy of a test which is determined by the absolute scale.

(Section 7.9.1.2.) and the middle rows of the Axiogram.

7.9.7. We shall now examine the Axiogram of Eduardo Gutierrez with a view to its Clinical Interpretation. What strikes one immediately are the rhombic quadrangles in the systemic dimension, Column 3 and 9, which indicate irritations in this field, with the outside world supplying the cause since it is the blue line that forms the lower part of the figures rather than the red which latter forms the apex and thus the claim which the outside world is slow to fulfill. Also, the quadrangle, at the right, in form between the horizontal ones of A.G.S. and the narrow vertical rectangles of P.Q., and Y.K., show that the test is normal between the extremes of super- and subnormal. The Dim, Int and Dis patterns follow roughly parallel lines in both parts of the test.

There are, in this test 8 high numbers falling outside the pattern, namely Dim 26, Dim percentage 57, Int percentage 50, D.I. 16, and SQ_2 51 of the second Part (red); Dim percentage 33 and Int percentage 31 of the first Part; and BQ_{a2} 38. Moreover, there is the significant drop in the Dim-subpattern, Dim E 24, to which corresponds the drop Int-E 13, of the second Part. Particularly high are the S-indices Dim-S 8 and Int-S 1. Around these numbers the clinical interpretation of the test has to be built. The other part of the analysis is the normal one, that is, the investigation of the pattern, or of the numbers within the test level (row 2, 3, 4).

7.9.7.1. The interpretation of the normal features of the sample test. The normal numbers have mainly axiological meaning, and clinical significance only in the total context of the test. The interpretation of the normal features thus follows more or less the axiological description, adding the description of the sub-patterns and the percentage relationships between the numbers. What counts here are the differences of the various numbers, no matter how small. Thus, it is seen that in the first Part of the test of Eduardo Gutierrez, his decision capacity in the intrinsic dimension is 2 and in the extrinsic dimension 3. This means that his decision capacity for other people is very slightly better than his decision capacity in practical problems, concerning things and circumstances. On the other hand, since the numbers are so very small, the difference of 1 means a difference of 33 percent. In other words, his decision capacity for the personal problems of people around him is 33 percent better than his decision capacity in circumstance without people or with people seen as functions.

Usually the analysis proceeds from the first to the second Part, except

(a) when the second Part Dif is smaller than the first Part Dif, and hence the person's potential is shown in Part 2 rather than Part 1.

(b) when there are significant subpattern relations between Parts 1 and 2, e.g. when some indices or patterns are reversed in the two parts. This is the case in the sample test where Dim-S in the first Part is the highest and in the second Part the lowest score. Also, Dim-S in the second Part is exactly half of what it is in the first Part. Discussing these and similar features of the pattern, and stressing the small numbers showing the testee's strength, we have the descriptive part of the analysis, which follows the axiological description and should be compared with it.

This person has a very good capacity for discerning values in the outside world. His sense of proportion is fair, his capacity for problem solving and decision making in the outside world is very good, and he distinguishes well between good and bad in the world.

His greatest strength is his capacity for discerning the individuality of others and for making decisions concerning them.	Dim-I ₁ Int-I ₁
Here he is almost never in error. Second is his capacity for practical values circumstances and situations around him. Here his decision-making capacity is also very good. Third, not quite as good, is his capacity for seeing system and order in the world.	Dim-E ₁ Int-E ₁ Dim-S ₁
This capacity, although the relatively weakest of the three, is yet good. His decision-making and problem-solving capacity in theoretical problems is good, but not as good as his problem-solving and decision-making capacity in personal and practical problems. His application to problematic outside situations and their solution is very good.	Int-S ₁ D.I. ₁

The picture changes somewhat when he judges himself rather than the outside world. Then he applies only about two thirds of his potential and innate capacity. His sense of proportion is only half of what it is in outside situations when he judges himself and so is his problem-solving and decision-making capacity. There is a curious reversal, for what is his worst capacity in the outside world is his best capacity when he looks within him, namely that of discerning system and order. This means that in this particular case his potential is within him and he only applies half of it when he looks at the outside world. His decision-making power in normative and moral decisions is his very best capacity. It is almost perfect. On the other hand, when he has to judge his own individuality he can do so only 33 percent less clearly than he can discern the individuality of others. His decision-making capacity concerning his own individuality is only a quarter of his decision-making capacity concerning the problems of others. Worst is his view of his place in the world which he sees only fairly, and for him actually very badly. He has not defined his role in the world. He applies less than half of his capacity in this field. His power for concentration on his internal problems is less than half of his concentration on external problems.	Dif ₂ Dim ₂ Int ₂ Dim-S ₁ Dim-S ₂ Int-S ₂ Dim-I ₂ Int-I ₂ Int-I ₁ Dim-E ₂ D.I. ₂
--	---

This is the descriptive interpretation of the sample test the high index of Dim-E in the second test leads to the psychological interpretation.

7.9.7.2. The Interpretation of the abnormal features of the sample test (clinical interpretation).

Here we interrelate the 9 high numbers, Dim percentage and Int percentage in the first Part; Dim, Dim percentage and Int percentage, D.I. and SQ₂ in the second Part; as well as BQ_{a2}; and the high score of the subpattern, Dim-E₂. Theoretically, to relate each of these nine indices with every other would give us 72 relations (see below Section 8.0); and in a full clinical analysis all the relations ought to be

THE HARTMAN VALUE PROFILE

Name Doe, John (Eduardo Gutierrez) Age 27 Date _____ Male Female

Single - Married - Other _____ Occupation salesman

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	<input checked="" type="radio"/> c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	<input checked="" type="radio"/> r		
E	S	<input checked="" type="radio"/> S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	<input checked="" type="radio"/> S		
9	5	7	13	11	2	17	15	10	1	3	18	6	14	8	16	4	12		
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7		
					+3						+3	-2	0			0	+1		
					1						1	0	0			0			
-3			+2		-2	0			-4			0							
1			0		0	0			2			0							
+4		-3						-1		-2						-1		-5	
2		1						0		0						0		3	

DIF	DIM	INT	DIS	V. Q.
36	12	11	2	61 -25

DIM%	INT%		
33	31	+	-
DIM-I	9		
	INT	7 2	
DIM-E	11		
	INT	2 9	
DIM-S	16		
	INT	4 12	
.888	Q	7	DI
		13	23

AI% 64

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	<input checked="" type="radio"/> m	<input checked="" type="radio"/> n	o	p	q	r		
E	S	S	E	E	I	E	S	S	I	I	I	<input checked="" type="radio"/> E	<input checked="" type="radio"/> I	E	I	S	S		
2	6	12	14	17	5	13	15	11	7	1	18	10	4	9	16	3	8		
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7		
					0						-3	0	0			-10	+1		
					0						1	0	0			8			
+4			+3		+4	-4			-8			-1							
2			1		2	2			6			0							
+3		+2						-1		-1						0		-1	
1		0						0		0						0		0	

DIF	DIM	INT	DIS	S. Q.
46	26	23	2	97 -51

DIM%	INT%		
57	50	+	-
DIM-I	14		
	INT	1 13	
DIM-E	24		
	INT	11 13	
DIM-S	8		
	INT	5 3	
.752	Q	16	DI
		17	29

AI% 63

(1) $\frac{SQ}{VQ} = \frac{97}{61} = 1.6 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{158}{2} = 79 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{51}{25} = 2.0 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{76}{2} = 38 \text{ BQ}_{a2}$

(3) $BQ_{r1} \times BQ_{a1} = \frac{126}{76} \text{ CQ}_1$
 $BQ_{r2} \times BQ_{a2} = \frac{76}{76} \text{ CQ}_2$

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NAME **GUTIERREZ, EDUARDO** (Last) (First) (Middle) DATE _____ THE HARTMAN VALUE PROFILE • AXIOMGRAM

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _a (I)	BQ _a (2)	CQ (I)	CQ (2)	RQ _a (I)	RQ _r (2)		
Excellent	1	1	1	22	0	2	0	0	0	1	2	0		1	1	1	1	0.1-0.6	1	1	1	1	1	1	1	4.8	
	2	2	2	24	1	4	0	0	0	2	4	1		10	2	10	2	0.7	10	2	10	14	3	3	14	4.6	
	3	3	3	26	2	6	0	0	0	3	6	2	0	19	3	19	3	0.7	19	3	19	28	5	5	28	4.4	
	4	4	4	28	3	8	0	0	0	4	8	3		28	4	28	4	1.1	1.1	28	4	28	42	7	7	42	4.2
	5	5	5	30	3	10	0	0	0	5	10	3		37	5	37	5	1.5	1.5	37	5	37	56	9	9	56	4.0
	6	6	6							6					46	6	46	6			46	6	70	11	11	70	
	7	7	7							7					55	7	55	7			55	7	83	11	11	83	
PART I Very Good	8	8	8	32	4	12	1	1	1	8	12	4		56	8	56	8	1.6	1.6	56	8	90	13	13	90	3.8	
	9	9	9	34	5	14	1	1	1	9	14	5		58	9	58	9	1.7	1.7	58	9	98	16	16	98	3.6	
	10	10	10	36	6	16	2	2	2	10	16	6		60	10	60	10	1.8	1.8	60	10	106	18	18	106		
	11	11	11	38	7	18	3	3	3	11	18	7		63	11	63	11	1.9	1.9	63	11	115	21	21	115	3.4	
	12	12	12	40	8	20	4	4	4	12	20	8		66	12	66	12	2.0	2.0	66	12	124	24	24	124	3.2	
	13	13	13							13					68	13	68	13	2.1	2.1	68	13	132	26	26	132	
	14	14	14							14					70	14	70	14	2.2	2.2	70	14	140	28	28	140	3.0
PART II	15	15	15	42	8	22	6	6	6	15	22	8		71	15	71	15	2.3	2.3	71	15	149	32	32	149	2.8	
	16	16	16	44	9	24	7	7	7	16	24	9		73	16	73	16	2.4	2.4	73	16	159	35	35	159	2.6	
	17	17	17	46	10	26	8	8	8	17	26	10		75	17	75	17	2.5	2.5	75	17	170	38	38	170		
	18	18	18	48	11	28	9	9	9	18	28	11		78	18	78	18	2.6	2.6	78	18	181	42	42	181	2.4	
	19	19	19	50	12	30	10	10	10	19	30	12		81	19	81	19	2.7	2.7	81	19	191	45	45	191	2.2	
	20	20	20							20					83	20	83	20	2.8	2.8	83	20	202	49	49	202	
	21	21	21							21					85	21	85	21	2.9	2.9	85	21	213	53	53	213	2.0
Good	22	22	22	52	12	32	11	11	11	22	32	12		86	22	86	22	3.0	3.0	86	22	224	57	57	224	1.8	
	23	23	23	54	13	34	12	12	12	23	34	13		88	23	88	23	3.1	3.1	88	23	236	61	61	236	1.6	
	24	24	24	56	14	36	13	13	13	24	36	14		90	24	90	24	3.2	3.2	90	24	249	66	66	249		
	25	25	25	58	15	38	14	14	14	25	38	15		93	25	93	25	3.3	3.3	93	25	262	71	71	262	1.4	
	26	26	26	60	16	40	15	15	15	26	40	16		96	26	96	26	3.4	3.4	96	26	275	75	75	275	1.2	
	27	27	27							27					98	27	98	27	3.5	3.5	98	27	288	80	80	288	
	28	28	28							28					100	28	100	28	3.6	3.6	100	28	300	84	84	300	1.0
Average	29	29	29	62	16	42	16	16	16	29	42	16		101	29	101	29	3.7	3.7	101	29	313	90	90	313	0.9	
	30	30	30	64	17	44	17	17	17	30	44	17		103	30	103	30	3.8	3.8	103	30	328	95	95	328	0.8	
	31	31	31	66	18	46	18	18	18	31	46	18		105	31	105	31	3.9	3.9	105	31	343	101	101	343	0.8	
	32	32	32	68	19	48	19	19	19	32	48	19		108	32	108	32	4.0	4.0	108	32	358	106	106	358	0.7	
	33	33	33							33					111	33	111	33	4.1	4.1	111	33	373	112	112	373	0.7
	34	34	34							34					113	34	113	34	4.2	4.2	113	34	388	117	117	388	0.6
	35	35	35							35					115	35	115	35	4.3	4.3	115	35	403	123	123	403	
Poor	36	36	36	72	20	52	18	18	18	36	52	20		116	36	116	36	4.4	4.4	116	36	418	130	130	418		
	37	37	37	74	21	54	19	19	19	37	54	21		118	37	118	37	4.5	4.5	118	37	435	137	137	435	0.5	
	38	38	38	76	22	56	20	20	20	38	56	22		120	38	120	38	4.6	4.6	120	38	452	143	143	452		
	39	39	39	78	23	58	21	21	21	39	58	23	6		123	39	123	39	4.7	4.7	123	39	469	149	149	469	0.4
	40	40	40	80	24	60	22	22	22	40	60	24		126	40	126	40	4.8	4.8	126	40	486	155	155	486		
	41	41	41							41					128	41	128	41	4.9	4.9	128	41	503	162	162	503	
	42	42	42							42					130	42	130	42	5.0	5.0	130	42	520	168	168	520	
Extremely Poor	43	43	43	82	24	62	23	23	23	43	62	24	8	132	43	132	43	5.1	5.1	132	43	533	172	172	533	0.3	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		

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discussed. However, here we shall limit ourselves to the most fundamental. In the first Part we see that Dim percentage 33 is the result of a relatively low Dim figure, 12 with a very good Dif figure, 36. If Dif were higher, that is, the person not so value sensitive, Dim 12 would not result in a Dim percentage figure of 33. Moreover, the Dim figure is the result of the relative dip in the Dim-S column to 16. Again, if the other value dimensions, Dim-I and Dim-E were not so high, Dim-S 16 would not be a dip. Thus, the sense of relative irreality of the world is due to the person's value sensitivity on the one hand and his relative lack of focus of systemic value, or of seeing order and system in the world. This index, Dim-S, is a sub-valuation, the person's capacity for seeing theoretical values is not as well developed as the rest of his value capacities. As a result, he suffers from an axiological lack of focusing, or astigmatism. This in itself would make the world somewhat opaque and slightly senseless to him; the fact that the astigmatism results from a lack of seeing theoretical values enforces this result: the world appears to the person very often without sense and order. He is sceptical about it, and escapes from reality into occasional fancies and imaginations.

The same sensitivity brings about a slight emotional problem, again due to the relative vagueness of seeing system and order in the world. This means that the person has a slight tendency to uncontrolled reaction rather than controlled action toward the outside world.

In the second Part of the test all the high figures are based on the large dip in the Dim-E which is in part over - in part undervaluation (+11, -13). This is the fundamental fact of the second Part of the test, as indeed of the test itself. It is sub-dimensions where the immediate results of the test appear, and thus the fundamental pattern of the person. The equal distribution of plus and minus indices means that the person almost equally under- and overvalues his role in the world, in other words, that he is genuinely confused about it, neither undervaluation nor overvaluation is emphasized. This means that there is a dependence on the outside world, which may be of persons, situations or ideas (this has to be determined by personal interview). There are two possibilities of the cause of this dependence, which appear in the first test: he is either dependent on what he sees very clearly or what he sees very unclearly. In the first case, this would be person (Dim I), either parents, a wife, etc. In this case, the dependence is to give the person security -- he holds on to what is clear and unquestioned to him, as kind of second dependence, pending his own inner development. In the second case, the dependence would be of imaginations, and ideas which arise from his lack of focus on system and order (Dim-S 16 the highest figure in Part 1). This would be an unsound dependence; it would deepen a weakness, the lack of reality of the world, by a further weakness, the dependence upon it due to lack of definition of his role in the world.

This lack of definition of his place in the world brings about, in conjunction with the good I and S dimensions, a pronounced astigmatism, over twice as strong as in his vision of the world (Dim 26), which means that when looking at himself he does not see the three value dimensions in equal proportions: the extrinsic dimension is seen out of proportion. Furthermore, due to the relatively good value sensitivity (Dif 46) this brings about a very pronounced existential problem, Dim-percentage 57. The person,

although firm in his sense of individuality (Dim-I 14) yet does not accept himself, is unreal to himself and may even be hostile against himself. At the same time, the dependence in the extrinsic dimension brings about a pronounced emotional problem (Int-percentage 50) which means that when confronted with a complete internal situation, such as his dependence and the vagueness of his role in the world, he is apt to lose emotional control and become acutely affected. He is not able to summon his concentration capacity to this problem at more than 44 percent of his capacity (D.I. 16 as against the potential of D.I. 7). As a result, his total self-value capacity, although fair in quantity (SQ₁ 97), is very bad in logical scale, although good in quantity (BQ_{a1} 79) is very poor in quality or inner harmony (BQ_{a2} 38). He lives in a certain tension (BQ_{r2} 2). Yet his total value capacity is very good in quantity and fair in quality (CQ₁ 126 and CQ₂ 76).

The following is a full analysis of the sample test:

This is an intelligent person, with a very good general capacity to differentiate values, which allows him adequately to judge the world around him. His general capacity to see the simple in the complex in complex situations is very good, and so are his capacity to distinguish the good from the bad and his capacity of concentration to reach adequate solutions of problems confronting him.

Analyzing in detail his capacity to discern values in the world, we find that the capacity to differentiate systemic or theoretical values, while good, is the one which needs most further development since it represents only half of his potentiality in this respect. That is to say, Mr. Gutierrez understands well order and system in the world yet relatively, these aspects of life are to him the least clear. He knows well how to handle numbers and ideas, relate concepts and to plan (theoretical organization) as well as to solve theoretical problems of organization. Still the decisions he makes in this respect are the least certain to him concerning the outside world.

Slightly better developed is his capacity to discern extrinsic or practical values in the world. It is very good. This allows him to grasp very well circumstances, every-day situations, and to classify things and persons. Mr. Gutierrez, in perceiving the persons he deals with as parts of groups is able to organize concretely both things and persons. As a result he can solve very well the practical problems which confront him daily.

Very close to this capacity but slightly more developed is his capacity to discern intrinsic or personal values in the world. This means that he grasps very well the individuality of others, seeing in them the essential, the authentic and thus being able to make himself clear judgments about their personality, and to help them solve their personal problems practically without committing errors. He understands people, gets close to them, and knows that each person is unique and needs a different approach.

He has developed his capacity to value the world quite equally; only the relative and small confusion he suffers when trying to perceive order and system in the world brings about occasional evasions of reality in fantasy. On confronting conflicting and complex situations in the outside

world he usually gives organized responses, with emotional discipline, and only occasionally, when it is a matter of theoretical problems, will he give impulsive responses or feel a certain irritability.

When he judges himself and values himself as a person he uses only 70 percent of his potentiality. Yet, his capacity of self judgment is still good. He knows very well how to distinguish the good from the bad in his inner self but he has actualized only fifty percent of his potential capacities for solving problems and making decisions within himself; and his capacity for concentration on internal problems is only fair. So is his capacity to discern extrinsic (practical) values within himself for he uses less than half of his potential in this respect. This means that Mr. Gutierrez does not distinguish with absolute clarity the role or roles he is to play in the world. He is a little confused in this respect and has certain difficulties to classify himself as a member of the world, to know what he is and what the world expects of him. As a result, there arises a dependence within him; the world controls him, through things, ideas, or persons (this has to be determined by a personal interview) instead of he controlling it. He has difficulty, up to a certain point, to solve the problems which refer to his role in the world and he does not easily distinguish in them the simple within the complex, the axis of the problem. Hence, the decisions he makes in this respect are not as correct as they should be given his potential.

His capacity to discern in himself intrinsic values (personal values) is very good but could be better. He fails to use about 40 percent of his potential. In other words, Mr. Gutierrez grasps pretty well his individuality, understands that he is a unique being (who he is), but this is tinged by a quite definite feeling of depreciation of himself. He does know well how to solve his intimate personal problems, yet the decisions he makes in this respect are three and a half times less correct than his potential would allow him.

Finally, we have his capacity to discern order and system within himself, systemic values. This is the best within him. His development here is 40 percent higher than the capacity just discussed and twice as good as the corresponding capacity in judging the world. This means that Mr. Gutierrez understands very well his moral code, the norms and rules that govern his conduct, has a high sense of duty, strong self-discipline, and knows how to solve his own ethical and disciplinary problems. In this respect, it may be said he does not commit errors.

From what has been said so far it results - that the different aspects of his inner life have different degrees of clarity for the testee. Some he grasps with greater facility than others. This difference in the focus of value vision is called axiological astigmatism. In the testee it is quite definite and brings about an existential conflict; Mr. Gutierrez does not have a clear sense of his own inner reality, his authenticity. In spite of his good sense of individuality and knowledge of who he is and who he ought to be, he does not accept himself fully as who and what he is.

As a result, we also find indications of an emotional conflict, a lack of discipline when reacting to conflictive situations, primarily those which refer to his role in the world and secondarily to his own intimate self.

When he confronts situations of this kind he tends to react rather than act and to respond in a relatively disorganized manner.

In general, Mr. Gutierrez is an intelligent and sensitive person, with a special gift for people which allows him to relate himself effectively with the world. His only difficulty with the outside world is a relative confusion concerning the systems that rule it which causes him a certain tension due to his incapacity of utilizing more than half of his potential in this respect. He suffers of both an existential and an emotional conflict within himself, doubting himself and being apt to lose internal control, due to a feeling of dependence which arises from lack of definition of his role in the world. As a result, he lives under a certain tension.

Finally, since Mr. Gutierrez does not find complete satisfaction in his own intimate self and his work, he tries to get close to persons, trying to live in this way in the satisfaction he cannot find in another way. He lives, so to speak, more in others than in himself.

8. Clinical Interpretation: The Scores

8.0. The clinical interpretation of the scores discusses those scores which fall outside the test pattern, in normal cases the high scores, in the lower rows of the Axiogram. Only in abnormal tests the numbers falling outside the pattern are the low scores (see Sect. 7.9.) since the test pattern itself consists of high scores. In such cases, the role of the axiological description and clinical interpretation are reversed: the axiological description deals with the high scores, that is the total symptomatic picture, and the clinical interpretation with the low scores falling outside the pattern, that is, the possibilities and direction of therapy. This section will deal only with normal cases, where the clinical interpretation deals with high scores.

8.0.1. In each such case it must be determined whether the high score is an under- or an overvaluation (Hypoaxia or Hyperaxia).

8.0.2. It is important to note that there can be under- and over-valuation also in normal numbers if there is a large preponderance within this number of either the one or the other. Thus, if we have, say, Dim-I₁ 8, Dim-E₁ 15 and Dim-S₁ 17, then the I-dimension is very well developed. Yet, if it consists of +7, -1, there is a tendency to overvaluation, and everything said below in Sect. 8.1.8. mutatis mutandis that is holds, as a tendency rather than an actuality.

8.1. Dim-I: Intrinsic Dimension. The axiological definition of this index is as follows: Development of the capacity for discerning individuality in others and individuality in oneself. (Capacity for personal valuation; development of the sense of individuality.)

8.1.1. In the interpretation of the sub-dim indices it must be remembered what was said about the value dimension in the Theoretical Background: the intrinsic dimension is for empathic and emphatic thinking, the extrinsic for pragmatic, and the systemic for strict and dogmatic thinking (see above Section 2.6). Thus, if the Dim-I index has a low score in a test, that is, when it is close to the axiological norm it indicates understanding of the individuality of others, warmth and humanity, responsibility for others, compassion, kindness, humility, the capacity for identification with others and for seeing people from within. Such a person will feel at ease with others and secure with them.

8.1.2. If this is coupled with a high score in the Dim-S₁ index, that is a lack of systemic focus, then the person is intuitional rather than intellectual and acts by intuition rather than by intellectualization.

8.1.3. A good Dim-I₁ may also be the index of deep imagination and creativity, for when I give myself freely to intrinsic value I transcend the limits of space and time, of logical classification and system, am

open to the world and have love not only for people but for the whole world: "This kiss to all the world" as Beethoven sings in Schiller's Ode to Joy in the Ninth Symphony.

8.1.4. This love of others means very strong inner resources. Even if, due to some traumatic experience there is a lack of self-love or actual self-depreciation (a high Dim-I₂ score) there is yet the potentiality, manifested by a low Dim-I₁ score, that the person could summon the inner resources needed for restoring his self-respect. In such cases, a low Dim-I₁ score may serve as prognosis for therapy.

Axiologically, the intrinsic value dimension is not in space and time, for space and time presuppose the ordering of at least two things and hence classification, that is, the extrinsic realm. Intrinsically, therefore, we live in a different dimension from the space-time dimension of everyday life, while in the extrinsic dimension we are separated by our bodies, in the intrinsic dimension all intrinsic selves are one. Identification with the other is the very core of this reality. It is neither "higher" nor "lower" than the space-time dimension but is intrinsic to it, its inner core, the dynamic continuum from which is the spring of all being. Existential psychology recognizes this. People in contact with this realm are self-actualizing, in Maslow's sense, and have the capacity, as Victor Frankl and others have shown, to survive the most horrible experiences. They summon their inner resources. Within themselves, they are one with their beloved ones, and through the identification with others and with the world they become re-united with themselves. In the midst of the misery of the concentration camp, says Frankl, his soul found its way back "from the prisoners existence to another world." He concentrated on his wife, imagining her with an uncanny acuteness.

I heard her answering me, saw her smile, her frank and encouraging look. Real or not, her look was then more luminous than the sun which was beginning to rise.

A thought transfixed me: for the first time in my life I saw the truth as it is set into song by so many poets, proclaimed as the final wisdom by so many thinkers. The truth -- that love is the ultimate and the highest goal to which man can aspire. Then I grasped the meaning of the greatest secret that human poetry and human thought and belief have to impart: the salvation of man is through love and in love....

A thought crossed my mind: I didn't even know if she were still alive. I knew only one thing -- which I have learned well by now: Love goes very far beyond the physical person of the beloved. It finds its deepest meaning in his spiritual being, his inner self. Whether or not he is actually present whether or not he is still alive at all, ceases somehow to be of importance.¹

¹From Deathcamp to Existentialism, Boston: Beacon, 1959, pp. 36-37.

A low Dim-I₂ gives the potentiality for this depth of inner life, the intensification of oneself within oneself. It helps the person to overcome any outside situation, even any internal difficulty. If this potential is not self-actualized, i.e., not manifest by a low Dim-I₂, the person has lost his way within. If both Dim-I₁ and Dim-I₂ are low the person is strong within himself and connected with the intrinsic reality both of the world and himself.

8.1.5. Psychoanalytically, a low Dim-I₁ may mean the experience of full and entirely integrated satisfaction, in particular, genital primacy. "At the height of full genital satisfaction, identifications comes back on a higher level; a feeling of loving together, of losing one's individuality; of achieving a desired union of the ego with something larger which has been outside the boundaries of the ego, is an essential constituent of this satisfaction.¹" This means creative being pouring itself out into other being and then fulfilling itself.

8.1.6. From these characterizations of a normal intrinsic value capacity, that is, a low Dim-I₁ score, follow the abnormal such deviations the clinical interpretation deals with. High scores in this dimension are either in Part 1 or Part 2 or in both; and they are either due to under- or to overvaluation.

8.1.7. High Dim-I in Part 1: Undervaluation (Dim-I₁-). This score means that the individuality of others is not sufficiently valued. There is a lack of capacity of identification with others, lack of empathy, of warmth and humanity, lack of responsibility for others and compassion, of kindness and humility. It may also mean a lack of deep intuition, imagination and creativity; and a lack of inner resources. The person instead of being involved with others is a spectator. Other people are seen from the outside, especially if Dim-E₁ is low. They walk over the scene and one sits, so to speak, in the audience. There is a lack of capacity for giving love, for forming lasting human attachments, for intimate contact with others, and self-surrender; an incapacity of giving oneself. Also, since people are not appreciated, they will not appreciate this person and the person may feel "disappointed" by them. On the other hand, he may really have been disappointed and has formed a shell against others. He will feel uneasy with people, a certain lack of security, and timidity. He may be called an egoist, yet he is not out to grab but rather is unable to give himself. If Dim-I₂ is low, the person will suffer under this incapacity.

8.1.7.1. When a high Dim-I₁ is combined with a low Dim-E₁ the person, while incapable of seeing the individuality of people is very capable of seeing circumstances and situations. This indicates that he sees persons as objects in their social functions rather than their inner core. It may mean also social pride, snobbishness, and prestige desire. This is the case also and in particular, when Dim-E is high but overvaluation.

¹Otto Fenichel, The Psychoanalytic Theory of Neurosis, W. W. Norton and Co., New York, 1945, p. 85.

8.1.7.2. When a high Dim-I- is combined with a low Dim-S₁ the person, while incapable of seeing the individuality of others is strong in seeing system and order in the world. This means that he sees people as elements of systems and organizations -- an organization man, he intellectualizes his relation to others. This may result in a kind of intellectual pride. It also means a lack of self-surrender due to intellectualization. The person thinks when he ought to feel.

8.1.7.3. When a high Dim-I- is combined with a high Dim-E₂ (Dim-E in the second Part) then dependence is combined with lack of capacity of giving oneself to others. The person then is thrown back on himself and makes himself the love-object. Here we have an indication of intrinsic subject. The person, as he cannot love others, cannot truly, that is intrinsically, love himself, give himself to himself. He attaches himself to a self-image, his body. We then have object or extrinsic "love" of self rather than subject or intrinsic love of self, that is, self-integration. As others are objects rather than subjects, so is oneself.

8.1.7.4. Psychoanalytically, a high Dim-I₁- score may mean a lack of genital satisfaction, perhaps frigidity.

8.1.7.5. The following tests O.Ch. and O.D.R., show some of the symptoms discussed.

Single - Married - Other Occupation

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.							
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	40	8	14	4	66-26							
8	9	6	13	14	4	15	18	12	2	1	16	7	5	11	17	3	10	DIM%	INT%										
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	20	35										
					+1						+2	0	-2			-9			+2			I	DIM-I	16			+	-	
					0						0	0	0			7			0				INT	7	5	11			
			+2+1					-2							-5				-3				E	DIM-E	15			+	-
			0 0					0							3				1					INT	4	3	12		
		0 -4							+2		0										0 -3		S	DIM-S	9			+	-
		0 2							0 0											0 1		INT		3	2	7			
																	.830	0	7	DI	10	30	AI%	75					

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.									
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	9	12	2	59-23									
5	10	13	15	12	1	16	9	14	7	2	18	3	11	8	17	4	6	DIM%	INT%												
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	25	33												
					+4						-3		-1	0			-3				+2			I	DIM-I	13			+	-	
					2						1		0	0			1				0				INT	4	6	7			
+1					+4-1					-1							-1				0				E	DIM-E	8			+	-
0					2 0					0							0				0					INT	2	5	3		
		-1+3							-7+2											-1+1		S	DIM-S	15			+	-			
		0 1							5 0											0 0			INT	6	6	9					
																	.876	0	6	DI	17	19	AI%	53							

(1) $\frac{SQ}{VQ} = \frac{59}{66} = .89 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{125}{2} = 62 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{23}{26} = .88 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{49}{2} = 24 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{69}{27} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{27}{27} \text{ CQ}_2$

THE HARTMAN VALUE PROFILE

Name O. D. R. Age 22 Date _____ Male Female

Single Married Other Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	52	20	27	4	103-51	
8	5	4	13	12	2	16	17	11	9	10	18	1	7	6	15	3	14	DIM%	INT%				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	38	52				
					+3				-5	-9	0		-7		0				DIM-I			+ -	
					1				3	7	0		5		0					INT		3	21
																			DIM-E				
-2			+2	-1		-1						+1		+2									
0			0	0		0						0		0						INT			
																			DIM-S				
		+4	-6					+1	-1							0	-7						
		2	4					0	0							0	5			INT			
																		.718	0	21	DI	13	39
																						AI%	75

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	28	10	8	0	46-18	
9	7	13	12	11	6	10	15	14	4	1	18	2	17	8	16	3	5	DIM%	INT%				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	36	29				
					-1				0	0	0		+3		+1				DIM-I			+ -	
					0				0	0	0		1		0					INT		4	1
																			DIM-E				
-3			+1	-2		-7						0		0									
1			0	0		5						0		0						INT			
																			DIM-S				
		+2	+3					-1	+2							0	+2						
		0	1					0	0							0	0			INT			
																		.904	0	10	DI	14	14
																						AI%	50

(1) $\frac{SQ}{VQ} = \frac{46}{103} = .45 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{149}{2} = 74 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{18}{51} = .35 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{69}{2} = 34 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{115}{56} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{115}{56} \text{ CQ}_2$

THE HARTMAN VALUE PROFILE • AXIOGRAM

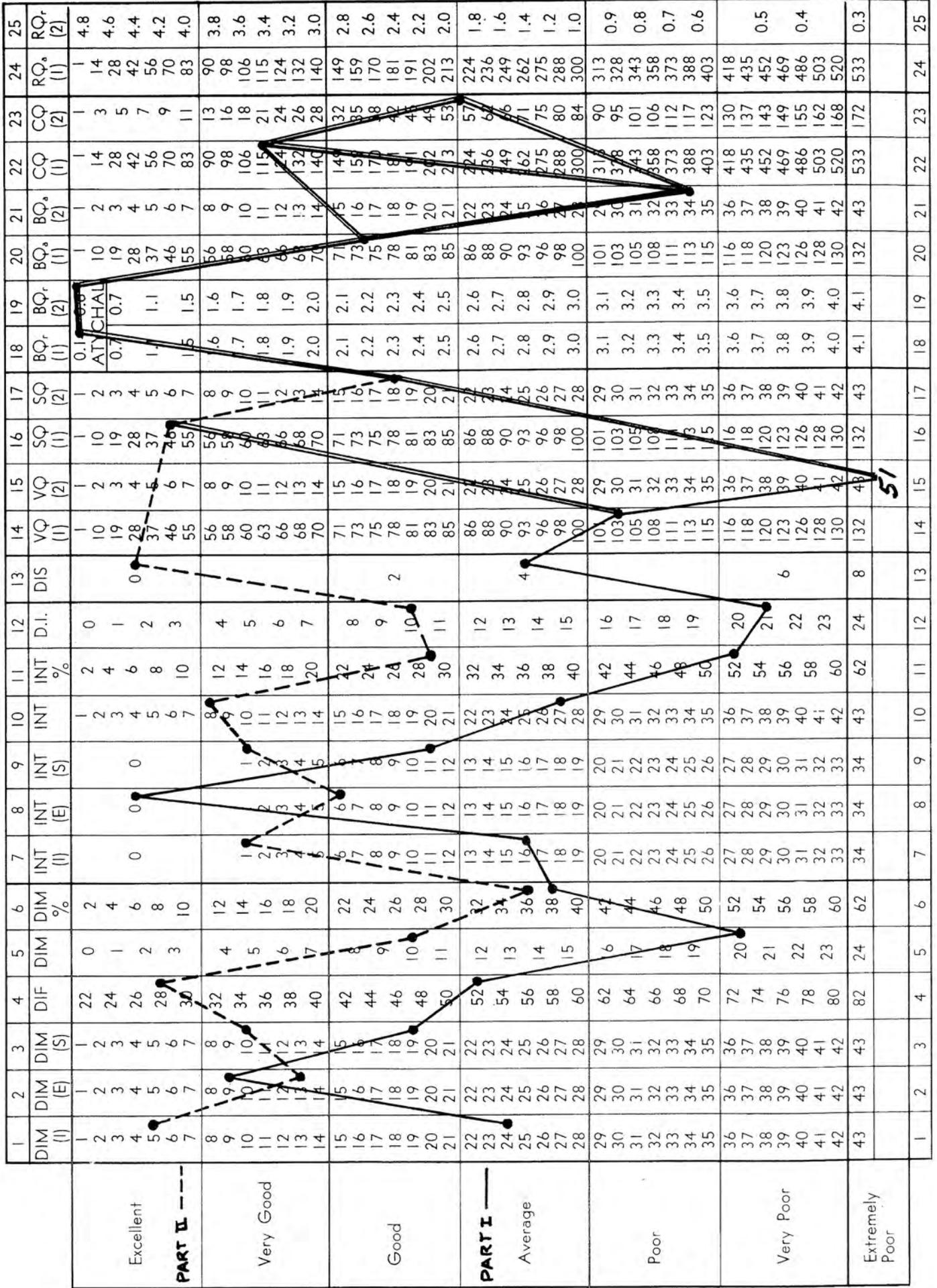
DATE

NAME O. D. R.

(Middle)

(First)

(Last)



insight and consistency.

In all, this is a very fine young man, original, somewhat over-intellectual, and full of interesting contradictions.

O.D.R.

This young man sees himself very much better than he sees the world, with which he has difficulty, especially in making contact with other people and giving himself fully to them (Dim-I₁ 24). There is in him a lack of appreciation if not a contempt of people due to a certain social pride, a certain snobbishness (Dim-E₁ 9, overvaluation +5, -4). He is egoistic, not because he wants so much for himself but rather because he is incapable of giving himself. People are objects for him rather than individual persons. At the same time, he suffers greatly for this for he sees very clearly that value of individuality in himself (Dim-I₂ 5). There is thus a tremendous tension within him between his capacity for love and his incapacity for giving it. Also, there is a certain narcissism; although he is relatively aware of his inner value (Dim-I₂ 5) yet he takes himself as an object rather than a subject of his self love (Dim-E₂ 13 in combination with Dim-I₁ 24). As a result of his incapacity for giving himself he has a definite emotional problem (I-percentage₁ 50) as well as an existential problem in the world (Dim percentage₁ 40). He is sceptical and doubts the world itself, as to a certain extent he doubts himself (Dim percentage₂ 39) but he has no emotional problem arising from within himself in spite of his dependence which is of persons (partly of himself $\sqrt{\text{narcissism}}$ partly of his father whom he both admires and hates for his hardness. He is a large South American hazendero). He suffers under his pride, calls it a lack of character, calls himself egoistic, incapable of giving love. He is incapable of concentrating on the problems of the outside world (D.I.₁ 21), due again to his problem with people, but well capable of concentrating on himself (D.I.₂ 10).

As a result of his good capacity of seeing himself and quite bad capacity of seeing the outside world, especially the individuality of people, he is subject to misfortune (BQ_r 0.3-0.4), due probably to the reaction of people who feel themselves depreciated.

8.1.8. High Dim-I in Part 1. Overvaluation. (Dim-I₁ +) This score indicates that the individuality of others is overvalued. In this case we have sentimentality, romanticism perhaps gushiness but all this can be easily corrected by a low Dim-E₁ or a low Dim-S₁ so that overvaluation in this index is very much better than undervaluation. One can actually never love too much; and the drawback of this are social rather than intrinsic. However, the tenderheartedness here can also be affectation, maudlinness show: hypocrisy, dissembling, crocodile tears when the other dimensions are high. In this case the mannerism of overreaction to the intrinsic will be increased in sanctimoniousness and the twin reactions of prudery and coquetry.

8.1.9. There may be traces of all this even when there is a normal number but when there is a large preponderance of either under- or over-valuation in this number, as in the example of Sect. 8.0.2.

8.1.10. A high Dim-I₁ index improves dramatically when consciousness-expanding drugs are taken under psychiatric control (LSD, mescaline, Mexican mushrooms).

8.1.11. The Scores of Part 2. A low Dim-I₂ shows that the person has a firm sense of his own individuality which means self-awareness firmness in the awareness that I am I, I am who I am. It may mean knowledge of myself, of my strengths and weaknesses, if the Dim and Dim percentage indices are low, that is, my self-awareness is part of a total equilibrium of self-valuation. If one of the other self-indices is high, Dim-E₂ and/or Dim-S₂ then this interferes with my self-knowledge. In this case Dim would be high and so would Dim percentage. My knowledge of my individuality would be diminished by my lack of knowledge of my role in the world (Dim-E₂-) and of my direction in life (Dim-S₂-).

8.1.12. In general, Dim-I₂ indicates my awareness of who I am, Dim-E₂ of what I am, Dim-S₂ of who and what I ought to be, and Dim percentage₂ of that I am.

Int percentage₂ indicates my capacity for asking what is the matter with me? my capacity for solving my own problems. Dim I₂ stands for self identity, Dim-E₂ for social self-identification, Dim-S₂ for self-discipline, Dim percentage₂ for self-acceptance, and Int percent₂ for self-scrutiny. Dim-I₂ stands for sense of individuality, Dim-E₂ my sense of propriety, Dim-S₂ my sense of duty, Dim percent₂ the awareness of my own reality, Int percent the awareness of my own problems.

8.1.13. Initiative and inner freedom for action may depend on one or all of the three dimensions. If all three are low, I have inner freedom for action and initiative, my self is transparent and no obstacle to my action. If all three are high, my range of action is limited, I am in my own way and my life situation is unable to expand very far beyond the limits of my body and my daily activities. I then am closed to the world, anxious, etc., as said in Section 7.9.5.2. above. If only one of the indices is high, my freedom for action is limited in the degree and kind of the score in question. If only Dim-I₂ is high and the other sub-dimensions are low, I am inhibited

by my self-depreciation; if only Dim-E₂ is high, I am inhibited by my dependence; if only Dim-S₂ is high, I am inhibited by my lack of self-discipline and direction.

However, all this must be qualified by what was said above Sect. 0.2. on physical energy.

8.1.14. The Self Structure. In order to understand the second Part of the test one must understand the structure of the self that arises from formal axiology. It is similar to that of existential psychology, only more exactly structured. Actually, formal axiology brings about a logical structure of the personality which comes about in the following manner.

The premiss of formal axiology is: A thing is good if it has the properties stated in its definition, that is, if it fulfills its definition (see above Sect. 2.3.2.). The definition of the human person is: A person is that being which has its own definition of itself within itself. From this follows that a person is good if he fulfills the definition of himself which he has in himself. This definition, for every person, is: I am I. A person is good if he fulfills this definition that is, if he is himself and not somebody else: sincere, honest, genuine, authentic, real, etc.¹ A person who denies himself tries to fulfill a contradictory definition of himself, namely I am not I, the fulfillment of which, of course, would be death. Between the fulfillment of the definition I am I and that of the definition I am not I, that is, between life and death, there lies a whole spectrum of fragmentary fulfillments of the definition I am I and of the definition I am not I.

The Dim-I index thus indicates the person's self-definition. If the score is very high, in the 40's and above, the person instead of affirming denies himself and his self-definition is I am not I the fulfillment of which, leads to suicide. Between these two extremes of self-affirmation and self-denial lie the fragmentary self-fulfillments.

The fragmentary fulfillments of the definition I am I are the attempts at genuineness and authenticity, and the fragmentary attempts to fulfill the definition I am not I are either attempts at falsehood and inauthenticity or at self-annihilation. The first cases may be indicated by overvaluation of Dim-I₂, the latter by undervaluation.

8.1.14.1. The self-definition need not always be expressed in the Dim-I₂ index. Rather, the person's self-definition is in that sub-Dim index that has the lowest number, that is, in that dimension in which he sees himself most clearly.

¹See for some details The Structure of Value, p. 306. For more details Robert S. Hartman, "Four Axiological Proofs for the Infinite Value of Man", Kant-Studien Vol. 55, pp. 428-438 (1964) and "The Self in Kierkegaard", Journal for Existential Psychology, Vol. II, No. 8, pp. 409-436 (1962).

According to the axiom of formal axiology, we have seen, a thing has value in the degree that it fulfills the meaning, or intension, of its concept. Applied to the self-concept, "I", this means that a person has value to himself in the degree that he fulfills the intension of his self-concept. This intension, however, may vary, depending on whether a person defines himself systemically, extrinsically, or intrinsically.

If I define myself systemically I see myself as a construction. I worked out a meaning of my concept which may or may not have anything to do with my real self. I am arbitrarily, or loosely, connected with myself, split into real self and an imaginary self. In this case, the Dim-S₂ index has the lowest score.

Only if I define myself intrinsically do I identify myself with my Self, am I fully myself in the maximum richness of my properties (see Section 2.6. and Bibliography Nos. 3, 4, 6, 7). My self-definition in this case is simply: "I am I". The more I am I, the more I fulfill this definition. In this case, the intension of my self-concept, "I", is not a construction nor a social specification. It is a set of properties which indicates that I am I, that I am myself -- properties which show that I am true to myself, that I am real, the properties of Sincerity, Honesty, Integrity, Self-Respect, Authenticity, and others mentioned before. In this case, the Dim-I₁ index has the lowest score.

8.1.14.2. The hierarchy of the value dimensions -- S, E, I (Sect. 2.7.4.) -- means within the Self a hierarchy of increasing Reality: I feel the more real the closer I am to intrinsic self-valuation, and the less real the closer I am to systemic self-valuation. The awareness of one's own reality indicated by the Dim percent₂, which arises from a lack of equilibrium between the three value dimensions must be qualified depending on which of the three dimensions is the one that deviates and which is the one that adheres to the norm. If the Dim-I₂ adheres and the Dim-S₂ deviates the feeling or irreality is less serious than when the Dim-I₂ deviates and the Dim-S₂ adheres. For in the latter case, the irreality of a systemic self definition is increased by that of a high Dim percent (for details see below Sect. 8.1.15.). In the former case, although there may be a high Dim percent and hence a lack of self-reality due to axiological astigmatism, the low Dim-I₂ is stronger than the high Dim-E₂ or Dim-S₂. The person does have a firm sense of his own individuality which tempers the feeling of his own unreality.

8.1.14.3. The Self-Structure is inborn. The human person is by nature of infinite value. This results from his definition as the being which has its own definition of himself in himself. The notion of the Self being self-reflexive in a double sense (I am I and I know that I am I) contains the self both as a subject (I am I, I know that I am I) and as object (I am me; I know me as being me). No matter how deeply I as subject may know myself as object the I that knows as subject will always remain unknown since only the object is known. This is called the Infinite Regress of the I. It is one of the four proofs of the Infinity of the human person.¹ A human being who does not feel the absolute infinity of his own value is feeble in his awareness -- not feeble-minded but feebly-structured -- and this seems to be an inborn

¹For details see Robert S. Hartman, "Four Axiological Proofs of the Human Person" Kant-Studien, Vol. 55, No. 4, pp. 428-438 (1964).

feature. Every person though has this inborn awareness at least in germ and it can be awakened in him, with more or less axiological effort. Since the Self is a logical structure, an axiological or a logo-therapy is often helpful.

The proofs of the infinite value of the human person are logical and a priori. There are, however, also empirical such proofs. The same possessive mother may have no harmful effect whatsoever on one child and ruin the other. It is the child's tendency to accept his parent's depreciation rather than this depreciation itself which gives the child feelings of worthlessness and little sense of individuality. For this feeling to arise there are always two needed, the depreciation of the parent and the acceptance by the child. The same action with Child A, may not have the pathological or neurotic effect it has with Child B. This has to do, precisely, with the strength of the axiological personality structure. A child born well and with intrinsic faith in himself and the world, will not be harmed by the worst depreciation of a parent. And a child with a less stable value structure will be harmed by even a little such depreciation. This tendency again is inborn. Just as the axiological in general is a talent like the musical or any other so is one's sense of individuality. To strengthen it, it may be necessary to go far beyond the psychoanalytical analysis to one which covers the existential-axiological dimension.

8.1.15. Dim-I₂ and Dim percent₂. The relation between the sense of individuality and the awareness of reality is particularly important.

8.1.15.1. Dim-I₂ and Dim percent₁. If both these indices are low, the person has both a firm awareness of the reality of the world and a firm sense of his own individuality. The problems arise when one of them is high and the other low, or both are high.

(a) Dim-I₂ low, Dim percent₁ high. In this case the person has a firm sense of his or her individuality (low Dim-I₂) but a feeling that the world makes little or no sense (high Dim percent₁). In this case, the person will live largely in imagination, be an artist of life and counterbalance the lack of reality of the outside world by his efforts to correct the world in his own image.

(b) Dim-I₂ high, Dim percent₁ low. In this case the person has a good awareness of the reality of the world (Dim percent₁ low) but a poor sense of his own individuality (Dim-I₂). Here his faith and confidence in the world will help him to regain the lost self confidence.

(c) If both Dim-I₂ and Dim percent₁ are high, that is, the person has neither faith in the world nor a sense of his own worth, then the feeling of senselessness of the world and of one's own worthlessness reenforce one another. In this case, therapy should show, on the one hand, that although the world may be senseless, one can yet make islands of meaning around oneself. This could be done through existential analysis, axiological or logo-therapy. The feeling of worthlessness, on the other hand, would have to be attacked through psychoanalysis or psychotherapy (see below Sections 8.1.15.2.)

8.1.15.2. Dim-I₂ and Dim percent₂. The relation between these two indices is more fundamental and more subtle.

It is the relation between one's sense of individuality and one's awareness of his own reality. The latter arises from seeing oneself clearly in all three value dimensions, that is, seeing clearly one's own individuality (Dim-I₂), one's role in the world (Dim-E₂), and one's own direction of and normativity for, oneself (Dim-S₂). In seeing oneself thus clearly one is real to himself and accepts himself as one is. If, on the other hand, there is axiological astigmatism, then the self appears unclearly, one does not accept himself, and appears to himself unreal.

To have both a sense of his own individuality (low Dim-I₂) the awareness of his own reality due to self-acceptance (low Dim percent₂) means, in Kierkegaard's words, that the individual has chosen himself ethically. He is then in connection with his own reality and assumes responsibility for himself.

He who chooses himself ethically chooses himself concretely as this definite individual.... The individual thus becomes conscious of himself as this definite individual, with these talents, these dispositions, these instincts, these passions, influenced by these definite surroundings, as this definite product of a definite environment. But being conscious of himself in this, he assumes responsibility for all this. He does not hesitate as to whether he shall include this particular trait or the other, for he knows that he stands to lose something much higher if he does not....¹

(a) Both Dim-I₂ and Dim percent₂ high. The person has neither a firm sense of individuality nor an awareness of his or her reality. These are serious cases. One will have to show the person that he does value himself even though he says he does not. This may have to be done by a kind of shock treatment. One may ask the person why he does not kill himself. He then will say, it is difficult, etc., and the therapist may say it is not difficult at all, all you have to do is walk out there on the terrace and throw yourself down. -- No, I am a coward. -- Why are you a coward? Because there is something in life which you still want to hold onto. The therapist then may enumerate the positive things to which the person wants to hold on to: he may love someone, he may want to study, etc. Usually, one will find about four or five things and thus be able to show the person that he is saying the untruth, that he is holding on to life, that he has reason to do so, etc. In this way the therapist may get a foothold from which to go on to further analysis. This analysis will have to be psycho-analysis or psychotherapy in order to eradicate the self-depreciation; and existential axiological or logotherapy to eradicate the feeling of unreality and senselessness of the self.

¹S. Kierkegaard, Either/Or, Princeton University Press, 1944, Vol II. pp. 210-211.

O. Ch.

This is a well-balanced young man and one of the few who see themselves more clearly than they see the world. This means that his inner world is more clear to him than the world that surrounds him and that his potentiality of value judgments resides in his judging himself. The relations which he establishes with the external world and particularly with persons are somewhat less clear to him. He is a very good person and perhaps even a little too good for the world. His relative difficulty in managing the world may at times tempt other persons to take advantage of him, especially since his insight into other people is his least developed value capacity. Whereas in other people maturity means to develop judgment of oneself in his case it means developing his judgment of other people. Maybe he is hampered, in this respect, by some intellectual pride which, however, would be foreign to his nature.

His judgment of himself, his sense of proportion in judging himself, his capacity for discerning the relevant in the complex within himself, and his decision power concerning his own problems are all very good. He has no difficulty in distinguishing between good and bad within him, even though his normative capacity is relatively the least developed within himself. In 33 percent of the cases he may be confused when deciding on normative problems (or his direction or self discipline) and may regard what is correct as incorrect and viceversa. He sees somewhat better his own individuality and very well his role in the world. Decisions concerning this role will always be correct whereas moral decisions -- concerning his self-discipline or his direction -- may at times be somewhat difficult to make. The difficulty may eventually give rise to an emotional problem. At present, however, he does not have such a problem. His awareness of his own reality is good, he makes sense to himself.

When it is a matter of looking outside into the world the picture changes somewhat. His value judgment of the world is still very good but it is ten percent less good than is his judgment of himself. His sense of proportion in seeing the world is the same as it is in judging himself, namely good. His decision power concerning problems in the world is somewhat less than his decision power concerning his own problem. In particular, he has difficulty in understanding and relating himself to other people; perhaps even, as was mentioned, a certain pride or presumption concerning them. What he sees best in the world is order and system, theoretical values, and his decision power in this realm is more than twice as good as that concerning people. Strangely enough, however, he has four discrepancies in his value judgment in the world, which shows a certain originality, if not eccentricity, in his judgment. This is particularly pronounced in his judgment of systemic values where he is strongest. Thus, he seems to be very original in his chosen field but may be in danger of being a little too original at times, going off in interesting and complicated alleys which may turn out to be blind ones.

There seems to be a certain tension within him due to an ambiguity in his focus on systemic values. In his valuation of the outside world it is system and order that he discerns most clearly, whereas in looking at himself it is system and order within himself which he discerns least clearly. Thus, his personal conduct and consistency may at times conflict with his theoretical

(b) Low Dim-percent₂ and high Dim-I₂. The person has a firm awareness of his or her own reality but no sense of individuality. This is usually the case when the person is intelligent but does not apply his intelligence to himself. The test shows, in Dif₁, the capacity to differentiate values in general. In such cases, this capacity is usually better than the judgment of oneself. The therapist in these cases may show then that, while he does have judgment about the world, he refuses to apply this judgment to himself. He may ask how it is that an intelligent person can have good judgment of the world and none of himself. And he may ask the patient to consider whether his judgment of himself may not, theoretically be in error. This the person may have to agree with. Usually, he will have heard other people telling him that he is in error about himself. The therapist may then ask why such an error might be possible. This leads into the underlying reason for the self-depreciation, rejection by a parent and the like, which must be eradicated psychoanalytically.

(c) Low Dim-I₂, high Dim percent₂. The person has a firm sense of individuality but lacks awareness of his own reality. This usually is not manifested in a feeling of worthlessness on the surface. The person is very well able to fulfill his functions but there is a despair in the Kierkegardian sense about his being in the world. He finds everything senseless, his life an accident, maybe he was born out of wedlock, felt unloved, etc. In this case existential therapy is sufficient, if the person is intelligent. One can show him that the world makes sense and that by his being in the world he already makes a difference in the world. One can show that the worth of a person is his very existence, of which the sense of expectation of the arrival of a baby, as something utterly new and unexpected, purely potential, by the parents, is one sign. Even an unexpected child has this same value, for the value is in him, not in the parents' feelings about him. A person's arrival in the world in a cosmic event because of the unlimited possibilities of the human person.¹ This approach works in the cases in question where the underlying rejection is not felt personally, so to speak, but generally. There is a feeling of the meaninglessness of one's existence, but not of the worthlessness of one's individuality. If Dim-I₂ is low either Dim-E₂ or Dim-S₂ must be high to bring about Dim percent₂ high. These high indices will have to be attacked in turn.

(d) Dim-I₂ low and Dim percent₂ low. The person has both a firm sense of his own individuality and a firm awareness of his own reality. Even in this case there may be a feeling of the senselessness of the world for several reasons: (1) lack of capacity of focusing equally well on all three value dimensions ("axiological astigmatism" Dim percent₁); (2) incapacity for conceptualization, hence for making order out of chaos (Dim-S₁); (3) lack of judgment capacity (Dif₁); (4) uncertainty about one's place in the world (Dim-E₂); (5) disequilibrium between external and internal valuation capacity (BQ_r). In all such cases there may arise a feeling of personal insufficiency, but each is different, and all are different from (a)-(c) above, as well as (a)-(c) in the preceding section.

¹See N. Berdyaev, Slavery and Freedom, New York, Scribner's, 1944, Part I, Ch. 1.

8.1.15.3. Kinds of Anxiety. All the cases discussed in this section (8.1.15.1. (a)-(c); 8.1.15.2. (a)-(c); 8.1.15.2. (d) 1-5) may give rise to Anxiety. "Anxiety", thus, is an ambiguous term. The test shows up, in the sections mentioned, eleven different kinds of anxiety.

8.1.16. Dim-I₁ and Dim-I₂. While the Dim-I₁ index shows sensitivity to others and the capacity of surrendering to others, Dim-I₂ shows sensitivity, and the capacity of surrendering, to one's own self -- of giving up oneself in order to gain oneself.

8.1.16.1. If Dim-I₂ is low and the other sub-Dim₂ indices are not high, then the person's Self is transparent, not hampered by either the body, the emotion or ideas, and capable of using body and mind and soul for its own purposes, pursuing its goals in action. The person then has knowledge of himself and is integrated with himself -- no matter whether he accepts himself or not, as indicated by Dim percent₂ score. It shows responsibility for oneself, as Dim-I₁ shows responsibility for others.

8.1.16.2. If Dim-I₂ is low and Dim-I₁ is high, then the person, while having a very good sense of his own individuality, lack insight into that of others. We then have the kind of cases discussed above Sect. 8.1.7.5. in the test of O.D.R., a self-centered person suffering under his lack of contact with others.

8.1.16.3. Dim-I₂ -. If Dim-I₂ is high and Dim-I₁ low we have the opposite case, a person who knows how to appreciate others but not how to appreciate himself. In general, in these cases, the person lives in other people rather than himself. It indicates normal cases, such as actors, salesmen, and the like, but also abnormal cases of persons who either take advantage of others by charming their way into their confidence (confidence men) or the opposite, persons who let themselves be taken advantage of, "suckers". For their high Dim-I₂ index (undervaluation) indicates, together with lack of self-respect and self appreciation, the frantic hunger for love and recognition which grasps at any sign of sympathy even if offered in deceit. The need for love, shown in a high Dim-I₂ outweighs in such cases, the sensitivity for other persons individuality indicated by a low Dim-I₁.

In such cases, therapy must show the person that he does not use his good judgment about others for the judgment of himself. A striking case is the following of M.S. which was successfully cured once the reason for the undervaluation of self had become exposed (see below Sect. 8.1.17.2.).

The reason why a person of good judgment about others may misjudge himself so drastically as in this case -- using only 18 percent of his potential and leaving 82 percent of it unused -- is almost always a trauma, either a feeling of guilt or one of dependence, due to a person, usually a parent, who made him feel unloved, unwanted, and guilty of being alive, or crushed his dignity through misuse, sexual or otherwise of his person; or an accident, such as the death of a parent with subsequent unfavorable conditions for development.

THE HARTMAN VALUE PROFILE

Name M. S. Age 43 Date _____ Male Female

Single - Married - divorced Other Occupation business

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	<input checked="" type="radio"/> c	<input checked="" type="radio"/> d	e	f	g	h	i	j	k	l	m	n	<input checked="" type="radio"/> o	p	q	<input checked="" type="radio"/> r	DIF	DIM	INT	DIS	V. Q.					
E	S	<input checked="" type="radio"/> S	<input checked="" type="radio"/> E	E	I	E	S	S	I	I	I	E	I	<input checked="" type="radio"/> E	I	S	<input checked="" type="radio"/> S	36	12	11	4	63-27					
7	5	8	9	11	6	18	16	10	1	2	17	3	12	13	15	4	14	DIM%	INT%								
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	33	31								
				-1				+3				-1		-1		-2		0				DIM-I	8			+	-
				0				1				0		0		0		0				INT	1			3	5
-1				-2		-2		+1						-1		-5						DIM-E	12			1	11
0				0		0		0						0		3						INT	3				
		+4		-2						0		-2						-1		-7		DIM-S	16			4	12
		2		0						0		0						0		5		INT	7				
															.874	Q	10	DI	8	28	AI%	78					

Part II — "S. Q."

a	b	<input checked="" type="radio"/> c	d	e	<input checked="" type="radio"/> f	g	h	i	j	<input checked="" type="radio"/> k	l	m	<input checked="" type="radio"/> n	<input checked="" type="radio"/> o	<input checked="" type="radio"/> p	q	r	DIF	DIM	INT	DIS	S. Q.					
E	S	<input checked="" type="radio"/> S	E	E	<input checked="" type="radio"/> I	E	S	S	I	<input checked="" type="radio"/> I	I	E	<input checked="" type="radio"/> I	<input checked="" type="radio"/> E	<input checked="" type="radio"/> I	S	S	80	52	51	6	189-109					
3	2	1	10	18	15	17	13	12	8	14	16	4	5	11	9	6	7	DIM%	INT%								
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	65	64								
				-10				-4				-13		-2		-9		-6				DIM-I	44			0	44
				8				2				11		0		7		4				INT	32				
+3				-1		+5		0						-2		-3						DIM-E	14			8	6
1				0		3		0						0		1						INT	5				
		+7		-9				-3		0						-3		0				DIM-S	22			7	15
		5		7				1		0						1		0				INT	14				
															.398	Q	45	DI	15	65	AI%	81					

(1) $\frac{SQ}{VQ} = \frac{189}{63} = 3.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{252}{2} = 126$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{109}{27} = 4.0$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{136}{2} = 68$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{378}{1} = 378$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{272}{1} = 272$ CQ₂

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THE HARTMAN VALUE PROFILE • AXIOMGRAM

DATE

M. S.

NAME

(Middle)

(First)

(Last)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _s (I)	BQ _s (2)	CQ (I)	CQ (2)	RQ _s (I)	RQ _s (2)
Excellent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PART I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Very Good	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Good	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Average	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PART II	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Very Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Extremely Poor	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

0.1-0.6
ATYCHAL
0.7 0.7

189-109

51-64-45

52-65

68

272

44

4.8
4.6
4.4
4.2
4.0

3.8
3.6
3.4
3.2
3.0

2.8
2.6
2.4
2.2
2.0

1.8
1.6
1.4
1.2
1.0

0.9
0.8
0.7
0.6

0.5
0.4
0.3

For another case of lopsided intrinsic value development see Y.K., above p. 118.

8.1.17. The complete significance of the Dim-I index, as of any index in the test only appears in its relationship to all the other indices, but all of these cannot be discussed at this point. The most important is the relation to the Dim-percentage examined in Sect. 8.1.15. Other important relations are those to the Dim-E and the Dim-S indices. In general, a better-score (lower-number) index will influence a worse-score (higher-number) index, the person being more secure in a capacity he feels he has than in one he feels he has not.

8.1.17.1. Thus, if Dim-I₁ is high and Dim-E₁ is low, the person is apt to regard persons (whom he sees unclearly) as objects (which he sees clearly). Again, if I₁ is high and Dim-S₁ low, the person is apt to see persons as elements of systems rather than in their own uniqueness. If Dim-I₁ is low and Dim-E₁ high, the testee personalizes things and circumstances; and if Dim-S₁ is high, he personalizes ideas; he lives by intuition rather than by intellect.

8.1.17.2. In Part 2, if Dim-I₂ is high (undervaluation) and Dim-E₂ low, the person sees himself as an object; he depreciates his individuality and lives in his social role. If Dim-S₂ is high, the person, while depreciating his personality, constructs himself as a system and lives this construction rather than himself. If Dim-I₂ is low and Dim-E₂ high, the person, while having a good sense of his own individuality, personalizes his role in the world; instead of defining it clearly he feels obstructed by a dependence (on things, persons or ideas) and stands so to speak in his own way. Knowing who he is he does not know what he is; how to classify himself as a member of mankind. And if Dim-I₂ is low and Dim-S₂ high (undervaluation) the person, while knowing clearly who he is does not know what he ought to be -- his direction in life is vague, he is unable to set himself as a goal and is in normative and moral uncertainty. If the high Dim-S is an overvaluation, the person, again, constructs himself, but he does not let this construction impair the sense of his own individuality.

8.1.17.3. A very high Dim-I₂ - is a sign of suicidal tendencies. Where the test is routinely given -- schools, colleges, Social Security, etc., -- such cases must immediately be singled out for treatment.

8.1.18. Dim-I₂ +. While Dim-I₂ -, that is high as undervaluation means self-depreciation, Dim-I₂ +, that is, high as overvaluation, means that the person overvalues his intrinsic self, which means sentimentality and romanticism toward himself, self-pity and the like. Usually, a high Dim-S₂ is under- rather than overvaluation.

8.1.19. The following two tests of M.F. and P.F.K. show the subtlety with which the interrelationships of the sub-Dim indices are revealed.

THE HARTMAN VALUE PROFILE

Name M. F. Age 20 Date _____ Male - Female

Single - Married - Other Occupation psychologist

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	40	5	19	2	66-26			
2	9	15	14	18	6	17	16	7	4	1	13	5	12	8	11	3	10	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	12	48						
					-1				0	0	-5		-2		-4			DIM-I	12			+	-		
					0				0	0	3		0		2					INT	5	0	12		
+4			+3	+5		0						-3		0				DIM-E	15			12	3		
2			1	3		0						1		0						INT	7				
	0	+5						0	-5							0	-3	DIM-S	13			5	8		
	0	3						0	3							0	1			INT	7				
																		.836	Q	2	DI	17	23	AI%	58

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	40	11	18	0	69-29			
5	8	16	11	12	9	15	17	13	4	1	18	6	10	2	14	7	3	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	28	45						
					-4				0	0	0		-4		-1			DIM-I	9			+	-		
					2				0	0	0		2		0					INT	4	0	9		
+1			0	-1		-2						-4		+6				DIM-E	14			7	7		
0			0	0		0						2		4						INT	6				
	+1	+6						+1	+1							-4	+4	DIM-S	17			13	4		
	0	4						0	0							2	2			INT	8				
																		.839	Q	6	DI	20	20	AI%	50

(1) $\frac{SQ}{VQ} = \frac{69}{66} = 1.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{135}{2} = 68$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{29}{26} = 1.1$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{55}{2} = 28$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{68}{31}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{31}{31}$ CQ₂

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THE HARTMAN VALUE PROFILE • AXIOGRAM

DATE _____

M. F. _____

NAME (Last) (First) (Middle)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _s (I)	BQ _s (2)	CQ (I)	CQ (2)	RQ _s (I)	RQ _s (2)	
Excellent	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1	1	1	1	1	1	1	4.8	
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	2	2	10	2	14	3	14	4.6
	3	3	3	26	2	6	0			3	6			19	3	19	3	0.7	3	3	19	3	28	5	28	4.4
	4	4	4	28	3	8		0		4	8	2		28	4	28	4	1.1	4	4	28	4	42	7	42	4.4
	5	5	5	30	3	10			0	5	10	3		37	5	37	5	1.1	5	5	37	5	56	9	56	4.2
	6	6	6							6	6	10	3	46	6	46	6	1.5	6	6	46	6	79	11	79	4.0
	7	7	7							7	7			59	7	55	7	1.5	7	7	55	7	83	11	83	4.0
Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	8	8	56	8	90	13	90	3.8
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	9	9	58	9	98	16	98	3.6
	10	10	10	36	6	16	1			10	16	5		60	10	60	10	1.8	10	10	60	10	106	18	106	3.4
	11	11	11	38	7	18	2			11	18	6		63	11	63	11	1.8	11	11	63	11	115	21	115	3.2
	12	12	12	40	8	20	3			12	20	8		66	12	66	12	1.9	12	12	66	12	124	24	124	3.0
	13	13	13	42	9	22	4			13	22	10		68	13	68	13	2.0	13	13	68	13	132	28	132	3.0
	14	14	14	44	10	24	5			14	24	12		70	14	70	14	2.0	14	14	70	14	140	28	140	3.0
Good	15	15	15	46	11	26	6			15	26	15		71	15	71	15	2.1	15	15	71	15	149	32	149	2.8
	16	16	16	48	12	28	7			16	28	16		73	16	73	16	2.2	16	16	73	16	159	38	159	2.6
	17	17	17	50	13	30	8			17	30	17		75	17	75	17	2.3	17	17	75	17	170	42	170	2.4
	18	18	18	52	14	32	9			18	32	18		78	18	78	18	2.4	18	18	78	18	181	45	181	2.2
	19	19	19	54	15	34	10			19	34	19		81	19	81	19	2.4	19	19	81	19	191	49	191	2.0
	20	20	20	56	16	36	11			20	36	20		83	20	83	20	2.5	20	20	83	20	202	53	202	2.0
	21	21	21	58	17	38	12			21	38	30		85	21	85	21	2.5	21	21	85	21	213	53	213	2.0
Average	22	22	22	60	18	40	13			22	40	22		86	22	86	22	2.6	22	22	86	22	227	57	224	1.8
	23	23	23	62	19	42	14			23	42	23		88	23	88	23	2.7	23	23	88	23	236	62	236	1.6
	24	24	24	64	20	44	15			24	44	24		90	24	90	24	2.8	24	24	90	24	249	66	249	1.4
	25	25	25	66	21	46	16			25	46	25	4	93	25	93	25	2.8	25	25	93	25	262	71	262	1.2
	26	26	26	68	22	48	17			26	48	26		96	26	96	26	2.9	26	26	96	26	275	75	275	1.0
	27	27	27	70	23	50	18			27	50	27		98	27	98	27	3.0	27	27	98	27	288	80	288	1.0
	28	28	28	72	24	52	19			28	52	28		100	28	100	28	3.0	28	28	100	28	300	84	300	1.0
Poor	29	29	29	74	25	54	20			29	54	29		101	29	101	29	3.1	29	29	101	29	313	90	313	0.9
	30	30	30	76	26	56	21			30	56	30		103	30	103	30	3.2	30	30	103	30	328	95	328	0.8
	31	31	31	78	27	58	22			31	58	31		105	31	105	31	3.3	31	31	105	31	343	101	343	0.7
	32	32	32	80	28	60	23			32	60	32		108	32	108	32	3.4	32	32	108	32	358	106	358	0.6
	33	33	33	82	29	62	24			33	62	33		111	33	111	33	3.5	33	33	111	33	373	112	373	0.6
	34	34	34	84	30	64	25			34	64	34		113	34	113	34	3.6	34	34	113	34	388	117	388	0.6
	35	35	35	86	31	66	26			35	66	35		115	35	115	35	3.6	35	35	115	35	403	123	403	0.5
Very Poor	36	36	36	88	32	68	27			36	68	36		116	36	116	36	3.7	36	36	116	36	418	130	418	0.5
	37	37	37	90	33	70	28			37	70	37		118	37	118	37	3.7	37	37	118	37	435	137	435	0.4
	38	38	38	92	34	72	29			38	72	38		120	38	120	38	3.8	38	38	120	38	452	143	452	0.4
	39	39	39	94	35	74	30			39	74	39	6	123	39	123	39	3.8	39	39	123	39	469	149	469	0.4
	40	40	40	96	36	76	31			40	76	40		126	40	126	40	3.9	40	40	126	40	486	155	486	0.4
	41	41	41	98	37	78	32			41	78	41		128	41	128	41	4.0	41	41	128	41	503	162	503	0.3
	42	42	42	100	38	80	33			42	80	42		130	42	130	42	4.1	42	42	130	42	520	168	520	0.3
Extremely Poor	43	43	43	82	24	62	34			43	62	24		132	43	132	43	4.1	43	43	132	43	533	172	533	0.3
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	

Very Good
PART I ———
PART II - - - -

M.F. is a young female psychologist. The important thing is that the strongest index in each Part of her test is the intrinsic, even though in the first Part it is only one point better than the systemic. But these subtleties in healthy persons are precisely what makes the test valuable. Her strength thus is the capacity to make intimate contact with others, to surrender herself, to live by intuition rather than by intellectualization, even though the difference is minimal. As a psychologist, she ought to be best at classifying persons, that is in the Dim-E, but she is best in her empathy with persons. Thus she is a psychologist of the intrinsic rather than the extrinsic kind. Though she sees very clearly the reality of the world (Dim percentage₁ 12) her decision power is not as good and she has a slight emotional problem which arises from her relative incapacity of seeing extrinsic and systemic values, in particular the latter. For although the Dim-S score is better than the Dim-E score, it gives rise to the only two dissimilarities there are. This means that in problems of theoretical organization in two of the six possible cases, that is 33 percent of all cases, she will mistake good for bad and vice versa (axiological strabism).

In the second Part, the intrinsic capacity is by far the strongest, yet it is all undervaluation, as is also Dim-I in the first Part. This means that she undervalues both others and herself. Hence her capacity for empathy and sympathy with others is tinged by her overvaluation of the extrinsic (Dim-E₁ +12, -3) which means she has the tendency of treating others as objects and this means a certain ambiguity in her feeling for, and dealing with, others. Sometimes she is insecure about her attitude toward others. This ambiguity originates the slight emotional problem mentioned. Her femininity (Dim-I) struggles, so to speak, with her professionalism (Dim-E), and this is another formulation for the reason of her slight emotional problem. In the second part of the test, the undervaluation of her own self is balanced by an overvaluation of order and system within her, that is, a normative or moral rigidity. Thus, while in her vision of the world in the first Part her undervaluation of people is balanced by an overvaluation of situations and circumstances, in the second Part the undervaluation of her own self is over-compensated by her own moral rigidity; she constructs herself as an ideal which is difficult to reach. This difficulty, perhaps an excessive ambition, produces another emotional problem which, when added to the first, makes her somewhat neurotic. Yet, she will always emerge from her difficulties by her intuition and her sense of reality.

THE HARTMAN VALUE PROFILE

Name P. F. K. Age 18 Date _____ Male - Female

Single - Married - Other Occupation student

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	9	9	2	56	-20
5	7	10	9	12	2	15	18	13	1	3	17	4	11	8	16	6	14	DIM%	INT%				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	25	25				
					+3						+3	-2	-1			-3			+1				
					1						1	0	0			1			0				

P.F.K. seems to be quite a normal young man, quite mature, with the "psychologist's syndrome" (which is good for anyone dealing with persons or circumstances outside), namely the Dim-E in the first test lower than the I and S indices. He overvalues his relations to others, which makes for some sentimentality, romanticism, and the like, and perhaps a dependence, which comes out in the relatively high Dim-E of the second Part of the test.

It is quite striking that what is the worst index when he looks at the world, namely the systemic, is the best within himself, the normative capacity of self-direction. Also, what is best in the first test, namely Dim-E, is the worst in the second, thus while he is very well able to classify other people and find their place and organize them he is at a loss about his own classification in the world and his social self-organization. These two oppositions ought to make for some irritability and small tensions within him, even though he has a very nice equilibrium between the two parts of the test. The small irritabilities also come out in the rhombi of the response graph. Whenever such rhombi appear we have small irritability and tension in the person. Equally remarkable is that his Dim-I is the same both in the outside and in the inside world. Yet, of opposite kind, the first over-, the second under-valuation. In other words, he has completely fulfilled his potential in relation to the individuality of others and his own individuality. Even though this capacity is not high it is at least harmonious. As much as he overvalues others he undervalues himself and that again must give rise to slight tensions. He thus seems to be a man who is generally well balanced but who has within him three fundamental contradictions which must make him somewhat irritable. But he has no existential or emotional problem to speak of even though there is a slight emotional problem in the second test owing to his lack of definition of his role in the world and his dependence.

8.2. Dim-E: Extrinsic Dimension. The axiological definition of this index is as follows: Development of the capacity for discerning the values of the outside world and one's own role in the world (capacity for Practical valuation).

8.2.1. Dim-E in Part 1. This index measures the capacity for pragmatic thinking, for classification and organization in space and time (concrete organization). This capacity grasps practical situations and the role of people in them. It classifies people in groups and classes.

8.2.1.1. If $Dim-E_1$ is particularly low in comparison to the other two indices, $Dim-I_1$ and $Dim-S_1$ then the testee is particularly capable of focusing exactly on the extrinsic dimension, seeing circumstances and functions of things and people in their exact relationships. He then has a special talent for the corresponding professions or occupations such as sociology, psychology, architecture, agriculture, civil engineering, business and other practical activities.

If $Dim-E_1$ is high in comparison with $Dim-I$ and $Dim-S$ such occupations and professions are not indicated.

8.2.1.2. If a low $Dim-E$ is coupled with a relatively high $Dim-I$ then the testee does not see persons in their uniqueness (ethically) but as members of groups (sociologically) or as groups of functions (psychologically). (See Sect. 8.1.7.1.) His human relations are professional rather than personal.

8.2.1.3. If low $Dim-E_1$ is combined with high $Dim-S_1$ the person is practical rather than theoretical, capable of concrete rather than abstract organization, of execution rather than planning. He depends more on his senses than on his thinking. (Cf. Sect. 4.1.2.1. (2).)

8.2.2. High $Dim-E_1$ in Part 1. Undervaluation ($Dim-E_1 -$). In this case the capacity for concrete organization is diminished. There is a general incapacity for making classifications, putting things and persons into their classes, or determine their function. There may be a disregard for things, sloppiness, dependence on others for one's own situation, in money matters, etc. A disdain of society and a general incapacity for discerning correctly the values of the outside world.

8.2.2.1. If a high $Dim-E_1$ is coupled with a high $Dim-I_1$, this tendency is reenforced. The person lives with a certain lack of responsibility.

8.2.2.2. If a high $Dim-E -$ is coupled with a low Dif_1 and high Dis_1 , the disdain of society and of outside circumstances is reenforced by rebelliousness and non-conformity. If both Dif_1 and Dis_1 are high, the total capacity for external valuation is diminished; the rebelliousness then takes the form of "opting out" of society. This is reenforced when $Dim-S_1$ is high and undervaluation.

8.2.2.3. If a relatively high $Dim-E_1-$ is coupled with an atychal BQ_p (see below Section 8.4.0.2.3.) there is a large probability that the person is accident-prone. An atychal index reenforces a high $Dim-E-$ and vice versa.

8.2.3. High Dim-E in Part 1. Overvaluation. Here the lack of focus on this dimension is due to an excessive emphasis on social function and classification. This means strong social or class consciousness, prestige desire, social snobbishness, especially if combined with Dim-I₁-.

8.2.4. Dim-E in Part 2. This index measures one's extrinsic-social, and global + self-definition: the degree of one's awareness of his role in the world, of what rather than who one is (Dim-I₂). It shows the definiteness with which one classifies himself as a member of the world, in social groups and classes, one's adjustment to, and in, the world. It measures the acuteness of one's sense of space and time.

8.2.4.1. If a low Dim-E₂ is coupled with a low Dim-I₂, the person both knows who and what he is; he is equally certain of his individuality as of his role in the world. He is acute both in the intrinsic realm which is not, and the extrinsic which is, in space and time.

8.2.4.2. If a low Dim-E₂ is coupled with a high Dim-I₂, the person knows what but not who he is. He defines himself extrinsically rather than intrinsically, as "a so-and-so" rather than as this unique individual, "I". In this case he is relatively unaware of his own self and confuses it with his role in the world; he suffers of what Kierkegaard calls the sickness unto death, living an external rather than an internal life -- and thus not truly living. In the test this appears as undervaluation of Dim-I₂ and since Dim-E₂ is low, as high Dim₂ and if Dif₂ is low, high Dim percent₂, or lack of self-acceptance. In a therapy designed to relieve this condition, a low Dim-E₂ will play a useful initial role, showing the person that he does have worth; and even though this (social) worth is not his true inner worth it can pave the way to the awareness of the latter (see above Sect.'s 8.1.15 and 8.1.17.)

8.2.4.3. If low Dim-E₂ is coupled with high Dim-S₂- the person is clearer about his role in the framework -- of social organization than in the framework of his self-organization; he follows the rules of society rather than his own. He is a conformist, an organization man, a good citizen, an Untertan, a subject of the state, in the sense of Heinrich Mann.

If low Dim-E₂ is coupled with high Dim-S₂+, the person follows a rigid moral code but with good awareness of his role in the society and the world at large.

8.2.5. High Dim-E in Part 2. Undervaluation. This is one of the most interesting indices in the test. It indicates lack of social and global self-definition, lack of self-classification, disorientation in space and time, lack of initiative, difficulty of action, inadequacy of conduct and in general, a feeling of confusion about one's place in the world.

8.2.5.1. All these features are reenforced if Dim-E₂- is coupled with either Dim-I₂ or Dim-S₂-.

(a) In the first case, there is added to unawareness of one's role in space and time unawareness of one's own self.

(b) In the second case, there is added to unawareness of one's role in space and time, lack of inner organization and direction.

(c) If both Dim-I₂ and Dim-S₂ are high and undervalued, as well as Dim-E₂, then there is an equilibrium in the inner self, though on a low level of awareness, and the person accepts himself, living without too much difficulty in a self of very narrow limits (see above Sect. 8.1.13.).

8.2.5.2. Dim-E₂- is especially important as an indicator of a disturbance of the sense of time. Control of the environment presupposes, among other things, that there is a time interval between stimulus and reaction which gives the possibility not merely to react but to act, not merely to use reflexes but reflection.

A very high Dim-E₂- indicates that this time interval is shortened or even missing. This means several things:

(a) The person "acts" without reflection, reacting to stimulus by reflex action. Thus, a woman may go to bed with the first man she meets on the street.

(b) The person may be under an obsession to fill time. "To do nothing" appears to him horrible, vacations fill him with terror.

(c) He lacks constancy. His life has no continuity but proceeds from moment to moment, without inter-connection. Every moment is the only one there is and is either a crisis or an ecstasy. All moments together amount to Nothing. The person feels lost in a world into which he is thrown senselessly.

(d) The person has difficulty in executing plans, an incapacity to do work on time, to pass examinations or work for deadlines.

(e) The lack of continuity makes the person grab any substitute, person, thing, or idea, to hold on to in order to give himself continuity. The result is dependence on persons, on things (addiction, fetishism) or on ideas (obsession).

(f) All these features will be deepened by a high Int percent₂ or Dim percent₂ score, while low such scores may tend to temper the symptoms in question. (Cf. 8.2.5.1. (c).)

8.2.5.3. The disturbance of the sense of time indicated by Dim-E₂- is especially important as cause of dependence. The disruption of the person's internal time-structure brings about the Süchtigkeit (Binswanger), the existential craving for substitute structures. Binswanger follows

V. E. von Gebattel¹ and Erwin W. Straus² in founding existential craving in all its forms on the disturbance of the person's inner time structure. For von Gebattel, the object of existential craving is the time substitute of the "decision-inhibited" man.

Under the term "decision-inhibited", however, he understands neither a "vital inhibition" nor an instinctual inhibition in Freud's sense, but a modification of the time-structure of the being-in-the-world in the sense of a definite "disturbance of becoming", or, as we say, of existential ripening. What for him is controlling for the time-structure of existential craving is the factor of repetition: "The addicts, having lost the contextual continuity of his inner life-history, exists therefore only in punctuate fragmentation, at the moment of illusory fulfillment, that is, discontinuously. He lives from moment to moment but is finally dissatisfied in everyone. Barely has he covered up the emptiness of the present by means of enjoyment, sensation, intoxication, gain, success, etc., when he is already gripped by the unreality of his experience in the form of dissatisfaction and hangover -- compelling an immediate repetition of his doings. The manic always does the same, experiences the same, and in the medium of experientially imminent time moves nowhere".³

The object dependence thus is a structure -- a person, thing or idea -- which serves as a time substitute for a person whose time sense is fragmented. Being a substitute it is a purely systemic structure and has, as such, nothing to do with its character as person, thing, or idea. It serves as a repetition and not as the being it is. Thus, for a compulsive smoker, a "chain" smoker, the cigarette is not a cigarette but a link in the chain of endless repetitions with which he tries to fill his empty moments.

The object of dependence thus is not correctly but incorrectly seen as what it is, a person, thing or idea; for if it were correctly seen it would not serve as object of dependence, a lifeless structure, but would be part of the life experience of the person. This is important in the test for finding the cause of dependence. It must be in a dimension which is incorrectly and not in one which is correctly seen.

¹"Süchtiges Verhalten im Gebiet sexueller Verirrungen" ("Addictive Behavior in the Realm of Sexual Deviations"), Monatsschrift für Psychiatrie und Neurologie, Vol. 82, 1932. "Die Störungen des Werdens und des Zeiterlebens, Gegenwartsprobleme der psychiatrisch-neurologischen Forschung" ("Disturbances of Becoming and of Time-Experience" in Contemporary Problems of Psychiatric-Neurological Research) (ed. Roggenbau) (Stuttgart: 1939). Also "The World of the Compulsive", in Rollo May et. al., eds., Existence: A New Dimension in Psychiatry and Psychology, New York: Basic Books, 1958, pp. 170-187, and Prolegomena einer medizinischen Anthropologie, Berlin, Springer, 1954.

²Phenomenological Psychology, New York: Basic Books, 1966, Ch. 16. Straus applies implicitly, the value dimensions to time, distinguishing systemic, extrinsic and intrinsic aspects of time. In the psychotic time as an experience of context and of continuity vanishes; extrinsic and intrinsic time crumbles and become systemic, a mere concept without life meaning, "an impersonal, objective, logical order".

³"The Case of Ellen West", Existence, p. 347.

8.2.5.4. Dim-E₂- as index of dependence. The lack of definition of one's role in space and time indicated by Dim-E₂- has its root in the disturbed time involvement of the person which leads to the time substitutes mentioned. The person, being weak in his valuation of his role in the world is easily controlled by outside forces. These forces do not try to control him but are cast into their controlling role by the person who subjects himself to them.

(a) If these forces are persons we have an indication of subjection to parental will (whether the parent "wills" or not); sexual subjection and deviation (masochism, narcissism); social dependence on authority; and "authoritarian personality"¹; dependence on the good will or opinion of others; etc.

(b) If the outside forces are things the indication is of addiction, such as alcoholism; fetishism; transvestism; and if the thing is the person's own body, masturbation, hypochondria, narcissism;² or simply dependence on circumstances.

(c) If the outside forces are ideas, we have indications of utopianism, idealism; ambition (when the idea is of one's own ideal self), self-obsession (a la de Gaulle); dedication to an idea of God, chastity, charity, etc.; fanaticism; obsession of any kind; paranoia. (In this last case, we may also have Dim-S₂+.)

(d) Homosexuality is not indicated by Dim-E-. Usually, homosexuals have an atychal BQ_r score. (See below Sect. 8.3.1.4.1.b)

8.2.5.5. Which of the three kinds of structures -- persons, things or ideas -- is the root of the disturbance indicated by Dim-E₂- must be determined by a personal interview. However, there is an indication in the test: the probable cause of dependence indicated by Dim-E₂- is the highest sub-Dim score of Part 1.

We mean here by "dependence" what in Sect. 7.9.7.2. was called "unsound dependence". "Sound dependence", on the lowest score in Part 1, is guidance rather than dependence: the lowest score in Part 1 is the one that guides the dependent to the cure, while the highest is the one that causes the dependence. The reason is the one discussed in Sect. 8.2.5.3.: it must be the incorrectly, not the correctly seen dimension which brings about the dependence. The correctly seen must counteract it; the person feels more secure in a capacity he feels he has than in one he feels he has not. (Cf. Sects. 8.1.6.4., 8.1.7.5., 8.1.17.)

8.2.6. High Dim-E in Part 2. Overvaluation (Dim-E₂+). In this case, the definition of the person's role in the world is vague due to overcompensation: he uses his work or his role in the world as a substitute making up for a deficiency. There may be a complicated inter-play of compensation and deficiencies, deficiencies and dependencies in a test, as the following of P.N.N.

¹On the disturbance of the sense of time in the authoritarian personality see Davis Rousset, The Other Kingdom, New York: Reynal and Hitchcock, 1947. Also Rebecca West, Black Lamb and Grey Falcon, New York: Viking, 1945, pp. 799-816 and Clifton Fadiman, Foreward to Tolstoy, War and Peace, New York, Simon and Schuster, 1942

²Of a different kind as in (a).

THE HARTMAN VALUE PROFILE

Name _____ P. N. N. _____ Age _____ Date _____ Male - Female

Single - Married - Other Occupation _____ Catholic Priest

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.					
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	46	17	22	0	85	-39				
7	4	18	12	17	5	10	16	13	2	1	15	8	11	6	14	3	9	DIM%	INT%								
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	37	48								
					0						+2	0	-3			-3			-1			DIM-I					
					0						0	0	1			1			0			I	9			INT	2
			+1 +4					-7					-6				+2				DIM-E						
			0 2					5					4				0				E	21			INT	11	
		+5 +8					0 +1									0 -2				DIM-S							
		3 6					0 0									0 0				S	16			INT	9		
																		.780	9	11	DI	23	23	AI%	50		

Part II — "S. Q."

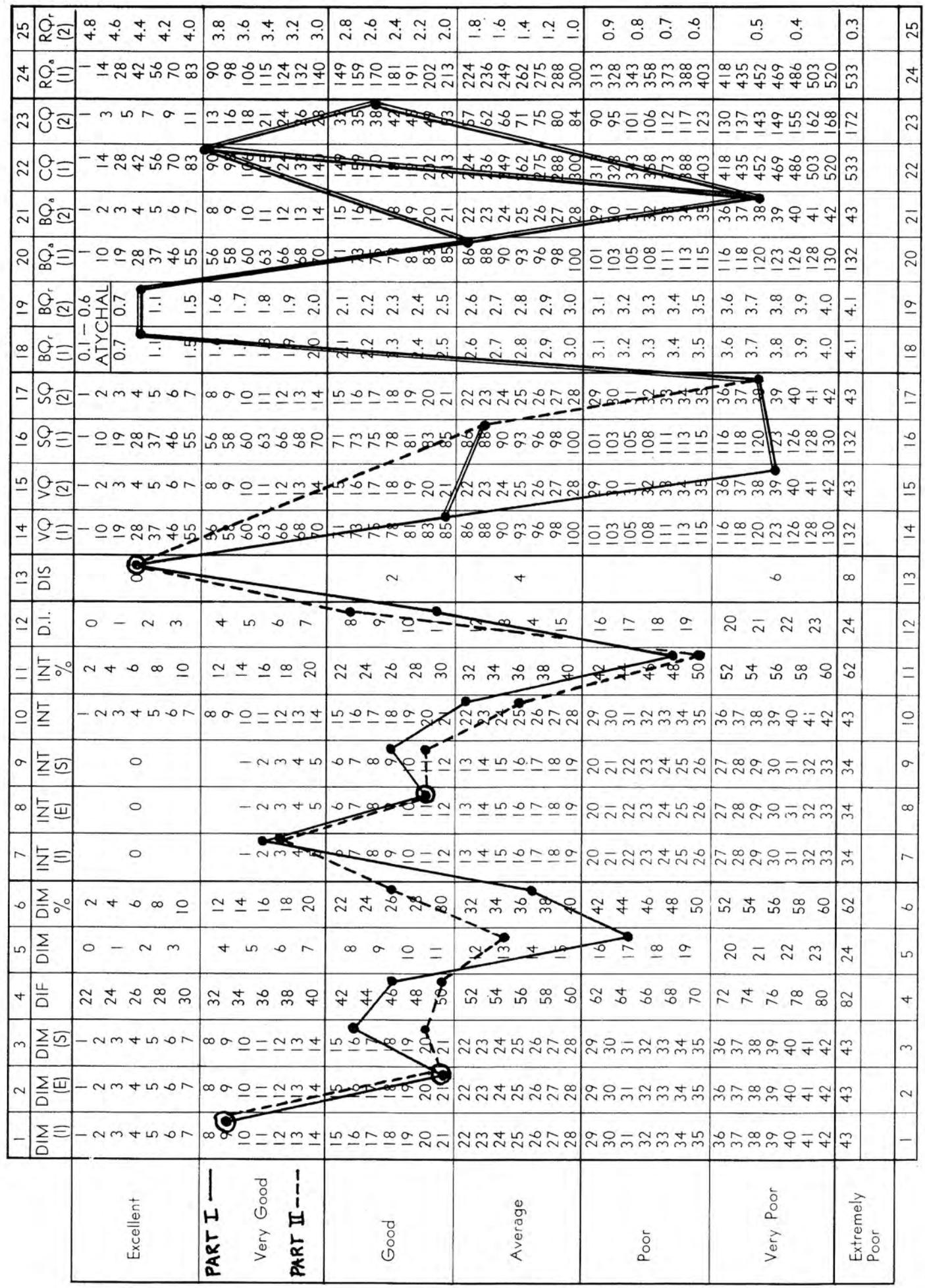
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.					
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	50	13	25	0	88	-38				
6	9	17	16	11	5	15	14	13	4	3	18	8	10	2	12	7	1	DIM%	INT%								
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	26	50								
					0						0	-2	0			-4			-3			DIM-I					
					0						0	0	0			2			1			I	9			INT	3
			+5 -2					-2					-6				+6				DIM-E						
			3 0					0					4				4				E	21			INT	11	
		0 +7					-2 +1									-4 +6				DIM-S							
		0 5					0 0									2 4				S	20			INT	11		
																		.769	9	8	DI	25	25	AI%	50		

(1) $\frac{SQ}{VQ} = \frac{88}{85} = 1.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{173}{2} = 86$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{38}{39} = 1.0$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{77}{2} = 38$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{86}{86}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{38}{38}$ CQ₂

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P.N.N. The outstanding features of this test are the two scores of 21 in the Dim-E dimension of Part 1 and Part 2. It seems that here we have a dependency on things and circumstances, with all this implies according to 8.2.5.4. (b). However, a breakdown of these numbers shows that the Dim-E₂ score is a slight overvaluation of 11 points. This would make up for a corresponding deficiency which we find in the Dim-I score of Part 2. In other words, the person makes up, through excellence in his work, for an undervaluation of himself. The other constituent of Dim-E₂ 21 is an undervaluation of 10 points, which corresponds to a slight dependency. The reason must be found in the largest undervaluation in Part 1, which is -14 of Dim-E. We thus do have a slight dependence on the extrinsic dimension. At the same time, however, this subvaluation of outside circumstances, Dim-E₁ -14, is made up by the overvaluation of system and order in the world, Dim-S₁ 14. The slight overvaluation of individuals in the outside world, Dim-I₁ 2 is made up by the slight undervaluation of system and order in the world in Dim-S₂ -2. And the undervaluation of individuals Dim-I₁ -7, by the overvaluation of circumstances, Dim-E₁ +7. There is thus a tendency of treating persons as objects, and objects as elements of a system. Finally, the overvaluation of system and order within him, a certain rigidity, Dim-S₂ +14, makes up for the undervaluation of his role in the world -10. Thus again, while he has a tendency to see himself in his role in the world, this role, in turn, is seen as element in a system.

As is seen, the under- and overvaluations in both Part 1 ([†]23) and Part 2 ([†]25) cancel each other exactly. The person thus, in spite of the complexity of his pattern, is very much at peace both with the world and with himself.

8.2.7. A high Dim-E₂ serves as indicator of a sociopathic, if not psychopathic, situation. The following case, X, is one of narcissism.

8.3. Dim-S: Systemic Dimension. The axiological definition of this index is as follows: Development of the capacity for discerning system and order in the world and within oneself. (Capacity for theoretical and normative /moral/ valuation; for organization and self-organization.)

In the axiological definition, "theoretical" refers to Part I and "normative" to Part II. The latter refers to the norms that rule one's conduct.

Clinical Interpretation

8.3.1. Dim-S in Part I (Dim-S₁).

8.3.1.1. In Part 1, Dim-S₁ indicates capacity for appreciating logical deduction and for seeing the consistency of the world pattern. In Part 2, Dim-S₂ indicates capacity for appreciating one's own inner consistency and seeing the consistency of the norms that rule one's conduct. Dim-S₁ indicates not so much focus on the order of the world -- this is indicated by Dim-E -- as on the consistency of the concepts by which the world is comprehended. It means not so much the capacity to combine many items in one, or to classify -- this again is shown by

Dim-E -- as rather capacity to see the consistency of thoughts and thought patterns. It means orderliness and the steady endeavor to make order out of chaos and find meaning in a situation. This meaning is made by our minds and not necessarily inherent in the world as such (Law of Entropy)¹. It means dislike of disorder (anti-entropic tendency). At the same time, it indicates a good sense of time and when combined with a low Dim-E₁ and Dim-E₂, of timing.

8.3.1.2. The appreciation of system does not necessarily mean the capacity for systematization, nor does lack of such appreciation mean lack of the capacity to systematize. A person may be orderly but not smart or smart but not orderly. There is no necessary correlation between abstract intelligence and appreciation of such intelligence. The appreciation of system is an aesthetic whereas the capacity to systematize is a logical talent. In a creative system-builder, of course, both capacities are united.

8.3.1.3. If Dim-S₁ is high, either over- or undervalued, the person has difficulty with his capacity of order-making. He suffers from entropic tendency, either because he is too orderly (Dim-S₁+) or because he is too little orderly (Dim-S₁-). In both cases the world appears to him chaotic and overwhelming. In the latter case, he struggles in vain against disorder, in the former case he feels obliged to make a continuous effort to reconstitute order and impose system on his life situations; such system, however, may not always be congruent with the natural order of things. Only when Dim-S₁ is low does the person see system and order in their natural place.

8.3.1.4. Dim-S₁ high.

8.3.1.4.1.

(a) Undervaluation (Dim-S₁-). Here we have lack of the urge to make order in the outside world, lack of a sense of connection. The person does not see disorder and is a part of it. He tends to be easily distracted, especially if D.I. is high. If he is in a very systemic situation he may tend to rebel (see the Hippie patterns, below Sect. 8.3.2.6), especially if he is value-sensitive (low Dif₁).

Dim-S₁- may mean depression because of the incapacity to focus naturally on organization and meaning. This can happen in cases of deprivation, as the grief over the death of a beloved person, when the focus of the person's system and order disappears. The depression in question is the manifestation of the state of disorganization¹ and disappears, together with the high Dim-S₁ score, when the person has reorganized his relation to the world around a different focus.

¹See Enrique Garcia Gonzales, Estudio psicologico sobre el duelo temprano y su relacion con la delincuencia, Tesis profesional, National University of Mexico, 1964. Also see Viktor Frankl, The Doctor and the Soul, New York, 1957, p. 34.

If Dim-S_1 stands out among the sub-Dim indices, Dim percent_1 will be high. In this case, the person sees the world as chaotic and finds no connection between its elements. The moments of life stand by themselves and make no sense as a whole or in the world as a whole. Such people may feel that their existence is an accident, they lack faith in the meaningfulness of the world. Here we have the kind of existential problem where Logotherapy is indicated. One person, T.S. (below p. 176), was helped in her problem by being referred to Walt Whitman's Leaves of Grass, Section 5 and being shown that the great pattern there extolled referred to her also.

The following tests, G.Z., and T.S. show undervaluation of Dim-S_1 in various degrees. As is seen, G.Z. and T.S. have the same score, 24, but while in G.Z. the undervaluation is relatively small (11+, 13-) in T.S. it is large (4+, 20-). While thus in G.Z. there is a general confusion with respect to order which latter is either over- or undervalued, in T.S. there is an outspoken entropic tendency, as a matter of fact an 8 times stronger one (in G.Z. $-13+11=-2$, in T.S. $-20 + 4 = 16$. $-16/-2 = 8$). This entropic tendency is increased in both by the atychal BQ_p (in G.Z. $0.6 - 0.5$, in T.S. $0.4 - 0.2$). But while this is counteracted in T.S. by the strong sense of self-discipline ($\text{Dim-S}_2 + 8, -4$) the slight entropic tendency is strongly enforced in G.Z. by the lack of self-discipline ($\text{Dim-S}_2 +1, -10$). As a result, while T.S. has a very strong existential problem with respect to the world (Dim percentage_1 90) there is none with respect to herself, whereas G.Z. has an existential problem with the world (Dim percentage_1 69) and, though a considerably smaller one, with himself (Dim percentage_2 40). The world makes more sense to G.Z. than to T.S., but she herself makes more sense to T.S. than G.Z. makes to himself. And while T.S. is improving herself all the time ($\text{Dim-S}_2 +8, -4$) G.Z.'s efforts at self-improvement are doomed to failure ($\text{Dim-S} +1, -10$).

The analysis of G.Z. follows.

Some people are too smart for their own good but this man is the opposite, he is too good for his own luck. He is one of the few persons who have the norm of their value capacity within themselves, have found complete maturity and now have to try to make their world-view catch up with their self-view. This is the opposite of immaturity. While immaturity is the lag between one's talent expressed in one's world-view which is not applied to one's own self, the opposite is a mature self-view which is not applied to the world. It may be called world immaturity, worldly immaturity, perhaps purity. In these cases the value talent resides within one's capacity of judging one's own self. This is the potentiality which has to be actualized in its application to the world.

¹See on this subject Erwin Schrödinger, What Is Life?, Cambridge, 1944.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _a (I)	BQ _a (2)	CQ (I)	CQ (2)	RQ _a (1)	RQ _r (2)	
Excellent PART II -----	1	1	1	22	0	2	1			2	0		1	1	1	1	0.1	0.7	1	1	1	1	1	1	4.8
	2	2	2	24	1	4	2			4	1	0	10	2	10	2	0.7	0.7	10	2	14	3	14	14	4.6
	3	3	3	26	2	6	3	0		3	2		19	3	19	3	1.1	1.1	19	3	28	5	28	28	4.4
	4	4	4	28	3	8	4	0		4	3		28	4	28	4	1.1	1.1	28	4	42	7	42	42	4.2
	5	5	5	30	3	10	5			5	6		37	5	37	5	1.5	1.5	37	5	56	9	56	56	4.0
	6	6	6				6			6	10		46	6	46	6	1.5	1.5	46	6	70	11	70	70	
	7	7	7				7			7			55	7	55	7	1.5	1.5	55	7	83	11	83	83	
Very Good PART I -----	8	8	8	32	4	12	8			12	4		56	8	56	8	1.6	1.6	56	8	90	13	90	90	3.8
	9	9	9	34	5	14	9			14	5		58	9	58	9	1.7	1.7	58	9	98	16	98	98	3.6
	10	10	10	36	6	16	10	1		16	6		60	10	60	10	1.8	1.8	60	10	106	18	106	106	3.4
	11	11	11	38	7	18	11	2		18	7		63	11	63	11	1.9	1.9	63	11	115	21	115	115	3.2
	12	12	12	40	8	20	12	3		20	8		66	12	66	12	2.0	2.0	66	12	124	24	124	124	3.0
	13	13	13				13	4		13	18		68	13	68	13	2.0	2.0	68	13	132	26	132	132	
	14	14	14				14	5		14	20		70	14	70	14	2.1	2.1	70	14	140	28	140	140	
Good	15	15	15	42	8	22	15	6		22	8		71	15	71	15	2.1	2.1	71	15	149	32	149	149	2.8
	16	16	16	44	9	24	16	7		24	9		73	16	73	16	2.2	2.2	73	16	159	35	159	159	2.6
	17	17	17	46	10	26	17	8		26	10		75	17	75	17	2.3	2.3	75	17	170	38	170	170	2.4
	18	18	18	48	11	28	18	9		28	11		78	18	78	18	2.4	2.4	78	18	181	42	181	181	2.2
	19	19	19	50	12	30	19	10		30	12		81	19	81	19	2.5	2.5	81	19	191	45	191	191	2.0
	20	20	20				20	11		20	16		83	20	83	20	2.5	2.5	83	20	202	49	202	202	
	21	21	21				21	12		21	20		85	21	85	21	2.6	2.6	85	21	213	53	213	213	
Average	22	22	22	52	12	32	22	13		32	12		86	22	86	22	2.6	2.6	86	22	224	57	224	224	1.8
	23	23	23	54	13	34	23	14		34	13		88	23	88	23	2.7	2.7	88	23	236	62	236	236	1.6
	24	24	24	56	14	36	24	15		36	14		90	24	90	24	2.8	2.8	90	24	249	66	249	249	1.4
	25	25	25	58	15	38	25	16		38	15		93	25	93	25	2.9	2.9	93	25	262	71	262	262	1.2
	26	26	26	60	16	40	26	17		40	16		96	26	96	26	3.0	3.0	96	26	275	75	275	275	1.0
	27	27	27				27	18		27	20		98	27	98	27	3.0	3.0	98	27	288	80	288	288	
	28	28	28				28	19		28	24		100	28	100	28	3.1	3.1	100	28	300	84	300	300	
Poor	29	29	29	62	16	42	29	20		42	16		101	29	101	29	3.1	3.1	101	29	313	90	313	313	0.9
	30	30	30	64	17	44	30	21		44	17		103	30	103	30	3.2	3.2	103	30	327	95	327	327	0.8
	31	31	31	66	18	46	31	22		46	18		105	31	105	31	3.3	3.3	105	31	343	101	343	343	0.7
	32	32	32	68	19	48	32	23		48	19		108	32	108	32	3.4	3.4	108	32	358	106	358	358	0.6
	33	33	33	70	20	50	33	24		50	20		111	33	111	33	3.5	3.5	111	33	373	112	373	373	
	34	34	34				34	25		34	22		113	34	113	34	3.6	3.6	113	34	388	117	388	388	
	35	35	35				35	26		35	24		115	35	115	35	3.6	3.6	115	35	403	123	403	403	
Very Poor	36	36	36	72	20	52	36	27		52	20		116	36	116	36	3.7	3.7	116	36	418	130	418	418	0.5
	37	37	37	74	21	54	37	28		54	21		118	37	118	37	3.7	3.7	118	37	435	137	435	435	0.4
	38	38	38	76	22	56	38	29		56	22		120	38	120	38	3.8	3.8	120	38	452	143	452	452	
	39	39	39	78	23	58	39	30		58	23	6	123	39	123	39	3.9	3.9	123	39	469	149	469	469	
	40	40	40	80	24	60	40	31		60	24		126	40	126	40	4.0	4.0	126	40	486	155	486	486	
	41	41	41				41	32		41	26		128	41	128	41	4.1	4.1	128	41	503	162	503	503	
	42	42	42				42	33		42	28		130	42	130	42	4.1	4.1	130	42	520	168	520	520	
Extremely Poor	43	43	43	82	24	62	43	34		62	24	8	132	43	132	43	4.1	4.1	132	43	533	172	533	533	0.3
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

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28-69

THE HARTMAN VALUE PROFILE

Name T. S. Age 50 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
5	6	11	10	12	4	16	14	8	3	1	15	2	13	9	18	7	17
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
					+1				4	0	-3		-1		+3		
					0				0	0	1		0		1		
4			-1	7		7						0		7			
0			0	0		0						0		0			
	+3	+1						-2	-4							-4	10
	1	0						0	2							2	8

DIF	DIM	INT	DIS	V. Q.
38	34	15	2	89-51

DIM%	INT%		
90	39		

		+	-
		5	4
		1	4
		4	20
		10	28

DIF	DIF	AI%
.828	0	74

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
7	8	16	10	14	3	15	17	11	5	2	18	1	12	6	13	6	9
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
					+2				-1	-1	0		-2		2		
					0				0	0	0		0		0		
-1			7	+1		-2						+1		+2			
0			0	0		0						0		0			
	+1	+6						+1	-1							-1	-2
	0	4						0	0							0	0

DIF	DIM	INT	DIS	S. Q.
28	8	4	0	40-12

DIM%	INT%		
29	14		

		+	-
		2	6
		4	4
		8	4
		14	14

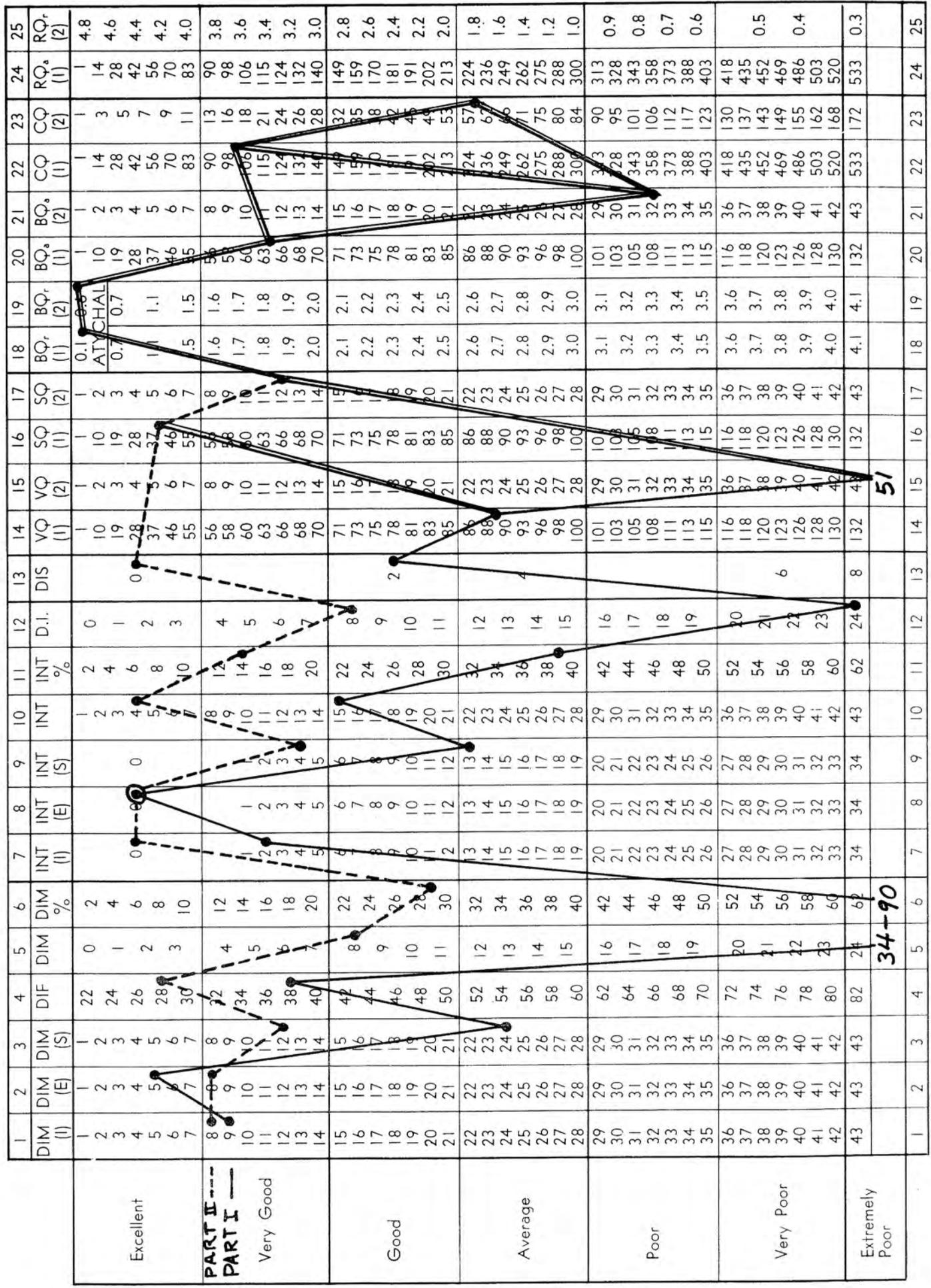
DIF	DIF	AI%
.930	0	50

(1) $\frac{SQ}{VQ} = \frac{40}{89} = .45 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{129}{2} = 64 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{12}{51} = .20 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{63}{2} = 32 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{99}{2} = \text{CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{58}{2} = \text{CQ}_2$

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Thus, this person has a very good knowledge of himself, an excellent sense of his own individuality, a good vision of his role in the world, even though here there is a slight touch of dependence on the outside world, and a very good capacity for self-organization and moral sense. Due to the slight touch of dependence, his sense of proportion when judging himself is only fair, and there is a slight lack of self-awareness. He has a very good capacity for decision making and problem solving within himself, especially personal problems, and a good capacity for solving practical and moral problems. He applies himself very well to his own problems.

When, however, he turns his judgment outside into the world, things are not quite so favorable. His capacity for judging situations in the world is still good but it is about a third less good than his judgment of himself. He is very good at judging outside situations and making practical decisions as well as discerning the individuality of others and making decisions concerning them. But his capacity for discerning system and order in the world and for organization is unproportionately worse than the corresponding capacity within himself of self-organization; it is only fair and so is his decision-making in theoretical and organizational matters.

There is a very great dip in his capacity of seeing system and order in the world, a relative lack of conceptual organizing power. As a result, he suffers from axiological astigmatism, in his case a relative incapacity to focus on system and order. This brings about a strong problem of relating himself to the world as a whole, it appears to him somewhat hazy. He has a strong existential problem which even brings about an emotional problem. The reason for this is his relative incapacity for organization. Due to the same reason he has a relatively poor capacity for applying himself to complicated situations in the outside world. It may be that therapy could alleviate this.

This is a truly good man in every sense of the word, whose problems are deepened by his very goodness.

Appendix

He should be given every opportunity for concentration and undistracted work. Maybe he should have office hours outside of which he should not be disturbed.

For a complete breakdown of the order-making capacity Dim-S₁ see test of O.M.P., above sect. 4.1.2.1.

(b) Overvaluation (Dim-S₁+). Here we have rigidity in thinking, perfectionism, fastidiousness, dependence on outside order, and discomfort when the outside world does not correspond to the order one tries to impose on it. If this index is very high we have dogmatism and prejudice, especially if Dim-I₁-, and intellectual snobbery if Dim-I is normal. But we also have dedication to an ideal outside ourselves, a norm to follow no matter what and to hold on to in difficult situations. Such a norm may give the person a kind of internal gyroscope, an inner strength enabling him to weather any situation, even the worst. People with such an ideal outside themselves -- whether Communists or Christians, Catholics, Protestants or Jews, Seven-Day Adventists, even dedicated crackpots -- were able to survive better in concentration camps than others without such inner strength to hold on.

This kind of strength coming from outside must be distinguished from the one that comes from one's own inner resources, as described below Sect. 8.3.2.

Such an ideal is an element in a person's drive insofar as these can be isolated.

In exceptional cases, especially when combined with high Dis, we may have here the tendency to take rules too seriously with the implicit purpose of breaking them. This may be called the Schweik-Complex, after the classic by Jaroslav Hasek, The Good Soldier Schweik, who misunderstood rules by taking them literally and thus brought about complete confusion in the system in question (the Austro-Hungarian army. The same idea is found in the books by Hans Helmut Kirst, The Revolt of Gunner Asch and in Joseph Heller, Catch 22.) The literal execution of systemic rules breaks the system because the world can never be exactly like a system.

The following tests, L.S. and J.C.S., give aspects of systemic overvaluation. The first is a normal test, with Dif₁ 22, Dim-S₁ 13 (+8, -5), while the second is abnormal, Dif₁ 82, Dim-S₁ 27 (+21, -6) and Dim-I₁ 29 (+4, -25). Here the systemic overvaluation of the world is enhanced by the corresponding undervaluation of persons. This man is a fanatic nazi. His score is almost exactly the semi-inverted score with Dis = 0 (p. 48 above). In both tests the systemic overvaluation of the world is increased by that of the self (Dim-S₂). Both tests show an emotional problem in Part 2. While L.S. has a strong existential problem with the world, doubting its rationality (Dim percent₁ 77) J.C.S. has no such scruples. The world for him is full of meaning (Dim percent₁ 6) and this enforces his righteousness for the meaning is his own system. In exchange, he has a strong emotional problem with the world (Int percent₁ 60) as well as with himself (Int percent₂ 60) which makes him very unstable. The test of L.S. is accompanied by its analysis.

THE HARTMAN VALUE PROFILE

Name L. S. Age 23 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
8	4	13	11	12	5	17	16	10	1	2	18	3	14	9	15	6	7
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
				0					+3	-1	0		0		0		
				0					1	0	0		0		0		
-2			0	-1		0						-1		-1			
0			0	0		0						0		0			
	+5	+3						0	-2							-3	0
	3	1						0	0							1	0

DIF	DIM	INT	DIS	V. Q.
22	17	6	0	55-23

DIM%	INT%
77	27

DIM-I	INT
4	1

DIM-E	INT
5	0

DIM-S	INT
13	5

DIF.	DIF.
.936	0

9	DI
9	DI

+	-
3	1

+	-
0	5

+	-
8	5

11	11	AI%
11	11	50

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S
6	4	12	15	13	2	16	17	11	8	1	18	7	9	5	14	3	10
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7
					+3				-4	0	0		-5		-1		
					1				2	0	0		3		0		
0			+4	0		-1						-5		+3			
0			2	0		0						3		1			
	+5	+2						+1	-1							0	-3
	3	0						0	0							0	1

DIF	DIM	INT	DIS	S. Q.
38	1	16	2	57-19

DIM%	INT%
3	42

DIM-I	INT
13	6

DIM-E	INT
13	6

DIM-S	INT
12	4

DIF.	DIF.
.858	0

2	DI
2	DI

+	-
3	10

+	-
7	6

+	-
8	4

18	20	AI%
18	20	53

(1) $\frac{SQ}{VQ} = \frac{57}{55} = 1.0$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{112}{2} = 56$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{19}{23} = .83$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{42}{2} = 21$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{56}{25}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{25}{25}$ CQ₂

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L. S.

This is a remarkable test. This person has an excellent judgment of the outside world, especially of other persons and of situations. Here both her discernment and her decision capacity is almost perfect. She overvalues, however, theoretical values which gives her world-picture a certain topsyturvy aspect and makes the world to her considerably unreal. She has what is called an axiological astigmatism: while she focuses perfectly on people and situations her view of systems is out of focus and makes her somewhat too intellectual. Thus, she does not quite live in the world as it is but in a construction she has made up. This is the more remarkable as her vision of the world is almost the best possible (22, the beginning of the scale). She is like a person with perfect vision whose field of vision is yet blurred by focusing difficulties (astigmatism). Her sense of proportion, as a result, is not as good as it could be and as it ought to be, given her extraordinary intelligence. But it may be said that this intelligence precisely tricks her into the overvaluation in question. There seems thus to be a certain intellectual pride, or something of the sort. She seems to put too much stress on theoretical values and implicitly, perhaps, on her own intellectual capacity; while actually her insight into people and situations is her greatest asset.

While her capacity to value the outside world is extraordinary, she does not apply all of this capacity to herself. Her capacity of judgment, when directed toward herself, although very good, is not good enough for her, given her potential. The difference is one of 16 points (22 to 38), which means that she only applies about 60 percent of her capacity of judgment to her own self. The reason is that she has a very slight emotional problem which obstructs her total application of her value capacity to herself. She depreciates herself somewhat, and also is not as clear about her role in the world two and a half times less clearly than she sees the outside world itself. On the other hand, she sees order and system within herself slightly better than in the outside world; but again she overvalues this systemic value dimension within herself, which means great firmness of direction but also rigidity which is not all to the good. She applies herself to problematic situations within herself over four and a half times better than to problematic situations in the outside world and is completely real to herself. There is thus a tremendous opposition within her between her fabulous sense of reality of her own self -- in spite of the slight self-depreciation mentioned -- and the relative irreality of the world.

All the difficulties mentioned within her are hidden by the seeming acuteness and equilibrium which is hers; and in comparison to other people she is one of the soundest and most uncomplicated persons possible. But within her own self, relatively speaking, there are the difficulties in question. They are, however, of no import because with growing age she will overcome them all; and her self-knowledge will then become equal to her world-knowledge. The main prescription is that she must try to put less value on the systemic, both outside and within her; and that she must apply her sound judgment to her own self, thus relieving the slight under-

valuation of her own individuality and defining more clearly her role in the world.

Objectively speaking, in comparison to others, this is one of the best tests possible and indicates an outstanding person.

THE HARTMAN VALUE PROFILE

Name J. C. S. Age 26 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	82	5	49	2	138-56		
8	3	17	16	15	1	10	11	18	7	12	9	6	13	2	14	4	5	DIM%	INT%	(I)				
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	6	60					
				+4						-3 -11 -9				-1				DIM-I		29	+ -			
				2						1 9 7				0				I		INT	19	4 25		
-2		+5 +2							-7						-4		+6		DIM-E		26	13 13		
0		3 0			5								2		4				E		INT	14		
+6 +7						-5 +6										-1 +2		DIM-S		27	21 6			
4 5						3 4										0 0		S		INT	16			
																		.486 0		8	DI	38 44	AI% 59	

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	52	8	31	0	91-39		
6	3	11	18	13	5	17	12	16	9	2	10	8	15	1	14	4	7	DIM%	INT%					
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	15	60					
				0						-5 -1 -8		+1		-1				DIM-I		16	+ -			
				0						3 0 6		0		0				I		INT	9	1 15		
0		+7 0			0								-6		+7				DIM-E		20	14 6		
0		5 0			0								4		5				E		INT	14		
+6 +1						-4 +4										-1 0		DIM-S		16	11 5			
4 0						2 2										0 0		S		INT	8			
																		.704 0		11	DI	26 26	AI% 50	

(1) $\frac{SQ}{VQ} = \frac{91}{138} = .66 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{229}{2} = 114 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{39}{56} = .70 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{95}{2} = 48 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{153}{62} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{62}{62} \text{ CQ}_2$

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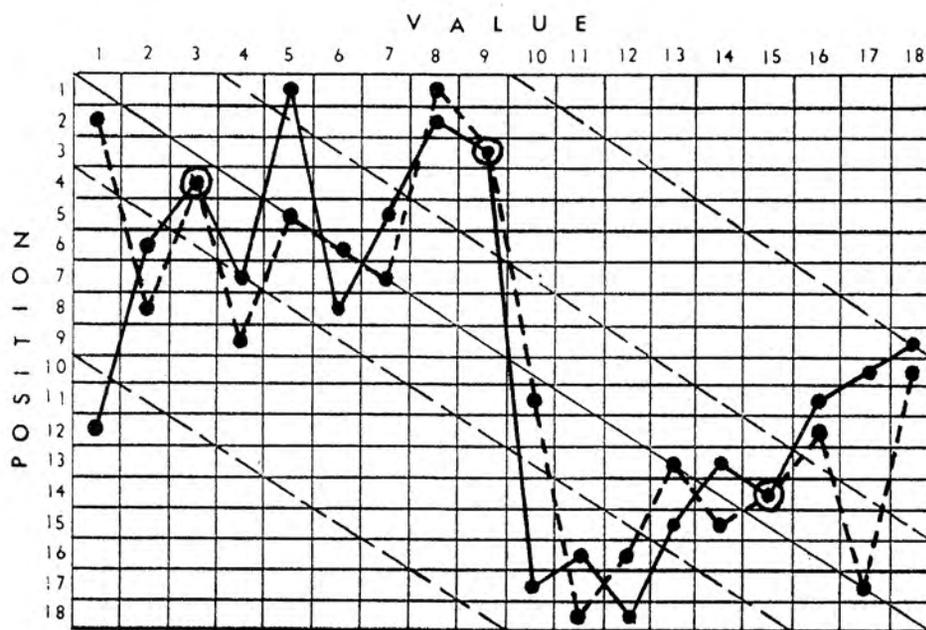
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
DIM (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
DIM (E)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
DIM (S)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
DIF	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	
DIM %	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	
INT (I)				0																						
INT (E)				0																						
INT (S)				0																						
INT %	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
D.I.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
DIS				0																						
VQ (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
VQ (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
SQ (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
SQ (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
BQ _r (I)	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	
BQ _r (2)	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	
BQ _s (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
BQ _s (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
RQ _s (I)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
RQ _s (2)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Excellent																										
Very Good																										
PART II --- Good																										
Average																										
PART I --- Poor																										
Very Poor																										
Extremely Poor																										

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138-56

49

Test of J. C. S.



Part I ———

Part II - - - - -

8.3.1.5. Dim-S₁ and Dim-I₁. Here we have the following cases:

(a) Dim-S ₁ +	Dim-I ₁ +
(b) Dim-S ₁ +	Dim-I ₁ -
(c) Dim-S ₁ +	Dim-I ₁ low
(d) Dim-S ₁ -	Dim-I ₁ +
(e) Dim-S ₁ -	Dim-I ₁ -
(f) Dim-S ₁ -	Dim-I ₁ low
(g) Dim-S ₁ low	Dim-I ₁ +
(h) Dim-S ₁ low	Dim-I ₁ -
(i) Dim-S ₁ low	Dim-I ₁ low

(a)-(c) In all these cases we have overvaluation of Dim-S₁, perfectionism and action by intellection rather than intuition.

(a) If Dim-I₁ is also overvalued, we have perfectionism combined with sentimentality, a combination which may give rise to tension.

(b) If Dim-I₁ is undervalued, the person is seen as part of the system. If the system is an organization, such as business, government, etc., this will increase the organizing and planning capacity. But if the system is a thought system or ideology, there is a danger of prejudice and dogmatism and of fitting persons into a system which is imposed upon rather than corresponds to the world. Here we have intellectual pride, incapacity of surrender and giving oneself, rigidity, a tendency to think rather than to feel.

(c) If Dim-I₁ is low, i.e. persons are seen the way they are and with good empathy, Dim-S + means a slight tendency to intellectual superiority and snobbery.

(d)-(f) In all these cases we have undervaluation of Dim-S₁, hence an entropic tendency of laissez faire.

(d) If Dim-I is overvalued we have a feeling component and sentimentality ruling our world view.

(e) If Dim-I is undervalued, we act by reaction rather than action, lacking the cohesive power in space and time of pulling the threads together by intellection (Dim-S) or intuition (Dim-I). The world tends to pull us here and there and we must depend on Dim-E, our classifying capacity alone, to bring order into it.

(f) If Dim-I is low we have good capacity of intuition and operate on it rather than on intellection.

(g)-(i) Here we have good capacity of intellection. The order within us is the order of the world. We need no special effort to act so that our action fits the world.

(g) If Dim-I_1 is overvalued, we will act with concern for persons, perhaps an exaggerated one.

(h) If Dim-I_1 is undervalued, we will still not leave the intrinsic value of persons out of account.

(i) If Dim-I_1 is low, both the intrinsic and the systemic element of valuation are well developed and intellection and intuition will reinforce one another. The person will use his love of system and order to open up the world, and his openness to the world will reinforce his love of system and order. The result is the wonder at the world of which Plato and Kant speak (Kant: "Two things fill me with ever renewed wonder, the starry sky above me and the moral law within me." In terms of the test, system and order in the world and system and order in myself.)

8.3.1.6. Dim-S₁ and Dim-E₁. Similar considerations as in the relationship of Dim-S_1 with respect to Dim-I_1 are valid with respect to Dim-E_1 . Here we have the pragmatic capacity of organizing in space and time, classification, etc. This capacity can be helped or hindered by the development or lack of development of the intellectual focus of Dim-S .

(a) In particular, if Dim-E is high and Dim-S low we have intellectual capacity joined to practical incapacity, distractedness, etc., and intellectual acuteness unapplied to practical reality.

(b) If Dim-E is high and Dim-S overvalued there is danger of useless intellectual schemes.

(c) If Dim-E is low and Dim-S undervalued the person will act by practical considerations rather than intellection.

8.3.1.7. Teleological Significance of Sim-S, Dim-E, Dim-I.

The capacity for planning ahead and organizing the future, (teleological capacity) depends on the development of Dim I , E and S . It has the following structure:¹

- (1) Analysis of the given situation (E)
- (2) Projection of the goal (S)
- (3) Analysis of the given situation in terms of the goal (E^S)

¹For details see Nicolai Hartmann, Ethics, Vol. I, New York, 1932, pp. 274-282; Robert S. Hartman, "La produccion de valor: un mera para la Teleologica cientifica", Dianoia, 1968, pp. 182-202.

- (4) Determining the point of development within the given situation (situational potentiality), (E^I , E^I)
- (5) Actualizing the situational potentiality in space and time (E)

As is seen, there are here 9 values involved, 5 E, 2 S, and 2 I. There is thus needed excellent development of Dim-E together with goal development of Dim-S and Dim-I. Insofar as Dim-S is overvalued and Dim-E undervalued, there will be great planning but relatively little follow-up. In the degree that Dim-E and Dim-S are well developed but Dim-I is high, there may be great planning and organizing, but not always in a direction that is fruitful.

Examples are the tests of J.F.P. and M.S.M. The former, J.F.P., is an excellent man with a great sense of duty, good classificatory and conceptual capacity but relatively lacking in intuition. He was a failure as general manager but excellent as second in command. The latter, M.S.M., has less valuational capacity with the world and is much less mature, but of great drive (Dim-S₂ 19+) and almost perfect intuition (Dim-I₁ 3), though of not so great conceptual power (Dim-S₁ 19). Yet, his drive, intuition and good practical capacity (Dim-E 10, Int-E 1) made him an excellent manager.

8.3.1.8. Dim-S₁ and Dim-E₂

Interesting here is the feature of dependence with high Dim-E₂ and overvalued Dim-S₁. The dependence here is of a thought pattern, i.e. the person uses a thought pattern as crutch for his role in the world; he does not thus really play a role in the world but rather in the pattern of his imagination. An example is the test of J.P. whose analysis follows.

THE HARTMAN VALUE PROFILE

Name J. F. P. Age 25 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	
6	8	14	11	13	3	18	17	12	2	1	15	5	10	7	16	4	9	
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	
					+2				+2	0	-3			-4		+1		
					0				0	0	1			2		0		
0			0	0		+1								-3		+1		
0			0	0		0								1		0		
	+1	+4						+1	0								-1	-2
	0	2						0	0								0	0

DIF	DIM	INT	DIS	V. Q.
26	10	6	0	42-16

DIM%	INT%
38	23

+	-
5	7
2	3
6	3
13	13

DIF	DIF
.932	0

3	DI
---	----

AI%	50
-----	----

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	
4	6	16	13	11	7	15	17	12	1	2	18	3	10	9	14	5	8	
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	
					-2				+3	-1	0			-4		-1		
					0				1	0	0			2		0		
+2			+2	-2		-2								-1		-1		
0			0	0		0								0		0		
	+3	+6						+1	0								-2	-1
	1	4						0	0								0	0

DIF	DIM	INT	DIS	S. Q.
34	5	8	0	47-13

DIM%	INT%
15	24

+	-
3	8
4	6
10	3
17	17

DIF	DIF
.900	0

7	DI
---	----

AI%	50
-----	----

(1) $\frac{SQ}{VQ} = \frac{47}{42} = 1.1 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{89}{2} = 44 \text{ BQ}_{a1}$

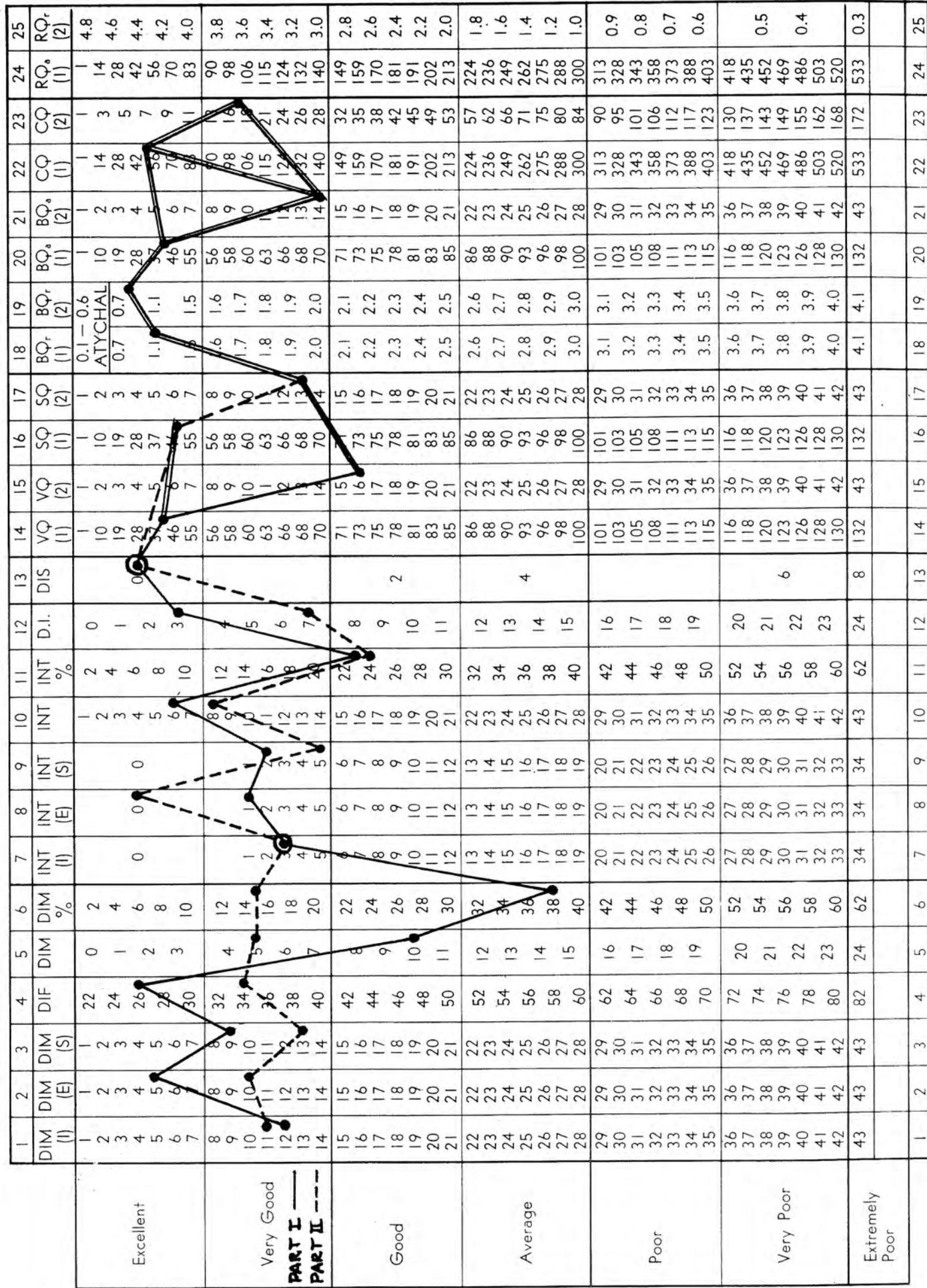
(2) $\frac{SQ}{VQ} = \frac{13}{16} = .80 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{29}{2} = 14 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = 48 \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = 17 \text{ CQ}_2$

(Middle)

(First)

(Last)



THE HARTMAN VALUE PROFILE

Name M. S. M. Age 48 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	32	25	11	2	70	-38
8	2	10	9	13	3	16	18	11	4	1	17	5	14	6	15	7	12	DIM%		INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	78	34				
				+2						0 0 -1		0		0				DIM-I		3			
				0						0 0 0		0		0				INT		0			
-2				-2 0		-1						-3		+2				DIM-E		10			
0				0 0		0						0		0				INT		1			
+7 0						+2 -1								-4 -5				DIM-S		19			
5 0						0 0								2 3				INT		10			
																		.878 0		19		DI	
																		13		19		AI% 59	

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.	
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	70	14	38	0	122	-52
4	1	15	16	10	5	12	13	14	6	7	18	8	17	2	11	9	3	DIM%		INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	20	54				
				0						-2 -6 0		+3		-4				DIM-I		15			
				0						0 0 0		1		2				INT		7			
+2				+5 -3		-5						-6		+6				DIM-E		27			
0				3 1		3						4		4				INT		15			
+8 +5						-3 +2								-6 +4				DIM-S		28			
6 3						1 0								4 2				INT		16			
																		1646 0		10		DI	
																		35		35		AI% 50	

(1) $\frac{SQ}{VQ} = \frac{122}{70} = 1.7 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{192}{2} = 96 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{52}{38} = 1.4 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{90}{2} = 45 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{163}{63} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{63}{63} \text{ CQ}_2$

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THE HARTMAN VALUE PROFILE • AXIOGRAM

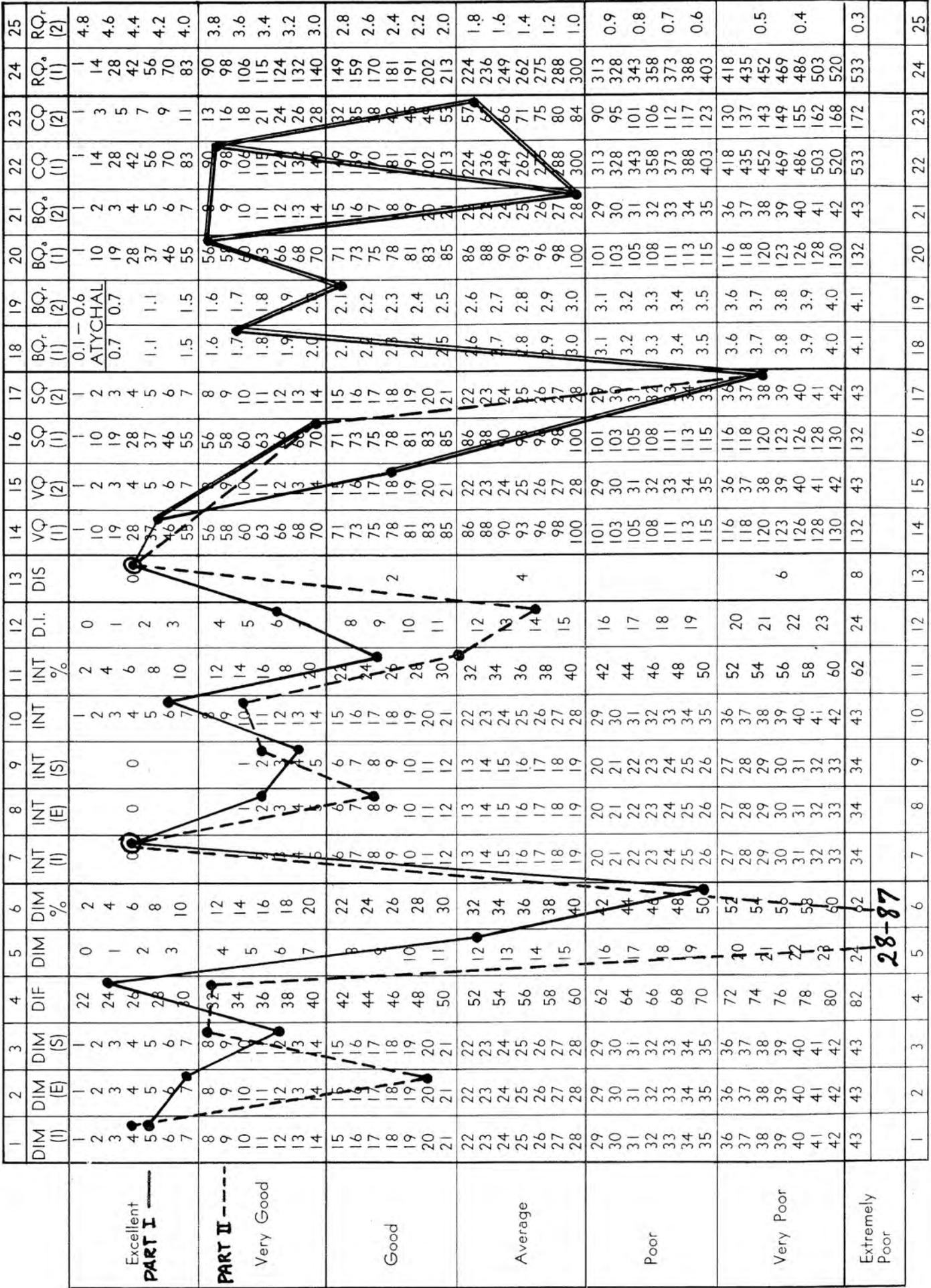
DATE _____

J. P. _____

(Middle)

(First)

(Last)



J. P.

This is a person living on a very high intellectual plane, very sensitive, who seems to feel acutely the shortcomings both of the world and himself, to such a point that there appears to be an existential problem. At the same time, he is emotionally sound and there is, in spite of a certain definite dependence, no lack of emotional control.

He is a person of superior intelligence, of a very high capacity of judgment in his valuation of the world, whose capacity to differentiate values in general in outside situations is excellent. His strongest capacity is the one for personal valuation, that is, for discerning individuality in others, which is excellent; and his decision-making capacity with respect to other people's individuality and problems is perfect. Also excellent is his capacity to discern values in the outside world, practical valuation, and so is his decision-making capacity concerning external circumstances and situations. Slightly less clearly focused is his capacity to see system and order in the world. Although very good, it is yet only half as good as the capacities mentioned. The reason is a certain overvaluation of systems which leads to a tendency of perfectionism; he is too good, in other words, in this respect. As a result, his sense of proportion in evaluating equally the three value dimensions, the personal, the practical and the theoretical, is slightly out of focus; there is a slight axiological astigmatism which in this case, due to his extreme sensitivity, brings it about that the world as a whole appears somewhat out of focus, is not accepted as it is, and there is either a flight into idealism and imagination or possibly even a certain hostility against it, perhaps also a kind of impatience that the world will not behave always as he would like it to.

While his capacity to discern the important within the complex in personal and practical problems of others is excellent, it is slightly less good in theoretical problems. These, while being solved very well in themselves, yet are seen somewhat out of focus, namely as overemphasized, in the total picture.

There is no emotional problem in his relation to the world although the emotional control is not entirely as good as his great intelligence would lead one to expect.

His capacity for concentration on problematic external situations is very good.

He distinguishes perfectly the good and the bad in outside situations, and never confuses the two, that is, there is a very clear moral sense in judging the outside world.

In general his capacity to value outside situations accurately is excellent in quantity and good in inner harmony or quality. He tends to over-intellectualize and should rely more on his intuition.

In his valuation of his own self Mr. P. uses only about 70 percent of his excellent potential. He has a very firm sense of his own individuality and knows excellently his own strengths and weaknesses so that decisions concerning his own intimate self are almost never wrong. In this respect he has developed his full potential. The same is true of his capacity to discern order and system within himself which is some 50 percent better enfocused even than the corresponding capacity in the outside world. Thus he knows very well indeed the norms of his conduct. There is a very slight tendency at letting himself go which contrasts with, and balances, his perfectionism in the outside world, causing him both occasional irritation and relaxation.

Very much less developed is his capacity to discern and define his own role in the world. While he knows perfectly clearly who he is and what he ought to do he is very much less clear about what he is, that is, how to classify himself in, or to fit into, this world. In this capacity he only uses a third of his potential. Considering his great value sensitivity, this indefiniteness of his role in the world must cause his considerable distress. As a result, there is the indication of a strong dependence, which may be of persons, circumstances, or ideas (this has to be determined in an interview). It seems that he uses his perfectionism to offset and overcompensate for this internal insecurity as to his role in the world. On the other hand, it is possible that his perfectionism is the cause of his dependency, that is, that he depends on some ideal in the world which he would like to pursue but to which he has not yet found the way. As a result, his sense of proportion in judging himself is out of focus; there is an even more pronounced axiological astigmatism within him (almost twice as strong as in his valuation of the world). Thus it seems that, in spite of his very firm sense of his own individuality, he does not accept himself the way he is, doubts his own being and may even have a feeling of hostility against himself. This, added to the same kind of problem concerning the world, may increase his occasional distress and even produce some depression. However, these are not of a psychological but of an existential nature. His emotional control when confronted with his own problems is good even though it is slightly less good than when confronted with external problems.

He does not make sufficient use of his power of concentration when solving problems within himself, using only about half of the capacity he uses when confronted with outside problems.

He never confuses good and bad within him and has an absolutely clear moral sense within him, as he has in the outside world.

As a result of the discrepancy between his excellent potential and the relatively low use he makes of it in certain aspects when judging himself, in particular in defining his role in the world, he is under a certain tension which will be relieved as soon as he has found a place where he can completely use his very great gifts. In the axiological scale of valuation his capacities are excellent in quantity and fair in quality or inner harmony. His total combined value capacity is very good in quantity and fair in inner harmony or quality.

Altogether, this is a man of very great gifts who will excel in everything he does. In the degree that he learns to trust himself and the world, to overcome his doubts concerning both, he will come into his own and develop his potentialities without limits.

8.3.1.9. Systemic overvaluation in Part I is the most frequent cause of axiological astigmatism (see Sect. 8.5.0.).

8.3.2. Dim-S in Part II (Dim-S₂)

In Part II, Dim-S₂ indicates the capacity for seeing system and order within oneself, that is, the norms that rule one's conduct. They must be consistent, one must not contradict oneself either in one's actions or in one's thoughts about one's actions. The capacity here in question is that of focusing upon the norms one is to follow, their interrelationships, and in general the ideal pattern a person sets himself for his actions: one's own self-concept. It is the ideal of one's own personality, one's private ought-to-be. One sees before his mind's eye himself as a certain person, not as an actuality but as a goal to be accomplished. Dim-S₂ measures one's own responsibility for oneself. It indicates the degree of one's sense of conduct or sense of duty. The better focused this sense, that is, the lower the number in question, the stronger this sense. This gives the person strength and a gyroscope to follow. It gives the person inner strength and enables him to weather even difficult situations. This kind of strength must be distinguished from the one discussed above Sect. 8.3.1.4. (b) of strength coming from an outside ideal. Here the strength comes from one's clarity of one's own meaning and dedication to this meaning, rather than to a meaning given from the outside. It is the difference of the strength displayed in concentration camp by, say, Viktor Frankl on the one hand and his communist friends on the other (whereas the strength displayed in the Resistance by De Gaulle on the one hand and the communists on the other is the same kind of strength, dedication to a meaning given from outside, LaFrance and the Fatherland of the Proletariat, respectively. Both belong to Dim-S₁, not to Dim-S₂).

The following case of L.B. shows a person of such inner strength (Dim-S₂ 3). As she, at the same time, has to balance a feeling of personal inadequacy by work (Dim-I -12, Dim-E +14) the low Dim-S₂ score makes for high Dim percent₂ or a sense of her own unreality in spite, and because, of her normative clarity. The same difference brings about an emotional problem. Yet, her normative clarity will pull her through all inner difficulties.

8.3.2.1. If Dim-S₂ is high, either over- or undervalued, then the focus upon one's normative pattern of behavior is dim. In the case of overvaluation, one tends to impose upon himself a pattern which does not fit naturally to one's nature, an attempt that may give rise to nervous tension. In the case of undervaluation, one is not clear enough about such a pattern to set himself goals and follow them, with the result of a tendency to laziness, languor, dissipation. In extreme cases we have here what may be called the Oblomov complex, after the hero of Gortschakov's novel, who takes 70 pages to get out of bed. The opposite, a high overvaluation of Dim-S₂, especially in combination with high Dim-E₂, gives us obsessional types such as those of Sunday anxiety, with the horror vacui of doing nothing. This is the case of the following test, of M.G.P.

THE HARTMAN VALUE PROFILE

Name L. B. Age 58 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	36	15	14	2	67-31			
4	3	10	9	13	2	18	17	12	7	1	16	5	11	8	15	6	14	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	42	39						
				+3				-3 0 -2				-3				0				DIM-I		11		+ -	
				1				1 0 0				1				0				INT		3		3 8	
+2				-2 0				+1				-3				0				DIM-E		8		3 5	
0				0 0				0				1				0				INT		1			
+6 0								+1 0								-3 -7				DIM-S		17		7 10	
4 0								0 0								1 5				INT		10			
																		.856	Q	16	DI	13 23	AI%	64	

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.			
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	34	17	13	0	64-30			
1	9	11	15	13	8	14	16	12	6	4	18	2	10	3	17	5	7	DIM%	INT%						
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	50	38						
				-3				-2 -3 0				-4				+2				DIM-I		14		+ -	
				1				0 1 0				2				0				INT		4		2 12	
+5				+4 0				-3								+5				DIM-E		17		14 3	
3				2 0				1								3				INT		9			
0 +1								0 0								-2 0				DIM-S		3		1 2	
0 0								0 0								0 0				INT		0			
																		.878	Q	14	DI	17 17	AI%	50	

(1) $\frac{SQ}{VQ} = \frac{64}{67} = .95$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{131}{2} = 66$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{30}{31} = .97$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{61}{2} = 30$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{69}{31}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{31}{31}$ CQ₂

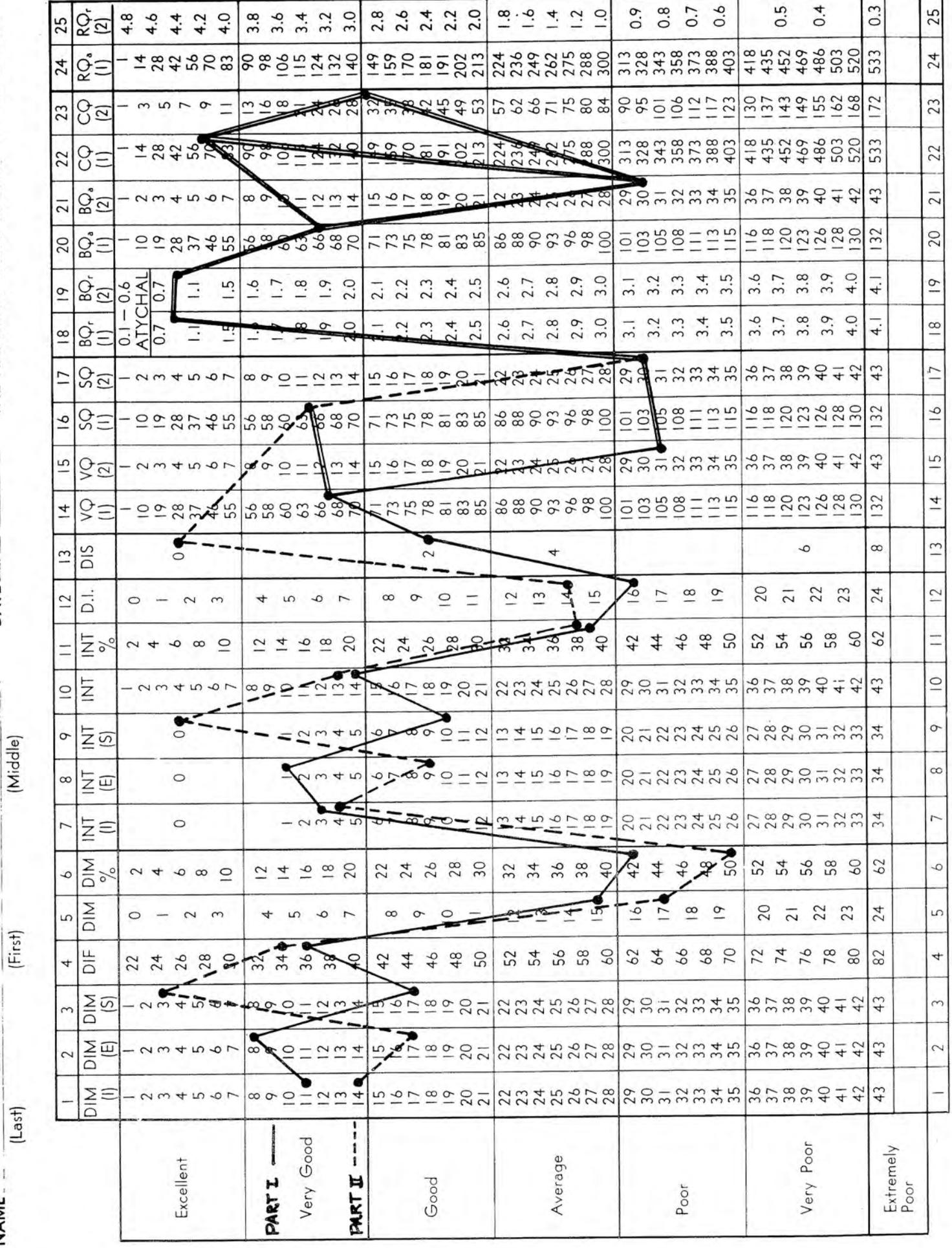
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THE HARTMAN VALUE PROFILE • AXIOGRAM

DATE

I. B.

NAME



Excellent

PART I

Very Good

PART II

Good

Average

Poor

Very Poor

Extremely Poor

THE HARTMAN VALUE PROFILE

Name M. G. P. Age 25 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	32	22	9	0	63-31
9	6	11	13	14	1	17	16	12	5	4	15	3	10	7	18	2	8	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	69	28			
					4+				1-	3-	3-		4-		3+			DIM-I	INT			
					2				0	1	1		2		1					7		
3-			2+	1+		0						1-		1+				DIM-E	INT			
1			0	0		0						0		0						1		
	3+	1+					0	0								1+	1-	DIM-S	INT			
	1	0					0	0								0	0			1		
																		.912	9	12	DI	
																						16 16
																						AI% 50

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	58	11	31	2	102-44
6	2	17	14	15	9	12	16	11	7	1	18	10	8	3	13	5	4	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	19	53			
					4-				3-	0	0		6-		2-			DIM-I	INT			
					2				1	0	0		4		0					7		
0			3+	2+		5-						8-		5+				DIM-E	INT			
0			1	0		3						6		3						13		
	7+	7+					0	1-								2-	3+	DIM-S	INT			
	5	5					0	0								0	1			11		
																		.696	9	8	DI	
																						17 3
																						27 31
																						AI% 53

(1) $\frac{SQ}{VQ} = \frac{102}{63} = 1.6$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{165}{2} = 82$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{44}{31} = 1.4$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{75}{2} = 38$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = $\frac{131}{53}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{53}{53}$ CQ₂

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When the thought about my conduct is inadequate my conduct itself will be inadequate. If there is overvaluation the person will demand too much and if there is undervaluation he will demand too little of himself. When there is overvaluation there will be rigidity, that is an excess of direction, and when there is undervaluation there will be a lack of discipline and a lack of direction. When there is an equal amount of over- and undervaluation with Dim-S₂ high, e.g. Dim-S₂ 24, with -12 and +12, the person will work in spurts, sometimes overdoing, sometimes underdoing things.

8.3.2.2.

(a) Undervaluation (Dim-S₂-) Here we have a faulty self-definition. The person does not see clearly his own normativity. There is a lack of self-understanding, of organizational self-value, confusion about one's direction. This may be a reason for taking things easy, laziness, not doing work for deadlines, an internal obstruction to activity, not because there is a lack of initiative but because there is a lack of inner organization, a lack of goal, no capacity of distinguishing means from ends. One does not know what to do first.

An example is the following test by A.G. (also see above Sect. 7.7.1.1.). Here the negative element in Dim-S₂ stands out as the person's problem: his lack of capacity for pulling himself together for work. This person, who is an academic psychologist, would "like sometimes to lead a very different life, as a hippy or a bohemian", he feels "enslaved by the system". Yet, he is well organized in what he does, which is seen in Dim-S₁ 13 (+8, -5). As is seen, there are three dissimilarities in the systemic dimension of Part II. In other words, in half of the cases, he has difficulty of self-discipline. The D.I.- index is high 27. As a result, the person has both an existential and an emotional problem. However, his very good capacity of managing the outside world, Dim-E₁ 4, Int-E₁ 0, counteract the centrifugal tendencies of his self-organization. The difference however, between his potentiality and his actuality makes for a considerable tension, BQ_r 3.0-4.6.

A negative systemic (under) valuation in Part II thus means inhibition, an inner obstruction against going all out for one's goal -- precisely because this goal is vague.

(b) Overvaluation (Dim-S₂ +) Overvaluation of one's normative pattern means rigidity of one's self-concept, obtrusion of one's ideal self upon one's actuality rather than stimulating it, setting of impossible goals or goals that are difficult to reach, ambition which is beyond oneself, hence tension, overexertion, trying to live up to a difficult or impossible ideal. This person does not live, he continuously lives up to. Again the person is confused about his norm, hence the norm is not in accordance with himself and the ambition hinders rather than helps him. It is an obstacle. The person is subjected to his own ideal self, a Self-fetishist (but no narcissist, since the self in question is the ideal rather than the real self). The rigidity of the self concept means lack of adaptation, especially when situations change in a grand scale, such as moving a household, changing occupation,

getting used to a daughter or father-in-law, etc. It may mean stubbornness, insisting on what one wants to do no matter what, a neurotic tendency, especially if Int-percentage₂ is also high. It is the construction of one's self into a self-system (Karen Horney) rather than the integration of one's Self with one's self (and vice versa), especially if Dim-I₂-. It may be a tendency to illusion, imagination, etc., concerning one's own self, even a touch of paranoia when Dim-E₂ is also high (see Sect. 8.2.5.4.). The person may feel driven by duty and live his duty rather than his self, a construction of his self, an idea of perfection which is impossible to reach. The result is frustration, especially if Dim-I₂ is undervalued. He may try to prove himself through his ambition or achievement rather than have his achievement grow out of the worth of his Self. He may be an enthusiast for ideals and systems, especially if Dim-S₁ is also high. His enthusiasm for ideas, ideologies, nature and system in general may be neurotic when he integrates himself with such ideas rather than integrate them with himself. He then may be said not to exist at all, or to use these ideas as self-substitutes.

Such a person may be subject to migraine or other symptoms of tension, especially if Int-percentage₂ is also high.

The following test, of M.P., shows a large overvaluation of Dim-S₂ together with a high tension due to the difference between Part I and Part II of the test. The person has all the features enumerated above. Yet, remarkably enough, there is equilibrium within him, 31+, 31-.

8.3.2.3. Dim-S₂ and Dim-I₁.

If Dim-I₁ is high, in particular if there is undervaluation, and either or both Dim-S₁ and Dim-S₂ are high, we have a rigid disciplinarian, a person who overvalues intellect over intuition and, in particular, a person who keeps strictly to his principles, no matter what the dangers or disadvantages to other people. The following case, J.A., is that of an elementary school teacher, female, 28 years, who, as can be seen, is not a very good teacher as she does not so much have the welfare, interest and uniqueness of each pupil at heart but rather her own principles both in the world and within herself. She is an obsessive disciplinarian and was finally dismissed.

8.3.2.4. Dim-S₂ and Dim-I₂.

If Dim-I₂ is high, especially when undervalued, and Dim-S₂ is high and overvalued, we have the case of anxiety of a person who feels himself to be inadequate, fears that he will not reach the goal he has set himself, and has the accompanying inner tensions and possible somatic symptoms of tension. Such a case is the following of F.L. A person with excellent gifts which, however, he does not use, and excellent judgment which he does not use when judging himself, believing himself to be unworthy (Dim-I₂ -18) and feeling he has to make a tremendous effort in order to live up to his almost unreachable goals (Dim-S +20). This is the kind of person who rather than live tries to live up to, namely to the standard he is setting himself. He lives his ought rather than his is, his self-construct rather than his self. As a result, especially

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DATE _____

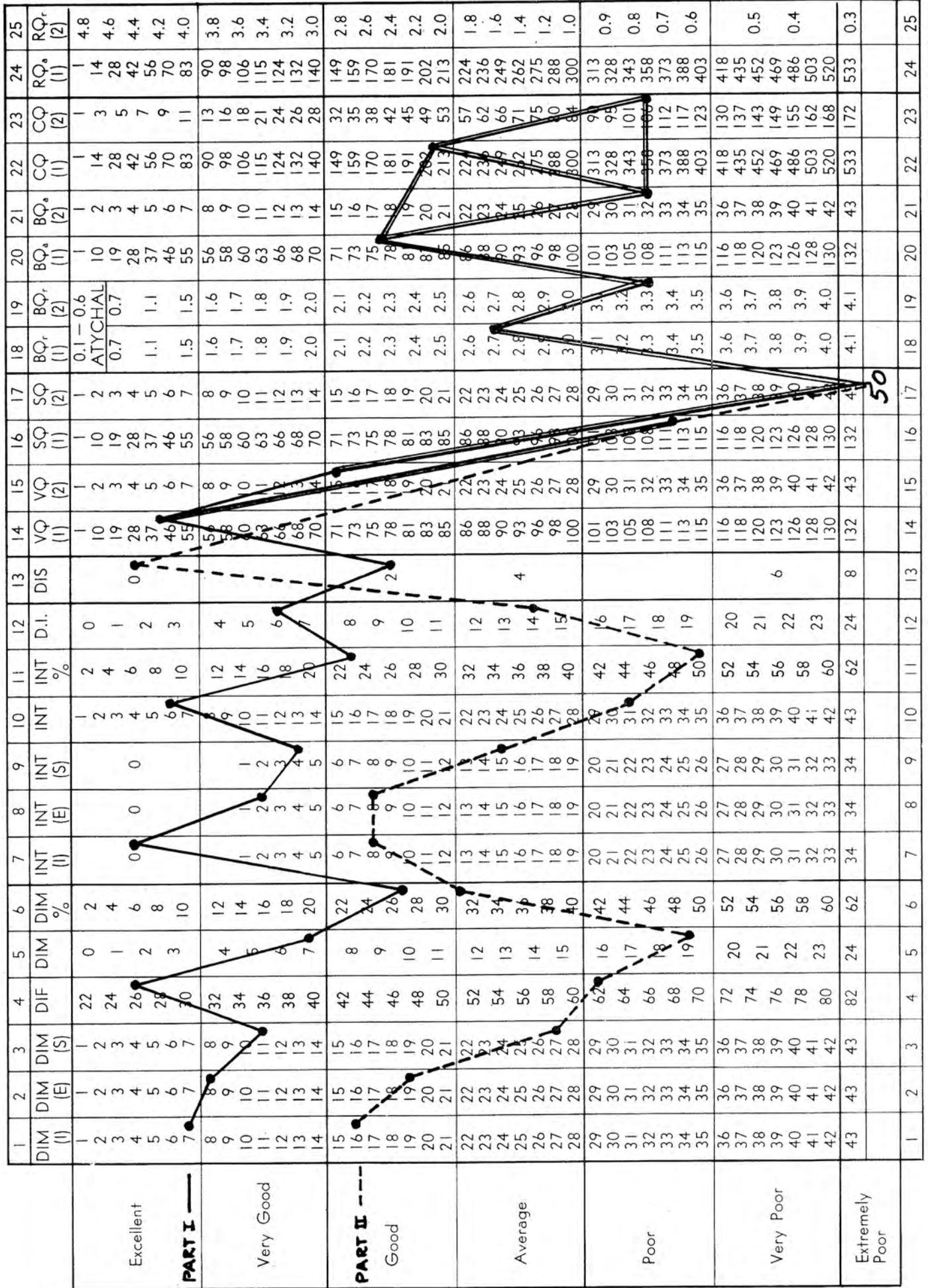
M. P. _____

NAME _____

(Middle)

(First)

(Last)



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THE HARTMAN VALUE PROFILE • AXIOGRAM

NAME J. A. (Last) (Middle) (First) DATE _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (I)	BQ _r (2)	BQ _s (I)	BQ _s (2)	CQ (I)	CQ (2)	RQ _s (I)	RQ _r (2)	
Excellent	1	1	1	22	0	2				1	2	0		1	1	1	1	0.1-0.6	1	1	1	1	1	1	1	4.8
	2	2	2	24	1	4				2	4	1		10	2	10	2	0.7	10	10	2	14	3	14	3	4.6
	3	3	3	26	2	6			0		3	2	0	19	3	19	3	0.7	19	19	3	28	5	28	5	4.4
	4	4	4	28	3	8					4	3		28	4	28	4	1.1	28	28	4	42	7	42	7	4.2
	5	5	5	30	3	10					5	4	3	37	5	37	5	1.1	37	37	5	56	9	56	9	4.0
	6	6	6								6	6		46	6	46	6	1.5	46	46	6	70	11	70	11	
	7	7	7								7	10		55	7	55	7	1.5	55	55	7	83	11	83	11	
Very Good	8	8	8	32	4	12				8	12	4		56	8	56	8	1.6	56	56	8	90	13	90	13	3.8
	9	9	9	34	5	14				9	14	5		58	9	58	9	1.7	58	58	9	98	16	98	16	3.6
	10	10	10	36	6	16			1		10	6		60	10	60	10	1.8	60	60	10	106	18	106	18	
	11	11	11	38	7	18			2		11	6		63	11	63	11	1.8	63	63	11	115	21	115	21	3.4
	12	12	12	40	8	20			3		12	6		66	12	66	12	1.9	66	66	12	124	24	124	24	3.2
	13	13	13						4		13	8		68	13	68	13	2.0	68	68	13	132	26	132	26	
	14	14	14						5		14	20		70	14	70	14	2.0	70	70	14	140	28	140	28	3.0
Good	15	15	15	42	8	22			6		22	8		71	15	71	15	2.1	71	71	15	149	32	149	32	2.8
	16	16	16	44	9	24			7		24	9		73	16	73	16	2.2	73	73	16	159	35	159	35	2.6
	17	17	17	46	10	26			8		26	10		75	17	75	17	2.3	75	75	17	170	38	170	38	2.4
	18	18	18	48	11	28			9		28	10		78	18	78	18	2.3	78	78	18	181	42	181	42	2.2
	19	19	19	50	12	30			10		30	11		81	19	81	19	2.4	81	81	19	191	45	191	45	2.2
	20	20	20						11		30	11		83	20	83	20	2.5	83	83	20	202	48	202	48	2.0
	21	21	21						12		30	11		85	21	85	21	2.5	85	85	21	213	53	213	53	2.0
Average	22	22	22	52	12	32			13		32	12		86	22	86	22	2.6	86	86	22	224	57	224	57	1.8
	23	23	23	54	13	34			14		34	13		88	23	88	23	2.7	88	88	23	236	62	236	62	1.6
	24	24	24	56	14	36			15		36	14		90	24	90	24	2.7	90	90	24	249	66	249	66	1.4
	25	25	25	58	15	38			16		36	15	4	93	25	93	25	2.8	93	93	25	262	71	262	71	1.2
	26	26	26	60	16	40			17		38	16		96	26	96	26	2.9	96	96	26	275	75	275	75	1.2
	27	27	27						18		40	17		98	27	98	27	3.0	98	98	27	288	80	288	80	1.0
	28	28	28						19		40	17		100	28	100	28	3.0	100	100	28	300	84	300	84	1.0
Poor	29	29	29	62	16	42			20		42	16		101	29	101	29	3.1	101	101	29	313	90	313	90	0.9
	30	30	30	64	17	44			21		44	17		103	30	103	30	3.2	103	103	30	328	95	328	95	0.8
	31	31	31	66	18	46			22		46	18		105	31	105	31	3.3	105	105	31	343	101	343	101	0.8
	32	32	32	68	19	48			23		46	18		108	32	108	32	3.3	108	108	32	358	106	358	106	0.7
	33	33	33	70	20	50			24		48	19		111	33	111	33	3.4	111	111	33	373	112	373	112	0.6
	34	34	34						25		50	20		113	34	113	34	3.5	113	113	34	388	117	388	117	0.6
	35	35	35						26		50	20		115	35	115	35	3.5	115	115	35	403	123	403	123	0.6
Very Poor	36	36	36	72	20	52			27		52	20		116	36	116	36	3.6	116	116	36	418	130	418	130	0.5
	37	37	37	74	21	54			28		54	21		118	37	118	37	3.7	118	118	37	435	137	435	137	0.4
	38	38	38	76	22	56			29		56	22	6	120	38	120	38	3.8	120	120	38	452	143	452	143	0.4
	39	39	39	78	23	58			30		58	22		123	39	123	39	3.8	123	123	39	469	149	469	149	0.4
	40	40	40	80	24	60			31		60	23		126	40	126	40	3.9	126	126	40	486	155	486	155	0.4
	41	41	41						32		60	23		128	41	128	41	4.0	128	128	41	503	162	503	162	0.3
	42	42	42						33		62	24		130	42	130	42	4.1	130	130	42	520	168	520	168	0.3
Extremely Poor	43	43	43	82	24	62			34		62	24	8	132	43	132	43	4.1	132	132	43	533	172	533	172	0.3
	44	44	44						34		62	24		132	44	132	44	4.1	132	132	44	533	172	533	172	0.3

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THE HARTMAN VALUE PROFILE

Name F. L. Age _____ Date _____ Male - Female

Single - Married - Other Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	22	11	4	0	37-15
5	6	10	11	12	4	18	16	14	1	2	17	3	13	8	15	7	9	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	50	18			
					+1				+3	-1	-1		-1		0			DIM-I				+ -
					0				1	0	0		0		0				7			4 3
																				INT		
																					1	
+1			0	-1		+1							-1		0			DIM-E				2 2
0			0	0		0							0		0				4			
																				INT		
																					0	
	+3	0							0	+2						-4	-2	DIM-S				5 6
	1	0							0	0						2	0		11			
																				INT		
																					3	
																		.950	Q	5	DI	11 11 AI% 50

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	54	21	24	0	99-45
4	1	12	15	11	8	16	13	17	6	9	18	3	10	7	14	5	2	DIM%	INT%			
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	39	44			
					-3				-2	-8	0		-4		-1			DIM-I				0 18
					1				0	6	0		2		0				18			
																				INT		
																					9	
+2			+4	-2		-1							-1		+1			DIM-E				7 4
0			2	0		0							0		0				11			
																				INT		
																					2	
	+8	+2							-3	+5						-2	+5	DIM-S				20 5
	6	0							1	3						0	3		25			
																				INT		
																					13	
																		.748	Q	15	DI	27 27 AI% 50

(1) $\frac{SQ}{VQ} = \frac{99}{37} = 2.7 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{136}{2} = 68 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{45}{15} = 3.0 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{60}{2} = 30 \text{ BQ}_{a2}$

(3) $BQ_{r1} \times BQ_{a1} = \frac{184}{90} \text{ CQ}_1$
 $BQ_{r2} \times BQ_{a2} = \frac{90}{90} \text{ CQ}_2$

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since the first test is excellent, that is, the native value capacity extremely high, there is a chronic tension as is seen in the BQ_r. The prescription for such a person is to relax, to think of himself as little as possible or not at all and let things take their course, that is, let his natural capacity take over. By the very preoccupation with himself, his anticipatory anxiety of failure, this person is hindering his own natural development. As is seen in the equal plus and minus numbers, there is an inner equilibrium achieved not through wisdom but through strenuous effort. Yet, as soon as all this was pointed out to the person he felt immediately relieved, began to relax ("All you tell me I know but didn't want to accept") and his symptoms (stomach ulcers) disappeared.

In more extreme cases, however, no such easy cure is possible. The weakness of the sense of individuality (Dim-I₂ -) and strength of ideal self-imagination (Dim-S₂ +) may produce the fictitious self classically described by Karen Horney:

The idealized image might be called a fictitious or illusory self, but that would be only a half truth and hence misleading. The wishful thinking operating in its creation is certainly striking, particularly since it occurs in persons who otherwise stand on a ground of firm reality. But this does not make it wholly fictitious. It is an imaginative creation interwoven with and determined by very realistic factors. It usually contains traces of the person's genuine ideals. While the grandiose achievements are illusory, the potentialities underlying them are often real. More relevant, it is born of very real inner necessities, it fulfills very real functions and it has a very real influence on its creator. The processes operating in its creation are determined by such definite laws that a knowledge of its specific features permits us to make accurate inferences as to the true character structure of the particular person.

But regardless of how much fantasy is woven into the idealized image, for the neurotic himself it has the value of reality. The more firmly it is established the more he is his idealized image, while his real self is proportionately dimmed out.... As long as his image remains real to him and is intact, he can feel significant, superior, and harmonious, in spite of the illusory nature of those feelings. He can consider himself entitled to raise all kinds of demands and claims on the basis of his assumed superiority. But if he allows it to be undermined he is immediately threatened with the prospect of facing all his weaknesses, with no title to special claims, a comparatively insignificant figure or even -- in his own eyes -- a contemptible one. More terrifying still, he is faced with his conflicts and the hideous fear of being torn to pieces. That this may give him a chance of becoming a much better human being, worth more than all the glory of his idealized image, is a gospel he hears but that for a long time means nothing to him. It is a leap in the dark of which he is afraid.

With so great a subjective value to recommend it, the position of the image would be unassailable if it were not for the huge drawbacks inseparable from it. The whole edifice is in the first place extremely rickety by reason of the fictitious elements involved. A treasure house loaded with dynamite, it makes the individual highly vulnerable. Any questioning or criticism from outside, any awareness of his own failure to measure up to the image, any real insight into the forces operating within him can make it explode or crumble. He must restrict his life lest he be exposed to such dangers. He must avoid situations in which he would not be admired or recognized. He must avoid tasks that he is not certain to master. He may even develop an intense aversion to effort of any kind....

Probably the worst drawback is the ensuing alienation from the self. We cannot suppress or eliminate essential parts of ourselves without becoming estranged from ourselves. It is one of those changes gradually produced by neurotic processes that despite their fundamental nature come about unobserved. The person simply becomes oblivious to what he really feels, likes, rejects, believes -- in short, to what he really is. Without knowing it he may live the life of his image. Tommy in J.M. Barrie's Tommy and Grizel illumines this process better than any clinical description. Of course it is not possible to behave so without being inextricably caught in a spider's web of unconscious pretense and rationalization, which makes for precarious living. The person loses interest in life because it is not he who lives it; he cannot make decisions because he does not know what he really wants; if difficulties mount, he may be pervaded by a sense of unreality -- an accentuated expression of his permanent condition of being unreal to himself. To understand such a state we must realize that a veil of unreality shrouding the inner world is bound to be extended to the outer. A patient recently epitomized the whole situation by saying: "If it were not for reality, I would be quite all right".

Finally, although the idealized image is created to remove the basic conflict and in a limited way succeeds in doing so, it generates at the same time a new rift in the personality almost more dangerous than the original one. Roughly speaking, a person builds up an idealized image of himself because he cannot tolerate himself as he actually is. The image apparently counteracts this calamity; but having placed himself on a pedestal, he can tolerate his real self still less and starts to rage against it, to despise himself and to chafe under the yoke of his own unattainable demands upon himself. He wavers then between self-adoration and self-contempt, between his idealized image and his despised image, with no solid middle ground to fall back on.

Thus a new conflict is created between compulsive, contradictory strivings on the one hand and a kind of internal dictatorship imposed by the inner disturbance. And he reacts to this inner dictatorship just as a person might react to a comparable political dictatorship: he may identify himself with it, that is, feel that he is as wonderful and ideal as the dictator tells him he is; or he may stand on tiptoe

to try to measure up to its demands; or he may rebel against the coercion and refuse to recognize the imposed obligations. If he reacts in the first way, we get the impression of a "narcissistic" individual, inaccessible to criticism; the existing rift, then, is not consciously felt as such. In the second instance we have the perfectionistic person, Freud's superego type. In the third, the person appears not to be accountable to anyone or anything; he tends to become erratic, irresponsible, and negativistic. I speak advisedly, of impressions and appearances, because whatever is his reaction, he continues to be fundamentally restive. Even a rebellious type who ordinarily believes he is "free" labors under the enforced standards he is trying to overthrow; though the fact that he is still in the clutches of his idealized image may show only in his swinging those standards as a whip over others. Sometimes a person goes through periods of alternating between one extreme and another. He may, for instance, try for a time to be super-humanly "good" and, getting no comfort from that, swing to the opposite pole of rebelling violently against such standards. Or he may switch from an apparently unreserved self-adoration to perfectionism....

All these consequences combine to build a mighty barrier against true development. The person cannot learn from his mistakes because he does not see them. In spite of his assertions to the contrary he is actually bound to lose interest in his own growth. What he has in mind when he speaks of growth is an unconscious idea of creating a more perfect idealized image, one that will be without drawbacks.

The task of therapy, therefore, is to make the patient aware of his idealized image in all its detail, to assist him in gradually understanding all its functions and subjective values, and to show him the suffering that it inevitably entails. He will then start to wonder whether the price is not too high. But he can relinquish the image only when the needs that have created it are considerably diminished.¹

8.3.2.5. Dim-S₂ and Dim-E₂.

The relation between Dim-E₂ and Dim-S₂ is the relation between social and moral norms. If Dim-S₂ is high and not overvalued and Dim-E₂ is low the person will by nature follow social rather than moral norms. If Dim-S₂ is overvalued the person will make a strenuous effort of following his moral norm against his natural social inclination. If, on the other hand, Dim-E₂ is high and Dim-S₂ low the person will by nature follow moral rather than social norms, unless Dim-E₂ is overvalued, in which case he will make a strenuous effort to follow the social norm rather than the moral norm which he knows he ought to follow (see 8.2.4.3.). The difference is guidance by self as against guidance by society (or what people say). Very interesting in this connection are the tests of the hippies, below section 8.3.2.6.

¹Karen Horney, Our Inner Conflicts, New York, 1945, pp. 108-114.

8.3.2.6. Dim-S₂ and Dim-S₁.

This is the relation between the valuation of outside system and system within myself. If both scores are high, systems are taken too seriously and the person, while being a perfectionist if Dim-S₁ is overvalued, is at the same time hindered by the overvaluation of Dim-S₂, which shows overexertion that could spoil the capacity for perfectionism and make the person just as well liable to sloppiness as to extreme effectiveness. In general, however, such a person will be conscientious and reliable. Whereas, when both indices are negative, the opposite will be the case. If both are positive the person blows up his and others' imperfections. Nothing will ever be right.

If Dim-S₁ is positive and Dim-S₂ negative, there is a possibility of rebellion, overcompensation against the rules of the outside world, which are not seen clearly but are overvalued. The person makes his own rules.

If Dim-S₂ is normal and Dim-S₁ shows undervaluation, the person has a marvellous sense of direction within himself even though he undervalues system in the world. Again we have here a kind of rebellion. See the following case of L.G., a young lady who left home in protest against the imposition of social and religious norms by her parents. Also see L.B., above Sect. 8.3.2.

If Dim-S₁ is low and Dim-S₂ high in the same degree, or vice versa, both cancel each other, as in the following test of R.D.H., a person with a native disregard of system (Dim-S₁ -13) but an inner compulsion to systematic fulfillment of duty (Dim-S₂ +17). The corresponding tension may well bring about the somatic symptoms of tension spoken of above, even though there is no overall tension (BQ_r 1.1). We have the case of "small irritations" indicated by rhombi in the Axiogram (see above Sect. 7.7.2.2.1.). There is, in R.D.H., a certain timidity or lackadaisicalness toward the outside world and yet a tremendous drive at self-perfection.

If both Dim-S₁ and Dim-S₂ are high, especially if overvalued, there may be inhibition from both within and without. In the following test of L.H. we see the only overvaluations of the test in the two systemic indices, with the overvaluation of Dim-S in the outside world as overcompensation of the extrinsic disvaluation of the world, that is, of a certain clumsiness which is being counteracted by the effort at systematizing the environment. This is done quite successfully, the equilibrium (12+, 12-) is perfect. In the inside world, the systemic rigidity counteracts a very outspoken feeling of personal inadequacy, and again the compensation is successful. There is here a remarkable emotional and existential sanity, with exception, maybe, of a trend of scepticism toward the world as a whole (Dim percentage 38), based on her outspoken lack of materialism and her intellectualism. We thus have here a non-emotional and non-neurotic rigidity. Altogether, this is a pattern where the systemic overvaluation rules the personality. The

rigidity may mean a certain stiffness of the personality and make for narrowness. This may lead, on the one hand, to frustration and, on the other, combined with the relatively high Dim percentage of Part I and the inferiority feeling of Part II, to quiet desperation.

THE HARTMAN VALUE PROFILE • AXIOGRAM

DATE _____

L. G. _____

NAME _____

(Middle)

(First)

(Last)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	DIM (I)	DIM (E)	DIM (S)	DIF	DIM	DIM %	INT (I)	INT (E)	INT (S)	INT %	D.I.	DIS	VQ (I)	VQ (2)	SQ (I)	SQ (2)	BQ _r (1)	BQ _r (2)	BQ _s (1)	BQ _s (2)	CQ (1)	CQ (2)	RO _s (1)	RO _s (2)	
Excellent PART I -----	1	1	1	22	0	2	0	0	0	2	0	0	1	1	1	1	0.1-0.6	0.7	1	1	1	1	1	1	4.8
	2	2	2	24	1	4	0	0	2	4	1	0	10	2	10	2	0.7	0.7	10	2	14	3	14	14	4.6
	3	3	3	26	2	6	0	0	3	6	2	0	19	3	19	3	1.1	1.1	19	3	28	5	28	28	4.4
	4	4	4	28	3	8	0	0	4	8	3	0	28	4	28	4	1.1	1.1	28	4	42	7	42	42	4.2
	5	5	5	28	3	8	0	0	5	6	4	0	37	5	37	5	1.5	1.5	37	5	56	9	56	56	4.0
	6	6	6	30	3	10	0	0	6	10	6	3	46	6	46	6	1.5	1.5	46	6	70	9	70	70	4.0
	7	7	7	30	3	10	0	0	7	10	10	3	55	7	55	7	1.5	1.5	55	7	83	11	83	83	4.0
Very Good PART II - - - -	8	8	8	37	4	12	1	1	8	12	4	54	8	54	8	1.4	1.4	54	8	56	8	97	13	90	3.8
	9	9	9	34	5	14	1	1	9	14	5	58	9	58	9	1.7	1.7	58	9	60	10	98	16	98	3.6
	10	10	10	36	6	16	2	2	10	16	6	60	10	60	10	1.8	1.8	60	10	63	11	106	18	106	3.4
	11	11	11	38	7	18	3	3	11	18	7	63	11	63	11	1.9	1.9	63	11	66	12	124	21	115	3.2
	12	12	12	38	7	18	4	4	12	18	8	66	12	66	12	2.0	2.0	66	12	68	13	132	28	124	3.0
	13	13	13	40	7	20	5	5	13	20	10	70	13	68	13	2.0	2.0	70	13	70	14	140	40	140	3.0
	14	14	14	40	7	20	6	6	14	20	14	7	70	70	70	14	2.1	2.1	70	14	71	15	149	40	140
Good	15	15	15	42	8	22	6	6	15	22	8	71	15	71	15	2.1	2.1	71	15	71	15	149	22	149	2.8
	16	16	16	44	9	24	7	7	16	24	9	73	16	73	16	2.2	2.2	73	16	73	16	159	35	159	2.6
	17	17	17	46	10	26	8	8	17	26	10	75	17	75	17	2.3	2.3	75	17	75	17	170	38	170	2.4
	18	18	18	48	11	28	9	9	18	26	11	78	18	78	18	2.3	2.3	78	18	78	18	181	42	181	2.4
	19	19	19	48	11	28	10	10	19	28	12	81	19	81	19	2.4	2.4	81	19	81	19	191	45	191	2.2
	20	20	20	50	11	30	11	11	20	30	14	83	20	83	20	2.5	2.5	83	20	83	20	202	49	202	2.2
	21	21	21	50	11	30	12	12	21	30	15	85	21	85	21	2.5	2.5	85	21	85	21	213	53	213	2.0
Average	22	22	22	52	12	32	13	13	22	32	12	86	22	86	22	2.6	2.6	86	22	86	22	224	57	224	1.8
	23	23	23	54	13	34	14	14	23	34	13	88	23	88	23	2.7	2.7	88	23	88	23	236	62	236	1.6
	24	24	24	56	14	36	15	15	24	36	14	90	24	90	24	2.8	2.8	90	24	90	24	249	66	249	1.4
	25	25	25	56	14	36	16	16	25	36	14	93	25	93	25	2.8	2.8	93	25	93	25	262	71	262	1.4
	26	26	26	58	15	38	17	17	26	38	15	96	26	96	26	2.9	2.9	96	26	96	26	275	75	275	1.2
	27	27	27	58	15	38	18	18	27	38	16	98	27	98	27	3.0	3.0	98	27	98	27	288	80	288	1.0
	28	28	28	60	15	40	19	19	28	40	17	100	28	100	28	3.0	3.0	100	28	100	28	300	84	300	1.0
Poor	29	29	29	62	16	42	20	20	29	42	16	101	29	101	29	3.1	3.1	101	29	101	29	313	90	313	0.9
	30	30	30	64	17	44	21	21	30	44	17	103	30	103	30	3.2	3.2	103	30	103	30	328	95	328	0.8
	31	31	31	66	18	46	22	22	31	46	18	105	31	105	31	3.3	3.3	105	31	105	31	343	101	343	0.8
	32	32	32	66	18	46	23	23	32	46	18	108	32	108	32	3.3	3.3	108	32	108	32	358	106	358	0.7
	33	33	33	68	19	48	24	24	33	48	19	111	33	111	33	3.4	3.4	111	33	111	33	373	112	373	0.7
	34	34	34	70	19	50	25	25	34	48	19	113	34	113	34	3.5	3.5	113	34	113	34	388	117	388	0.6
	35	35	35	70	19	50	26	26	35	50	20	115	35	115	35	3.5	3.5	115	35	115	35	403	123	403	0.6
Very Poor	36	36	36	72	20	52	27	27	36	52	20	116	36	116	36	3.6	3.6	116	36	116	36	418	130	418	0.5
	37	37	37	74	21	54	28	28	37	54	21	118	37	118	37	3.7	3.7	118	37	118	37	435	137	435	0.5
	38	38	38	76	22	56	29	29	38	56	21	120	38	120	38	3.8	3.8	120	38	120	38	452	143	452	0.4
	39	39	39	76	22	56	30	30	39	56	22	123	39	123	39	3.8	3.8	123	39	123	39	469	149	469	0.4
	40	40	40	78	23	58	31	31	40	58	22	126	40	126	40	3.9	3.9	126	40	126	40	486	155	486	0.4
	41	41	41	80	23	60	32	32	41	58	23	128	41	128	41	4.0	4.0	128	41	128	41	503	162	503	0.4
	42	42	42	80	23	60	33	33	42	60	23	130	42	130	42	4.0	4.0	130	42	130	42	520	168	520	0.4
Extremely Poor	43	43	43	82	24	62	34	34	43	62	24	132	43	132	43	4.1	4.1	132	43	132	43	533	172	533	0.3
	25	25	25	82	24	62	34	34	25	62	24	132	25	132	25	4.1	4.1	132	25	132	25	533	172	533	0.3

THE HARTMAN VALUE PROFILE

Name L. H. Age 26 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.						
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	24	9	4	0	37-13						
7	6	11	12	10	5	14	17	15	2	1	18	3	13	8	16	4	9	DIM%	INT%									
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	38	17									
				0		+2 0 0				-1		+1						DIM-I	4				+	-				
				0		0 0 0				0		0						INT	0				3	1				
-1				+1 -3		-3						-1		0						DIM-E	9				1	8		
0				0 1		1						0		0						INT	2				8	3		
		+3 +1						+1 +3								-1 -2						DIM-S	11				8	3
		1 0						0 1								0 0						INT	2				12	12
																	.948	Q	2	DI	AI%	50						

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.						
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	32	7	9	0	48-16						
5	9	11	10	16	6	14	17	15	3	8	18	2	12	7	13	1	4	DIM%	INT%									
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	22	28									
				-1		+1 -7 0				-2		-2						DIM-I	13				+	-				
				0		0 5 0				0		0						INT	5				1	12				
+1				-1 +3		-3						0		+1						DIM-E	9				5	4		
0				0 1		1						0		0						INT	2				10	0		
		0 +1						+1 +3								+2 +3						DIM-S	10				16	16
		0 0						0 1								0 1						INT	2				16	16
																	.896	Q	6	DI	AI%	50						

(1) $\frac{SQ}{VQ} = \frac{48}{37} = 1.3 \text{ BQ}_{r1}$
 $\frac{SQ + VQ}{2} = \frac{85}{2} = 42 \text{ BQ}_{a1}$

(2) $\frac{SQ}{VQ} = \frac{16}{13} = 1.2 \text{ BQ}_{r2}$
 $\frac{SQ + VQ}{2} = \frac{29}{2} = 14 \text{ BQ}_{a2}$

(3) $\text{BQ}_{r1} \times \text{BQ}_{a1} = \frac{55}{17} \text{ CQ}_1$
 $\text{BQ}_{r2} \times \text{BQ}_{a2} = \frac{17}{17} \text{ CQ}_2$

THE HARTMAN VALUE PROFILE • AXIOMGRAM

DATE _____

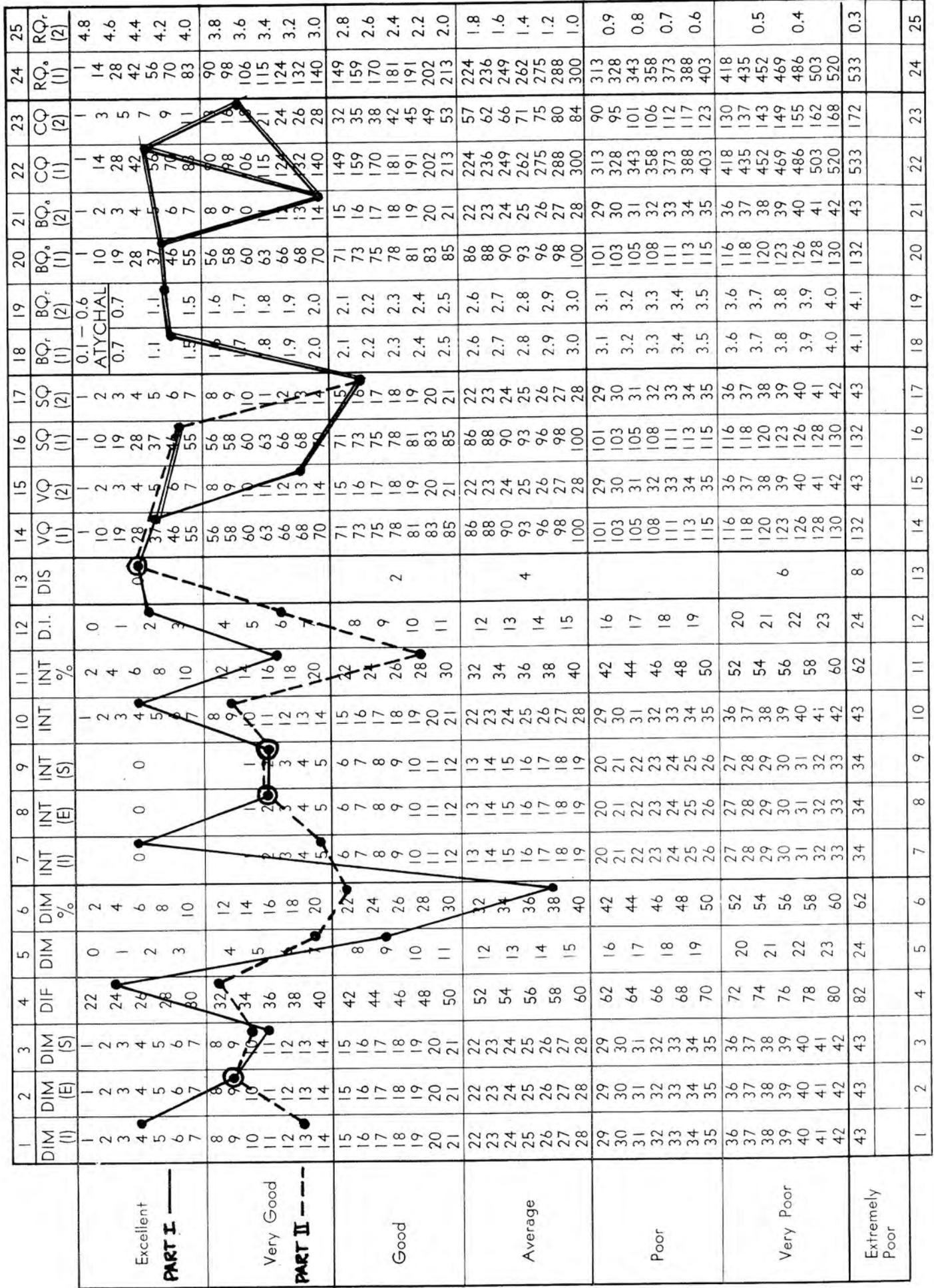
L. H.

NAME _____

(Middle)

(First)

(Last)



Excellent
PART I ———
 Very Good
PART II - - - -
 Good
 Average
 Poor
 Very Poor
 Extremely Poor

Dif

8.4. Dif: Differentiation. The axiological definition of this index is as follows: Development of the capacity to differentiate values in general, in the world and within oneself (Capacity of Judgment). The Value Differentiation Score measures the subject's capacity for differentiating the value elements in a situation. The Self-Differentiation Score measures his capacity for differentiating the value elements within his own Self. The former is the measure of Heterovaluation, the latter that of Autovaluation.

Clinical Interpretation.

8.4.0. The Differentiation index is the one to be looked at first in the interpretation of a test. It sets, as was mentioned before, the level of the test and the framework within which high and low numbers have their relative positions, that is, the frame which determines whether a number is high and low relative to the pattern of the test or to the level of the total test.

8.4.0.1. If the Difs in both tests are high, that is the test falls into the lower rows of the Axiogram, the person is limited. Within his limited situation he may be a very good person. Thus, if I am looking for a policeman in a bank I should not look for a very high test but rather a person of limited range but well balanced in his level, that is, with a BQ_p close to 1. On the other hand, when I am looking for an executive I would want a high level of judgment which means a wide range of personality. Here, then, I am looking for low numbers in at least one Dif.

A high Dif, that is a low level of the test, gives the person a general sense of unreality both of the world and of himself. He has to construct an island of security and rationality on which to live. Since the world outside is only vaguely known and quite unreal it is regarded as hostile and the person may be pessimistic, suspicious, etc. He cannot think too well and is liable to join things with unfitting concepts and be confused. He lives a circumscribed life on his island -- as a policeman, a travelling salesman, (Arthur Miller's Willy Lohman), a clerk or a cosmetician, and takes care not to have the reality of the world intrude upon his isolation. He will conform to the norms of society and have a horror of change. He will see certain value aspects of the world very well (the low numbers of the test) and others only dimly; and his charm -- if any -- will originate in the former. A good example is the following test of H.S. The negativity of both Parts shows the timidly retiring nature, and at the same time, in $Dim-E_1$, the outward going socializing nature of the person, who is a travelling salesman.

8.4.0.2. Relationship between Dif_1 and Dif_2

It is most important to note whether Dif_1 or Dif_2 has the lower score. The lower Dif gives the potentiality of the person's value capacity, no matter whether it is in the first or the second Part of the test. The higher Dif gives the actuality of the person's value capacity.

THE HARTMAN VALUE PROFILE

Name H. S. Age 77 Date _____ Male Female

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	54	21	25	4	104-50		
1	3	13	14	15	4	18	16	7	6	2	17	5	8	9	12	10	11	DIM%	INT%					
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	39	48					
				+1						-2 -1 -1		-6		-3				DIM-I		14				
				0						0 0 0		4		1				INT		5				
+5				+3 +2		+1						-3		-1				DIM-E		15				
3				1 0		0						1		0				INT		5				
		+6 +3						0 -5								-7 -4				DIM-S		25		
		4 1						0 3								5 2				INT		15		
																				.764 Q		20	DI	21 33
																							AI%	61

Part II — "S. Q."

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.		
E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	50	16	25	4	95-45		
6	1	11	15	14	2	17	16	7	10	3	18	4	8	9	12	5	13	DIM%	INT%					
6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	32	50					
				+3						-6 -2 0		-6		-3				DIM-I		20				
				1						4 0 0		4		1				INT		10				
0				+4 +1		0						-2		-1				DIM-E		8				
0				2 0		0						0		0				INT		2				
		+8 +1						0 -5								-2 -6				DIM-S		22		
		6 0						0 3								0 4				INT		13		
																				.754 Q		14	DI	17 33
																							AI%	66

(1) $\frac{SQ}{VQ} = \frac{95}{104} = .91$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{199}{2} = 100$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{45}{50} = .90$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{95}{2} = 48$ BQ_{a2}

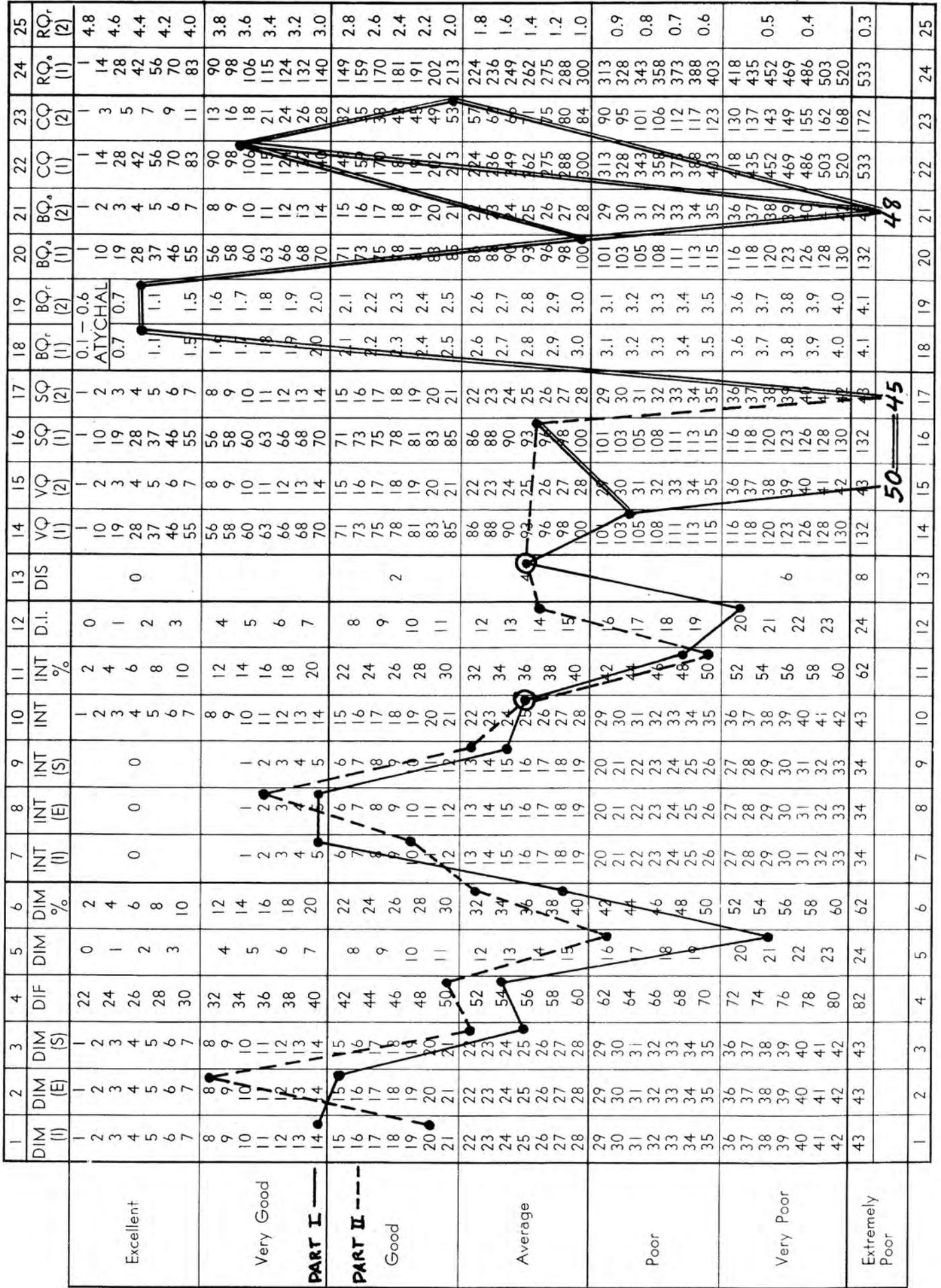
(3) BQ_{r1} x BQ_{a1} = $\frac{101}{53}$ CQ₁
 BQ_{r2} x BQ_{a2} = $\frac{53}{53}$ CQ₂

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NAME H. S. DATE _____

(Last) (First) (Middle)



48

45

50

45

8.4.0.2.1. As was noted before (Sect. 7.9.), this is true for every index, but it is particularly important for Dif.

8.4.0.2.2. The large majority of people, about 75 percent, has the lower Dif in Part I. This is to say that generally a person has his potentiality within himself and his actuality in his vision of the world. The person is usually more developed in his judgment and handling of the world than in that of himself. Such a person's problem is his Self, not the world.

8.4.0.2.3. If a person has his lower Dif in Part II he has his actuality in his valuation of himself and his potentiality in his view of the world. In this case we have the reversed (im) maturity analyzed in the case of G.Z. above Sect. 8.3.1.4.1., which is repeated here:

Some people are too smart for their own good but this man is the opposite, he is too good for his own luck. He is one of the few persons who have the norm of their value capacity within themselves, have found complete maturity and now have to try to make their world-view catch up with their self-view. This is the opposite of immaturity. While immaturity is one's value talent, as expressed in one's world-view, not applied to one's own self, the opposite is a mature self-view not applied to the world. It may be called world immaturity, worldly immaturity, perhaps purity. In these cases the value talent resides within one's capacity of judging one's own self. This is the potentiality which has to be actualized in its application to the world. In other words, this person's problem is the world, not his Self.

In these cases the BQ_p is usually below 1.00. If it is below 0.7 the person has difficulty in managing the world (atychal), is clumsy in this respect and may even be accident-prone (see below Sect. 8.4.0.2.4.). Such persons are better than the world is to them; hence they may often be taken advantage of or get the raw end of the deal.

On the other hand, such persons may feel the world to be defective and, since the norm of their world view is within them rather than in the world, may either feel too good for the world or the world too bad for them. They may feel that they are the norm for the world rather than the world their norm. They may feel called to set straight the world, in particular if they are value sensitive, that is, if the test is in the first two rows of the Axiogram. These are the reformers. If their $Dim-S_1$ is high they may actively rebel and land in prison. But they know why and what for. Their inner norm tells them that the world's norms are wrong.

If the test is on a lower level of sensitivity, i.e. on lower rows of the Axiogram, the same kind of person may land in prison as a delinquent. The delinquent is a less sensitive reformer, a rebel without cause, who resents rather than consciously rebels against society. He breaks its norms for a short-range rather than a long-range or historical advantage.

The difference between reformer and delinquent, then, is that with the former the test is on a much higher level of sensitivity, and judgment whereas with the latter the same pattern is repeated on a lower level, that of the mentally confused. The rebel knows what is going on and tries to handle the world by making himself the norm for the world and trying to impose his will on the world. The delinquent doesn't really know what is going on, he doesn't know how to handle the world and in trying to impose his will on the world he botches the job and lands in prison (see below Sect. 8.4.6.). The delinquent thus is the unsuccessful rebel; confused about the world, because of his high Dif, he rebels against an unreal world. He is an incapable reformer. And he is incapable of being reformed for lack of sensitivity, capacity of judgment, and because at bottom he feels to be a better person than those who treat him and whose "goodness" is that of a world which to him appears bad.

8.4.0.2.4. We may summarize the relationship between the two Dif-scores as follows:

High Level -- Axiogram Rows 1-4

(Low) $Dif_1 < Dif_2$ (High)

Normal

(High) $Dif_1 > Dif_2$ (Low)

Atychal, also reformers who are intentional "delinquents" against or from society (dropouts).

Low Level -- Axiogram Rows 5-8

(High) $Dif_1 > Dif_2$ (Low)

Abnormal, mentally disturbed.

(Low) $Dif_1 < Dif_2$ (High)

Very limited good persons; also possible delinquents.

8.4.1. There are no over- or undervaluations in the Dif-score since it comes about by adding the absolute Sub-Dim Scores. There are only high and low Dif scores. However, the summation of positive and that of negative Sub-Dim scores brings about what may be called positive and negative Dif-scores.

As was said above Sect. 8.3.2.4., if the positive and negative Dif-scores are equal, the person is in dimensional equilibrium, i.e. he manages to balance his over- and undervaluations in the various value dimensions.

If the positive Dif-score is higher than the negative, the person tends to be active, outgoing and dynamic in this respect (e.g. pulled by the world, if in Part I, or driven by himself, if in Part II).

If the negative Dif-score is higher than the positive he tends to be passive, retiring and static in this respect (e.g. Part I or Part II).

Here we may have an indicator of Drive in the person (see Sec. 8.3.1.7.).

8.4.2. Relation of Differentiation and Integration (Dif and Int)

Usually, the lower the Differentiation score the lower will be the Integration Score. However, there are instances where a lower Differentiation Score is accompanied by a higher Integration Score, and vice versa. Since there are 18 statements, and the Integration Score is the sum of all deviations above 2, it is theoretically possible to have a Differentiation Score of $2 \times 18 = 36$ and an Integration Score of 0. This would mean that one transposes the whole order 2 points either above or below the Diagonal. Suppose, of two persons, A has a Differentiation Score of 33 and an Integration Score of 11, and B has a Differentiation Score of 42 and an Integration Score of 6. This means that although B has a lower value sensitivity than A, he has a greater Gestalt capacity and thus a greater capacity for seeing the relevant in a situation; and that A though he has a higher value sensitivity than B, sees values more unevenly, seeing some values perfectly and others relatively out of focus. This means that while in specific circumscribed value situations A will do better than B, in complex situations where all the elements have to be weighed carefully one against the other, B will do better than A.

While the relative Integration Score of A is 33 percent of the Differentiation Score, that of B is only 14 percent of his Differentiation Score, or relatively $2 \frac{1}{2}$ times as good as that of A. Since it is relatively complicated situations that shape our future, B may, within his framework, be twice as successful in the long run as A. He may make more value mistakes in small situations, but A is liable to make relative mistakes in situations that count.

8.4.3. Relation of Differentiation and Dissimilarity (Dif and Dis)

Usually, there is no dissimilarity in Differentiation Scores, below 35. Yet, there are exceptions. If, for example, there is a Differentiation Score of 35 and two distortions, the person, although of very acute value vision, has certain quirks or whims which make him, almost wilfully, regard a valuation as a disvaluation and vice versa. Such dissimilarities are to be taken as a sign of spontaneity, eccentricity, whimsicalness, rebelliousness or affectation.

With higher Dif-scores, the number and dimension of dissimilarities is significant. Theoretically, it is possible to have a Dif-score of 80 without any dissimilarity, that is, have extremely low value vision but not a distorted one. This is the case when the values in the positive scale (1-9) and those in the negative scale (10-18) are inverted separately (see page 48, Semi-Inverted Score).

Dif.	Int.	Dis.	Dim.	VQ.
80	48	0	16	144-64

8.4.4. Relation of Differentiation and Dimension (Dif and Dim)

The Differentiation Score has no direct proportionate relationship to the Dimension Score. A person may have a very good Differentiation Score and yet a poor Dimension Score, and vice versa, a poor Differentiation Score but a very good and even excellent Dimension Score. Thus a person A with a Differentiation Score of 34 may have a Dimension Score of 17, and a person B with Differentiation Score 68 a Dimension Score of 7. Although A has a value acuteness twice as sharp as B, B has, within his frame of reference, an absolute dimensional equilibrium 2 1/2 times that of A. In relative terms, the dimensional equilibrium of A is 50 percent and that of B 10 percent of the Differentiation Score. This means that, within his axiological frame, A is relatively labile while B is relatively steady. Potentially, B has a much wider possibility of dimensional equilibrium than A, since there are much greater possibilities of imbalance within a Differentiation Score of 68 than of 34. Hence, dimensional balance, or a sense of proportion, is more important in a high Differentiation Score than in a low one. In the latter, the disproportion is again, as the dissimilarity, a matter of a certain whimsiness or extravagance, and the lability will appear as spiritedness or slight moodiness; whereas a high Dimension Score with a high Differentiation Score, say a Dimension Score of 109 (with I-59, E-6 and S-3) and a Differentiation Score of 68, would mean a most serious imbalance of the value view. The person would intrinsically be insensitive or perverted but extrinsically and systemically very acute -- a Hitler or a Torquemada.

8.4.5. Differentiation and Sub-Dimension (Dif and Sub-Dim)

The relative high or low measurement of the various dimensions should give an indication of the person's value interests and aptitudes. Thus, a person strong in intrinsic value could be successful in religious, political, educational, artistic pursuits, all activities that presuppose an emphatic, and empathic, attitude. A person strong in extrinsic value would be good in social activities and professions that deal with the public. And a person strong in systemic value ought to do well in science, engineering, law and other systematic activities. The lower the measurement in one dimension, the more capable is the person in the corresponding fields.

Dimensional disequilibrium -- unproportionately high scores in either I, E or S -- may be due either to overvaluation or to undervaluation of the dimension in question. Thus, a person A with a score Dim-I 5, Dim-E 9, Dim-S 18, is strong in intrinsic valuation and quite strong in extrinsic valuation but not so strong in systemic valuation, either because he overvalues systemic value in the total scheme of values, or because he undervalues it; or because he overvalues his overvaluation or undervaluation. He may either loathe systems or love them or either love or loathe that he loves or loathes them; in each case his valuation of systems is out of focus and his total sense of values slanted toward them, either positively or negatively.

It is better for the person's sense of proportion that the lower measurement appears in I than in S. Thus, a Dimension Score based on Dim-I 5, Dim-E 9, Dim-S 18 is $22/\sqrt{(18-5)+(18-9)}$, which is very high, considering

that the Differentiation Score is $5 + 9 + 18 = 32$. The person has extraordinary value keenness but also extraordinary lability. The systemic dimension is the disturbing element. Suppose a person B has the same dimension Score, 22, with a Differentiation Score 32, but his distribution is Dim-I 18, Dim-E 9, Dim-S 5. This person is weak in intrinsic and strong in systemic valuation. Since the I-value contains the E and S values (X_1 includes X_0 and n, see Theoretical Background), it is much more serious to have a poor I-measure than a poor S-measure. A person with a good I-measure, like A, will always be more stable than one with a poor I-measure like B -- even though the Dimension Scores are the same. A high I-measure indicates insensitivity to intrinsic value, while a high S-measure indicates insensitivity to systemic value. It is, of course, much more important to be sensitive to I-value, even though relatively insensitive to S-value, than to be sensitive to S-value and relatively insensitive to I-value.

8.4.6. The Self-Differentiation Score (Dif_2). This score measures the degree of reality of the Self, or the degree of self-awareness (see 8.1.14.2.). It is the depth measure, so to speak, of valuation for it measures how far in depth reaches the person's capacity to value. Dif_1 , in comparison, may be called the width or range measure of the value capacity for it ranges over the outside world.

The larger the Dif_2 score, the less I am identified with myself and therefore the less reality do I have; and the less do I fulfill my own definition of myself.

The smaller the Dif_2 score, the more I am identified with myself and the more reality do I have.

8.4.6.1. General characteristics of a high Dif_2 score are those connected with lack of self-integration: general vague insecurity, extreme sensitivity, touchiness, great concern about what other people think, vague feeling of lack of reality or unreality, a kind of simmering or slow inner depression, a kind of skinlessness inside, the continuous need of self-assertion and recognition, a certain lack of faith and the feeling that I have to do everything myself, an incapacity to delegate authority, rigidity, impatience, cynicism, narrowness of vision, a feeling of either crushed non-importance, or of over-importance, and attitude of either aggressiveness or depressiveness, passivity, and a certain timidity.

8.4.6.2. General characteristics of a low Dif_2 score are exactly the opposite: a deep feeling of security and faith in the world, modesty, kindness, understanding, cooperativeness, world-embracing expansiveness, humaneness, unpretentiousness, indifference to what others think about me, equanimity, spontaneity, flexibility, patience, perseverance, vision.

In a word, a low Self-Differentiation Score indicates that I am at peace with myself, a high such score that I am not.

8.4.7. Relation of the Self-Scores

What has been said about the relation between the Dif-Score and the Int, Dis and Dim Scores in Part I is, mutatis mutandis, valid for Part II.

Thus, if of two persons A has a Self-Differentiation score of 33 and a Self-Integration score of 11, and B a Self-Differentiation score of 42 and a Self-Integration score of 6, then B, although of lower self-differentiation than A, has a greater Gestalt capacity within himself, that is a greater availability of his Self, even though in general he is less organized than A; while A, although he has a higher degree of Self-Differentiation than B, sees himself more unevenly, judging some values within himself clearly and others relatively out of focus. He is not as available to himself as is B. This means that while in specific circumscribed self-situations A will do better than B, in complex situations, where all the elements have to be weighed carefully one against the other, in crisis situations, situations of vital decision, such as marriage, B has a better chance than A because of his greater capacity of intuiting the relevant in the situation. On the other hand, even relatively small decisions, such as to smoke when it may mean an earlier death, may be due to a lack of integration.

As to the relation of Self-Differentiation and Self-Dissimilarity, usually the higher the Self-Differentiation score the higher the Self-Dissimilarity score. But there may be exceptions, as there were in the V.Q.-Part, where dissimilarities may appear with a low Differentiation score. This indicates a certain extravagance in one's own self-judgment, one's not quite taking oneself seriously, which is a sign of a slight immaturity. Dissimilarity in the Self Score as in the Value Score means a valuation of one's disvaluation or a disvaluation of one's valuation of one's self.

In the relation of Self-Differentiation and Self-Dimension, it may be true as in the Value score, that a person may have a very good Self-Differentiation score and yet a poor Self-Dimension score, and vice versa. In the first case, although the person may have great value acuteness or self-integration, he may yet incline too much to one value within himself, the systemic or the extrinsic and even, proportionately, the intrinsic. The latter would mean that, although he is intrinsically himself, he might have difficulties in his social roles or his self-discipline. But these differences would be the more insignificant, even if they would be relatively big, the smaller is the Self-Differentiation score. If a person would have extremely high intrinsic and systemic scores and a very low extrinsic score, e.g. Dim₂ I (-) 59, Dim₂ E (+) 6, Dim-S₂ (+) 31, then he would be oversensitive, completely out of balance intrinsically, but would compensate for this by a rigidly adhered to ideal image, with an acute definition of his role in the world -- a constructed artificial self -- counterpart, in the Self Score, to the Hitler or the Torquemada mentioned in the V.Q.-test. What was said about the importance of the I-score in the V.Q.-test is even more important for the I-score in the Self Test. As is seen, the Dim₂-Score in this case would be 81 (59-6)+(59-31), or 84 percent of the Dif₂ score of 96. The person does not accept his Self and is profoundly hostile to it.

8.5. Dim: Dimension

The axiological definition of this index is as follows: Development of a sense of proportion in evaluating the dimensions above in outside situations and in oneself.

8.5.0. Clinical Interpretation

Dim indicates the sense of proportion in looking at a situation. By "proportion" is meant the proportion between the value dimensions in each situation. The three value dimensions must be seen in equal proportion and not out of proportion one with the other. That is to say that in each situation the three dimensions of value, the personal, the practical, and the theoretical have to be seen equally clearly in order for the valuing person to have a clear picture of the situation. If one of the dimensions is seen more clearly and the others less clearly, or one less clearly and the other two more clearly, we have what is called axiological astigmatism. In this case, the situation is not seen clearly since the three value dimensions are not equally clearly focused.

Any partial view of a situation, or of the world, for that matter, is axiological astigmatism. Thus, to see everything under the viewpoint of money or profit is dimensionally wrong, as in the pollution of cities by factories and traffic, the cutting down of forests and the exploitation and depletion of natural resources in general, as shown in Galbraith's The Affluent Society. Leaving the ecological matrix of our technological and commercial activity out of sight is axiological astigmatism. Here is a grim example from H. G. Well's The Undying Fire:

"Every penguin that has an egg has to guard it jealously, and each one that has not an egg is impelled to steal or capture one. Some in their distress will mother pebbles or scraps of ice, some fortunate in possession will sit for days without leaving the nest in spite of the gnawings of the intense Antarctic hunger. To leave a nest for a moment is to tempt a robber, and the intensity of the emotions aroused is shown by the fact that they will fight to the death over a stolen egg. You see that these pictures of rookeries of apparently comical birds are really pictures of poor dim-minded creatures worried and strained to the very limit of their powers. That is what their lives have always been....

But the king penguin draws near the end of its history. Let me tell you how its history is closing. Let me tell you of what is happening in the peaceful Southern Seas -- now. This old boy of mine was in great distress because of a vile traffic that has arisen.... Unless it is stopped, it will destroy these rookeries altogether. These birds are being murdered wholesale for their oil. Parties of men land and club them upon their nests, from which the poor, silly things refuse to stir. The dead and stunned, the living and the dead together are dragged away and thrust into iron crates to be boiled down for their oil. The broken living with the dead.... Each bird yields about a farthing's profit, but it pays to kill them at that, and so the thing

is done. The people who run these operations, you see, have had a sound commercial training. They believe that when God gives us power He means us to use it, and that what is profitable is just."

Thus we have a gigantic disequilibrium in the economic field; but this is only one of such dimensional disequilibriums. To see the world merely as a strategic field, as do the military, is a similar lack of sense of proportion. Land reform may be a more efficient tool for stopping communism than napalm. In the military all other realms, such as the economic, the political, the human are left out of consideration, the systemic made all important. For this reason Bismarck said that war is too important a matter to be left to the generals. Again, the political is only one aspect of the world; and therefore peace is too important to matter to be left to the politicians. It is a lack of proportion to see everything politically, as is done in the totalitarian states. Life is richer than the political. Or to see everything economically, as is done in totalitarian countries, and by materialists of the right or the left. To see everything under an ideological or a racial angle, as is done by the Birchers, the communists and other ideologists is lack of sense of proportion and axiological astigmatism. It is an overvaluation of the systemic at the cost of the other two dimensions.

8.5.1. Very often, as we mentioned, axiological astigmatism is due to systemicness, i.e. Dim-S₁ +. This overvaluation of systems is an ancient fallacy of human judgment, going back to Aristotle who valued man's thinking but loaded it with powerful prejudices. Thus man came to value something which was faulty. The results were prejudices and fanaticisms throughout history which had to be fought again and again. Thus, Castellio said about Calvin's burning of Servetus in Geneva: "To burn a man alive is not the defense of faith but the murder of a man." And George Bernard Shaw's Devil, in Man and Superman, calls "Man the inventor of the rack, the stake, the gallows, the electric chair, of sword and gun and poison gas; above all of justice, duty, patriotism, and all the other isms by which even those who are clever enough to be humanely disposed are persuaded to become the most destructive of all destroyers". In the words of Senator J. W. Fulbright: "The 'true believer' makes war in the name of peace, and commits murder in the name of human happiness". All these ideals become causes for slaughter when overvalued. The bigot and the fanatic suffer from axiological astigmatism. This kind of astigmatism is a frequent cause of collective evil. We may call it collective astigmatism.

Systemic overvaluation may also be the cause of individual evil. In this case we speak of individual systemic astigmatism, and the person suffering from it is called a neurotic. There has, so far, been no common denominator between individual and collective neuroticism, and the extension of the notion of neuroticism to collective bodies, as by Fromm, Brickner¹, and many others, had no theoretical basis. Formal axiology shows that both kinds of neuroticism are based on systemic overvaluation.

¹Richard M. Brickner, Is Germany Incurable? Philadelphia, 1944.

8.5.1.1. The mental feature of such overvaluation is ready rationalization. The collective neurotic uses the slogans of politics, fatherland, freedom, justice, peace, etc., for such rationalization; the individual neurotic uses arguments fit for his situation and is usually adept at rationalizing his fixations. Here, for example, is Karen Horney's account of the over-solicitous mother:

Rationalization is the best explanation for evasion of responsibility. It consists in turning anxiety into a rational fear. If the psychic value of such a shift is disregarded we might imagine that not much is changed by it. The over-solicitous mother is in fact just as concerned about her children, regardless of whether she admits to having anxiety or whether she interprets her anxiety as justified fear. One can any number of times, however, make the experiment of telling such a mother, that her reaction is not a rational fear but an anxiety, implying that it is disproportionate to the existing danger and involves personal factors. In response she will refute this insinuation and will put all her energy into proving you entirely wrong. Did Mary not catch this infectious disease in the nursery? Did Johnny not break his leg climbing trees? Has not a man tried recently to lure children by promising them candy? Is her own behavior not entirely dictated by affection and duty?

Whenever we meet such a vigorous defense of irrational attitudes we may be sure that the attitude defended has important functions for the individual. Instead of feeling a helpless prey to her emotions, such a mother feels she can actively do something about the situation. Instead of recognizing a weakness she can feel proud of her high standards. Instead of admitting that irrational elements pervade her attitude she feels entirely rational and justified. Instead of seeing and accepting a challenge to change something within herself she can go on shifting her responsibility to the outside world and thereby escape facing her own motivations. Of course, she has to pay the price for these momentary advantages by never getting rid of her worries. Particularly do the children have to pay the price. But she does not realize that, and in the last analysis she does not want to realize it, because deep down she clings to the delusion that she can change nothing within herself and yet manage to have all the benefits that would ensue from a change.

The same principle holds true for all tendencies to believe that anxiety is a rational fear, whatever its content may be: fear of child-birth, of diseases, of errors in diet, of catastrophes, of impoverishment.¹

The peculiar thing is that such anxieties do not necessarily have to have an emotional origin. They may also be noögenetic, as Frankl has shown, and arise from the existential vacuum of the person. One reason of such a vacuum may be axiological astigmatism. If we have a high Dim percentage in the test -- with an absolutely low or high Dim₁, the percentage depending on the Dif₁ in question -- and no correspondingly high Int percent₁ (as in

¹Karen Horney, The Neurotic Personality of Our Time, London, 1951, pp. 48 f.

the test of L.H., Sect. 8.3.2.6. above), then the anxiety is primarily not emotional but existential. (In the case of L.H., there is no emotional neuroticism in the person's relation with the world, although there is one within herself.) This is reinforced, and reinforces, the existential anxiety; but both must be kept apart in analysis.

8.5.1.2. Systemic astigmatism, i.e. astigmatism due to systemic overvaluation, is only one kind of axiological astigmatism. Also systemic undervaluation leads to it -- with different symptoms -- as well as extrinsic and intrinsic over- and undervaluation.

There are thus six forms of axiological astigmatism which may appear singly or two together (not, of course, three together as in this case the three sub-dim scores would be balanced at least in absolute numbers):

- (1) Systemic over- or undervaluation (Dim-S₁+, Dim-S₁-)
- (2) Extrinsic over- or undervaluation (Dim-E₁+, Dim-E₁-)
- (3) Intrinsic over- or undervaluation (Dim-I₁+, Dim-I₁-)

In the case of Dim+ due to intrinsic overvaluation, for example Dim-I+, the person disregards the practical and systemic dimension and his lack of proportion appears as romanticism, sentimentality and the like, which color his total outlook (Dim).

In the case of Dim+ due to extrinsic overvaluation (Dim-E₁+), the person overvalues one thing, action or the like, also people seen as functions, and again his whole world outlook is colored by this overvaluation. In such cases, actions which to a well-proportioned person would seem bad appear completely normal. Thus, if your best friend sends you a wire that his wife has suddenly died and you do not go to console him in his grief because it would be too expensive, you would regard this action, or non-action, as quite correct if Dim+ due to E₁+. But if you have a sense of proportion you would regard such a lack of action as callous and lack of seeing the human rather than the practical.

8.5.1.2.1. An example of two sub-dim scores being high and one low is the test of O.M.P. above Section 7.7.23. Here we see strikingly the fragmentary character of value attention to only one dimension. We have Dim-E₁ 1, Dim-I₁ 21, and Dim-S₁ 38, with a Dim of 54 out of 60, or 90 percent. The person is in an acute neurosis. Like the child in the stage of preoperational thought she centers attention on one single striking feature of the value world, the environmental, to the neglect of the other features, thus distorting the world. As Piaget says, the child at this stage is unable to de-center. He cannot take account of features that could balance and compensate for the distorting effect of the single centration. So in extreme cases of axiological astigmatism. The world appears distorted except in one value dimension. Yet, it must make sense, and this sense is an imaginary one of an unreal world, a precarious contact with reality being maintained by the one correctly seen feature.

8.5.1.3. In every situation the value dimensions have to be balanced one against the other. This balancing must result in the meaning of the situation.

8.5.1.3.1. If Dim is low, the three dimensions of value are in equilibrium and value meaning results normally. The situation, and the world at large, appear real, that is, in contact and context with the person's value consciousness.

8.5.1.3.2. If Dim is high, meaning must be brought about artificially, for the astigmatism makes the world and its situations appear axiologically blurred. This may be the case even if Dif_1 is low. As in optical astigmatism vision may be good yet focusing bad, so in axiological astigmatism value vision, that is differentiation, may be good yet focusing on the dimensions bad.

8.5.1.4. The parallelism of optical and axiological testing is not as arbitrary as it may appear. There is an axiological space only that is has not the geometrical but the axiological dimensions. These dimensions indicate, precisely, the distance of the valuer from the valued object. This distance gives us the feeling tone accompanying valuation. That we are most involved in intrinsic and least involved in systemic value means, precisely, that in intrinsic valuation the distance of the valuer from the valued object is closest, up to identification, while in systemic valuation it is farthest. This has been discussed by axiologists, such as Ortega y Gasset. His example is the following:

A great man is dying. His wife is by his bedside. A doctor takes the dying man's pulse. In the background two more persons are discovered: a reporter who is present for professional reasons, and a painter whom mere chance has brought here. Wife, doctor, reporter, and painter witness one and the same event. Nonetheless, this identical event -- a man's death -- impresses each of them in a different way. So different indeed that the several aspects have hardly anything in common. What this scene means to the wife who is all grief has so little to do with what it means to the painter who looks on impassively that it seems doubtful whether the two can be said to be present at the same event.

Ortega analyzes the viewpoints of the four persons. The wife "is drawn into the scene", she is an intrinsic part of it, "it becomes one with her person". In axiological terminology, she values it intrinsically. The doctor "is involved in it, not with his heart but with the professional portion of his self" he values it intrinsically-systemically. The reporter "observes it with a view to telling his readers" his valuation is extrinsic-systemic. And the painter's is purely systemic, all he sees are "color values, lights and shadows". Ortega measures these aspects of the situation by a common demoninator: "The emotional distance between each person and the event they all witness". This measure coincides with the value hierarchy of formal axiology: the intrinsic valuation involves the valuer completely, "for the

wife of the dying man the distance shrinks to almost nothing". The intrinsic-systemic valuer, "the doctor, is several degrees removed. For him this is a professional case". Yet he carries the responsibility for it, and "hence he too, albeit in a less integral and less intimate way takes part in the event". The reporter, the extrinsic-systemic participant, is "a long way from the tragic event". His profession requires him to stay aloof. "To him the event is a mere scene, a pure spectacle", which he is to communicate. And "the painter, in fine, completely unconcerned, does nothing but keep his eyes open. What is happening here is none of his business; he is, as it were, a hundred miles removed from it. His is a purely perceptive attitude; indeed, he fails to perceive the event in its entirety". All he sees are lines, shapes, colors, systemic aspects of an event whose intrinsic meaning escapes him and indeed does not interest him. "In the painter we find a maximum of distance and a minimum of feeling intervention."¹

8.5.1.5. Thus, axiological space must be seen clearly in all three dimensions. If it is not, and axiological astigmatism results, the person experiences a specific sense of vague or, in extreme cases, acute unreality -- just as in visual space, if I am not capable of focusing distances correctly, what I see is vague and obscure, even though I may have 20:20 vision. This gives me a feeling of anxiety, e.g. if I have to drive without eyeglasses. Unfortunately there are no axiological eyeglasses yet; so the corresponding axiological anxiety cannot be so easily relieved.

8.5.1.6. A high Dim thus indicates a vague sense of unreality, dissatisfaction or occasional depression, all this without objective reason if Dif is low. Usually the lower Dif, that is, the higher the person's value sensitivity, the higher, relatively to Dif, is Dim and the greater the person's discomfort due to axiological astigmatism. The world appears out of focus because its value dimensions are. This leads to all the degrees of existential doubt, from scepticism to despair.

8.5.1.6. All these are existential defense mechanisms. Since the world must make sense, this sense is artificially produced; and scepticism, cynicism, despair are means whereby such meaning is produced when it is not naturally given by dimensional equilibrium. The person then escapes from the unreality of his astigmatism into the pseudoreality of imagination and creates his world according to his particular kind of astigmatism -- romantic when intrinsic, materialistic when extrinsic, dogmatic when systemic.

These pseudo-realities are not emotionally but existentially conditioned (unless there is beside a high Dim percentage₁ also a high Int Percentage₁). If they are purely existential cases relief cannot come from psychotherapy but only from logotherapy in the sense of Frankl.

¹Jose Ortega y Gasset, The Dehumanization of Art and Notes on the Novel, Princeton, 1948, pp. 14-19. For details of the axiological interpretation see The Structure of Value, pp. 268 f.

8.5.1.7. It must be noted that a high Dim does not in itself mean existential anxiety, but only if it is high relative to Dif, that is, if the person is sensitive enough to feel the existential shift due to the astigmatism. This is indicated by Dim percent. Thus, in the test of H.S. (above Sect. 8.4.0.2.) Dim percent is 39 because Dif is 54 and Dim 21. This person because of his somewhat low general value sensitivity (54) has with a somewhat high Dim (21) a relatively low Dim percent; he does not acutely feel the astigmatism. On the other hand, G.Z. (above Sect. 8.3.1.4.) with an only slightly higher Dim (28) but a lower Dif (44) has a Dim percent 69, or an acute existential anxiety. It is due to systemic undervaluation, i.e. the world appears to him senseless because he cannot see its systematic order. A similar case is L.S. (page 180) who has as low a Dim as 17 but, with Dif 22, a Dim percent 77, or a very acute existential anxiety due to systemic overvaluation (see the Analysis Ibid).

8.5.2. Dim in Part II (Dim₂)

Dim₂ measures the relationship of the three dimensions within one's Self. If the measures of the three dimensions -- I, E, S -- are close to each other, that is, the Self-Dimension score is low, the personality is valuationally in equilibrium, even though each score may be high.

8.5.2.1. If the I-score is higher than the E- or S-scores, then there exists a particular lack of intrinsic self-definition which means over-sensitivity and all the other properties mentioned in 8.4.6.1. Thus, whereas a high I-score in Part I means insensitivity to value, in Part II it means the opposite, over-sensitivity to self-valuation or to valuation of oneself. It means a certain lack of reality, of identity, etc. This is true whether Dim-I₂- or Dim-I₁+. However, in the latter case, intrinsic overvaluation of oneself, we would have an overcompensation of some corresponding negative factor in the other sub-dimensions. If the I-score is lower than the other scores there is a certain inner security, even though the other scores may be high.

8.5.2.2. If the E-score is high and negative there is a certain feeling of uneasiness in one's social role, or in society in general (Freud's Unbehagen in de Kultur) which however would not mean much if the I-score is low. If the E-score is high and positive one's role in the world, work, etc., is used to compensate for a lack in the other dimensions, either lacking self-knowledge and confidence (Dim-I-) or lacking self-discipline (Dim-S-). If the E-score is low there is a feeling of easiness, comfort or happiness in one's social role, a contentedness in the social self. However, again, this would not mean much if the I-score were high and thus there would be a deep inner insecurity in the world itself.

8.5.2.3. If the S-Score is high and overvalued there is a degree of self-discipline, of following a more or less rigid pattern or routine. In many cases where the I-score is high minus the S-score may be high plus to compensate for intrinsic disorder by a systemic order of one's life, by a routine pattern or discipline. If the S-score is very highly overvalued in comparison to the other two scores it means a ritualistic defense mechanism in the Self. When the S-score is high undervalued there is a lack of self-discipline, flexibility to the point of disorder, all of which is harmless if the I-score is low but significant and aggravating if the I-score is high. If the S-score is low, system and order is seen correctly within oneself and used adequately as norm of one's conduct.

APPENDIX

- (1) Sample Scoring Case, Mr. B.D.D., Directions, Scoring Steps, Axiometric Scoring Form, Axiogram Illustration, Interpretation.
- (2) Standard Score Equivalency Table (+scores), Suggested Use.
- (3) Hartman Value Profile New Research Forms, Research Applications, Computer Scoring and Processing Service.
 - (A) Card Form
 - (B) Pictorial Form

HARTMAN VALUE PROFILEScoring Instructions (1)Sample Case: Mr. B. D. D.

Note: The numbering of these instructions follows the number of the Hartman Value Profile numbering and it also follows the Hartman Value Profile Example given with their instructions.

Fill out the Hartman Value Profile Axiometric Scoring Form at the top with the name, age, date, sex, marital status, occupation and educational information.

Now follow steps 1 thru 19 working sections Part I V.Q., World Valuation. (see pages 79-82, 247, 248, 249.)

Step* 1. On the third line of Part I V.Q. of the Hartman Value Profile Scoring Form copy the sequence of numbers in the order that they were written by the person taking the test, making sure that no number from 1 thru 18 has been skipped or used twice.
Example: 6-2-10-13-11-5-18-17-12-3-4-16-1-15-9-14-8-7.

Step 2. Find the difference between row 3 and row 4, subtracting the lower number from the higher one even tho the lower number may be on the top row. Place the difference that you get on the first line empty box in that same column on lines 5-7-9. If you find that there is no difference, like under column "a", where you are subtracting 6 from 6, then place an 0 on line 7. But in column "b" where you are subtracting 2 from 9, even tho the 9 is below the 2, place the balance 7 in column "b" on line 9, etc., until you have worked across the whole two lines. Place these numbers as close to the right hand side of each box as possible so you can leave space for valuation symbols (positive "+" and negative "-" later on in steps 15 and 16).

To save two steps 15 and 16, one may now mark the positive value (+) and negative value (-) at this time but only after you have read the directions and thoroughly understood them in steps 15 and 16. Otherwise just take one step at a time until you get to those two steps. If you understand those steps, then use the following rationale:

- + When single digit (row 3) is smaller than single digit number on row 4.
- + When double digit (row 3) is larger than double digit number on row 4,
- When single or double digit (row 3) is larger than single digit number on row 4.
- When single or double digit (row 3) is smaller than double digit number on row 4.

*Note: The words lines and rows are used interchangeably with row 1 being considered a,b,c,d,e, etc. Do not mix up step numbers with row numbers.

(1) Appreciation and credit, for the clerical explicitness of these instructions, are due for the efforts of Mrs. Gussie DeGraff and Mrs. Hazel Wentzloff, secretaries, for the Muskegon Public Schools.

- Step 3. Subtract 2 points from all numbers on lines 5-7-9, and put the differences directly below the number you have subtracted from on lines 6-8-10.
- Example: Column "a" $0-2=0$ placing the 0 on line 8. Column "b" $7-2=5$ placing the 5 on line 10. Column "c" $0-2=0$ placing the 0 on line 10. Column "d" $2-2=0$ placing the 0 on line 8, and etc. across the lines of the set.
- Step 4. Add all the numbers in row 5 (1-3-2-1-1) and place the total (8) in the box marked DIM-I.
- Add all the numbers in row 7 (2-2-1-1-1) and place the total (7) in the box marked DIM-E.
- Add all the numbers in row 9 (7-1-5) and place the total (13) in the box marked DIM-S.
- Step 5. Add all the numbers in row 6 (1) and place the total (1) in the box at the end of that row marked INT.
- Add all the numbers in row 8 (0) and place the total (0) in the box at the end of that row marked INT.
- Add all the numbers in row 10 (5-3) and place the total (8) in the box at the end of the row marked INT.
- Step 6. Add the totals of row 5 DIM-I (8), plus the total of row 7 DIM-E (7), plus the total of row 9 DIM-S (13), and place the grand total (28) in the above box under DIF.
- Step 7. Add the totals of row 6 INT (1), plus the total of row 8 INT (0), plus the total of row 10 INT (8) and place the grand total (9) in the above box under INT.
- Step 8. Take the totals of DIM-I (8) and DIM-E (7) and DIM-S (13) and finding the highest total number (13) subtract each of the lower numbers (8) (7) from the highest number. $(13-8=5)(13-7=6)$. Now add the difference numbers (5 and 6) and place this total (11) in the above box under DIM.
- Step 9. Take the INT total in row 6 (1) and INT total in row 8 (0) and INT total in row 10 (8) and find the highest number (8) and subtract each of the lower numbers from the highest $(8-1=7)(8-0=8)$. Then add the difference numbers (7 and 8) and place this total (15) in the box along side DI at the bottom of the set.
- Step 10. Look over rows 3 and 4 and find the DIS numbers or the difference numbers. That is where the number in row 3 and row 4 are not both single numbers or both double numbers. If the top is a single number and the bottom a double number, circle the letters above in rows 1 and 2. If the top is a double number and the bottom is a single number, circle the letters in rows 1 and 2. (Some persons will choose to circle both letters always while others will circle only one. The main thing is to get the total count correct in the DIS box.) Count the number of columns with circles and place this number in the box under DIS at the top right hand corner of the set. Example: 0.

Step 11. Add the numbers in DF (28) plus DIM (11) plus INT (9) and DIS (0) and place the total (48) in the left hand side of V.Q. box.
Example: (48-).

Step 12. Add the numbers DIM (11) plus INT (9) plus DIS (0) and place that total (20) in the right hand side of V.Q. box.
Example: (-20).

With step 11 and 12 you now have the V.Q. box complete.
Example: (48-20).

Note: A quicker way to get this V.Q. box complete would be to take step 12 DIM (11) plus INT (9) plus DIS (0) and place that total (20) in the right hand side of V.Q. box and then just add the DIF (28) number to the total of 20 and you have the left hand side of V.Q. box making the box complete.
Example: (48-20).

Step 13. Take the DIM number, multiply it by 100, and divide it by the DIF number to get the DIM percentage. Place this number in the "DIM percentage" box.

Step 14. Take the INT number, multiply it by 100, and divide it by the DIF number to get the INT percentage. Place this number in the "INT percentage" box.

Step 15. This is the step to give the positive (+) valuation to numbers in rows 5-7-9.

(a) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) use just the single digit numbers in both rows. Place a positive valuation symbol (+) in front of the numbers on rows 5-7-9 if the testee's number in row 3 is smaller than the test valuation number in row 4. (Top row single digit is smaller than single digit below or bottom row. Numbers like 6-6=0 get no valuation symbols.

Example: Column "b" number 2 in row 3 is smaller than number 9 in row 4 and so number 7 in row 9 is given a positive (+) valuation.

Column "m" number 1 in row 3 is smaller than number 2 in row 4 and so the number 1 in row 7 is given a positive (+) valuation.

(b) Working with row 3 testee's valuation numbers and row 4 (test valuation numbers) use just the double digit numbers in both rows. Place a positive valuation symbol (+) in front of the numbers on rows 5-7-9 if the testee's number in row 3 is larger than the test valuation number in row 4. (Top row double digit is larger than the double digit below or bottom row.)

Example: Column "d" number 13 in row 3 is larger than number 11 in row 4 and so the number 2 in row 7 is given a positive (+) valuation.

Column "g" number 18 in row 3 is larger than number 17 in row 4 and so the number 1 in row 7 is given a positive (+) valuation.

Step 16. This is the step to give the negative (-) valuation to numbers in rows 5-7-9.

- (a) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) place a negative (-) valuation in front of the numbers on rows 5-7-9 if the testee's single or double number is larger than the single digit number in row 4. (Top row single or double digit is larger than single digit below).

Example: Column "k" number 4 is larger on row 3 than number 1 on row 4 so then the number 3 on row 5 gets a negative (-) valuation before it.

Column "q" number 8 is larger on row 3 than number 3 on row 4 and so then the number 5 on row 9 gets a negative (-) valuation before it.

- (b) Working with row 3 (testee's valuation numbers) and row 4 (test valuation numbers) place a negative (-) valuation in front of the numbers on row 5-7-9 if the testee's single or double digit in row 3 is smaller than the double digit on row 4.

Example: Column "e" the number 11 is smaller on row 3 than the number 13 on row 4 and so the number 2 in row 7 gets a negative valuation (-).

For quick reference on the above steps 15 and 16 use this rationale:

- + Single digit row 3 is smaller than single digit number below in row 4.
- + Double digit row 3 is larger than double digit number below in row 4.
- Single or double digit row 3 is larger than single digit below in row 4.
- Single or double digit row 3 is smaller than double digit below in row 4.

Step 17. After completing the procedure of giving the numbers in rows 5-7-9 a positive (+) or negative (-) valuation, then add all the positive numbers in row 5 (1 and 1) and place the total (2) in right hand column under (+). Add all the positive numbers in row 7 (2 and 1 and 1) and row 9 (7 and 1) placing each row total of (+) numbers (4) and (8) in column under (+).

Step 18. After completing the procedure of giving the numbers in rows 5-7-9 a positive (+) or negative (-) valuation, then add all the negative numbers (3 and 2 and 1) row 5 and place the total (6) in right hand column under (-). Add all the negative valuation numbers in row 7 (2 and 1) and also in row 9 (5) and place each row total of (-) valuation (3)(5) in column under (-).

- Step 19. Take the total of negative (-) column (14) and divide by DIF number (28) to find the AI% (50%). (The positive and the negative sums together must equal DIF).
Repeat steps 1-19 for PART II S.Q. Self Valuation.
- Step 20. Take the first VQ score in PART I and divide it into the first SQ
& 21. score in PART II. The number obtained is the BQr1 answer. For step 21 add the same scores together and divide by 2. The number obtained is the BQa1 answer.
- Step 22. Take the second VQ score in PART I and divide it into the second SQ
& 23. score in PART II. The number obtained is the BQr2 answer. For step 23 add the same scores together and divide by 2. The number obtained is the BQa2 answer.
- Step 24. Multiply the BQr1 answer by the BQa1 answer. This number is the
& 25. CQ1 answer. For step 25 multiply the BQr2 answer by the BQa2 answer. This number is the CQ2 answer. (Special note: When either the BQr1 answer or the BQr2 answer is less than 1, subtract the answer(s) in question in each case from 2 and multiply with the result. This exception occurs only in cases that are Atychal or that have Atychal tendencies.)
- Step 26. To find the approximate rank order correlation coefficient with axiological sequence, e, add the squares of the differences obtained in step 2, subtract this answer from 1000 and put a decimal point in front of the result. Follow this procedure for both PART I and PART II. (see page 81)
- Step 27. There are two ways to score DIF1/DIF2. One is to simply divide the largest DIF into the smallest DIF and to convert the answer to a percentage. However this procedure will not reveal whether a person is Atychal or not. The second way is to divide the PART II DIF into the PART I DIF and convert the answer to a percentage. It is best to use both ways.
- Step 28. Plot scores on Axiogram. Plot PART I in blue, PART II in red, and the combinations of the two parts in black.
Connect in black columns 15 and 17, 17-18-19-20-21, 20 and 22, 21 and 23, 22, and 23.
- Step 29. Record scores on Axiograph for personal report and explanation. (Also to illustrate the new scales of AI%, DIF1/DIF2, and RHo.)

THE HARTMAN VALUE PROFILE

Name SCORING STEPS Age _____ Date _____ Male-Female _____

Single - Married - Other _____ Occupation _____

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

Row 1	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.
2	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	6	8	7	10	11 -12
STEP 1																			DIM%	INT%			
4	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	13	14			+ -
5						2													DIM-I	4			15 16
6						3													I		INT	5	
7	2																		DIM-E	4			15 16
8	3																		E		INT	5	
9		2																	DIM-S	4			15 16
10		3																	S		INT	5	
																			26 P	9	DI		17 18 AI% 19

Part II — "S. Q."

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.
	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S					11a-12a
1a																			DIM%	INT%			+ -
	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7					
																			I	DIM-I			
																					INT		
																			E	DIM-E			
																					INT		
																			S	DIM-S			
																					INT		
																			P		DI		AI%

(1) $\frac{SQ}{VQ} = \frac{11a}{11} = 20$ BQ_{r1}
 $\frac{SQ + VQ}{2} = \frac{11a + 11}{2} = 21$ BQ_{a1}

(2) $\frac{SQ}{VQ} = \frac{12a}{12} = 22$ BQ_{r2}
 $\frac{SQ + VQ}{2} = \frac{12a + 12}{2} = 23$ BQ_{a2}

(3) BQ_{r1} x BQ_{a1} = 24 CQ₁
 BQ_{r2} x BQ_{a2} = 25 CQ₂

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 Knoxville, TN

THE HARTMAN VALUE PROFILE

Name Mr. B. D. D. Age 37 Date 1971 Male - Female

Single - Married - Other _____ Occupation Supervisory duties

Education completed: grade 8 9 10 11 12 college 1 2 3 4

Degrees: Associate Bachelor's (graduate study) Master's Doctorate

Part I — "V. Q."

Rows

1	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	V. Q.			
2	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	28	11	9	0	48 - 20			
3	6	2	10	13	11	5	18	17	12	3	4	16	1	15	9	14	8	7	DIM%	INT%						
4	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	39	32	+	-	±			
5						0				+1	-3	-2		+1		-1			DIM-I	8	2	6				
6						0				0	1	0		0		0				INT	1					
7	0			+2	-2		+1						+1		-1				DIM-E	7	4	3				
8	0			0	0		0						0		0					INT	0					
9		+7	0						+1	0							-5	0	DIM-S	13	8	5				
10		5	0						0	0							3	0		INT	8					
																		DIF ₂	64	.894	P	D.I.	14	14	A.I.%	50

Part II — "S. Q."

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	DIF	DIM	INT	DIS	S. Q.			
	E	S	S	E	E	I	E	S	S	I	I	I	E	I	E	I	S	S	44	10	18	0	72 - 28			
	8	6	15	10	11	5	14	17	12	9	4	18	7	13	3	16	1	2	DIM%	INT%						
	6	9	10	11	13	5	17	16	12	4	1	18	2	14	8	15	3	7	23	41	+	-	±			
						0				-5	-3	0		-1		+1			DIM-I	10	1	9				
						0				3	1	0		0		0				INT	4					
	-2			-1	-2		-3						-5		+5				DIM-E	18	5	13				
	0			0	0		1						3		3					INT	7					
		+3	+5						+1	0							+2	+5	DIM-S	16	16	0				
		1	3						0	0							0	3		INT	7					
																		DIF		.826	P	D.I.	22	22	A.I.%	50

$$(1) \frac{SQ}{VQ} = \frac{72}{48} = 1.5 BQ_{r1}$$

$$\frac{SQ + VQ}{2} = \frac{120}{2} = 60 BQ_{a1}$$

$$(2) \frac{SQ}{VQ} = \frac{28}{20} = 1.4 BQ_{r2}$$

$$\frac{SQ + VQ}{2} = \frac{48}{2} = 24 BQ_{a2}$$

$$(3) BQ_{r1} \times BQ_{a1} = 90 CQ_1$$

$$BQ_{r2} \times BQ_{a2} = 34 CQ_2$$

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Knoxville, TN

THE HARTMAN VALUE PROFILE • AXIOMGRAM

NAME MR. B. D. D. (Last) (First) (Middle) DATE _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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BQ _r (I)	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9	12.0	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9	13.0	13.1	13.2	13.3	13.4	13.5	13.6	13.7	13.8	13.9	14.0	14.1	14.2	14.3	14.4	14.5	14.6	14.7	14.8	14.9	15.0	15.1	15.2	15.3	15.4	15.5	15.6	15.7	15.8	15.9	16.0	16.1	16.2	16.3	16.4	16.5	16.6	16.7	16.8	16.9	17.0	17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8	17.9	18.0	18.1	18.2	18.3	18.4	18.5	18.6	18.7	18.8	18.9	19.0	19.1	19.2	19.3	19.4	19.5	19.6	19.7	19.8	19.9	20.0	20.1	20.2	20.3	20.4	20.5	20.6	20.7	20.8	20.9	21.0	21.1	21.2	21.3	21.4	21.5	21.6	21.7	21.8	21.9	22.0	22.1	22.2	22.3	22.4	22.5	22.6	22.7	22.8	22.9	23.0	23.1	23.2	23.3	23.4	23.5	23.6	23.7	23.8	23.9	24.0	24.1	24.2	24.3	24.4	24.5	24.6	24.7	24.8	24.9	25.0	25.1	25.2	25.3	25.4	25.5	25.6	25.7	25.8	25.9	26.0	26.1	26.2	26.3	26.4	26.5	26.6	26.7	26.8	26.9	27.0	27.1	27.2	27.3	27.4	27.5	27.6	27.7	27.8	27.9	28.0	28.1	28.2	28.3	28.4	28.5	28.6	28.7	28.8	28.9	29.0	29.1	29.2	29.3	29.4	29.5	29.6	29.7	29.8	29.9	30.0	30.1	30.2	30.3	30.4	30.5	30.6	30.7	30.8	30.9	31.0	31.1	31.2	31.3	31.4	31.5	31.6	31.7	31.8	31.9	32.0	32.1	32.2	32.3	32.4	32.5	32.6	32.7	32.8	32.9	33.0	33.1	33.2	33.3	33.4	33.5	33.6	33.7	33.8	33.9	34.0	34.1	34.2	34.3	34.4	34.5	34.6	34.7	34.8	34.9	35.0	35.1	35.2	35.3	35.4	35.5	35.6	35.7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

Valuation of the External World

Mr. D. has an excellent capacity for valuation and is a man of great sensitivity. He values equally well situations and persons, having an excellent capacity for practical organization and very good intuition and empathy. His focus on system and abstraction is relatively less developed though it is still very good. There is a slight undervaluation of persons and overvaluation of system, which indicates a tendency to regard persons as elements of systems, i.e. a scientific approach to persons, which is tempered by the very good intuition and empathy mentioned.

The fact that he focuses so very much better on persons and situations than on abstractions brings about a slight existential problem, meaning that he sees the world in its theoretical dimension slightly out of focus. This brings about what is called an axiological astigmatism which may manifest itself in imagination, but also in scepticism, a feeling that the world is not as rational or as well organized as it could be, etc.

His very great sensitivity makes him somewhat of a perfectionist in the sense that he feels quite acutely slight imperfections which other people would not even notice. His decision power is extraordinary concerning people and situations and it is good with respect to system and abstraction. In general, his decision power is very good.

There is, however, again due to his great sensitivity, a slight tendency to an emotional involvement with the outside world which may result, at times, in the fact that he is not as concentrated in the direction toward the outside world as he would like to be. But he has a dynamic and positive approach to the world and is a person of very great potentiality.

Valuation of the Internal World

Mr. D. uses only 64 percent of his valuation capacity for the valuation of his own self. The reason is a certain obstruction within him which prevents him from seeing himself as clearly as he sees others. This is, in particular, a certain lack of definition of his role in the world which is not as well focused as it could be, especially in view of his extraordinary capacity for seeing situations and circumstances and analyzing them. The contrast between this capacity and his relative incapacity of fitting himself into the correct situation with full integration of all his powers must be a considerable source of irritability to him. There also appears within him a certain depreciation of himself, even though he is very well integrated with himself and has a very good feeling of his own individuality. But 90 percent of his intrinsic self-valuation is negative. He makes up for both the lack of definition of his role in the world and his relative self-depreciation by a tremendous effort of overcoming himself, of self-improvement and goal setting, of direction and inner discipline, to a point that he lives more in his concept of himself than in his actual self. He uses, so to speak, his ideal of himself, his self-concept, as a substitute for his being himself. He lives his ought more than his is. This is possible only through a very

great expenditure of inner energy, and this in turn brings about an emotional problem which, however, he is able to handle successfully. He brings all the contradictory forces within himself into equilibrium, and thus has the same open, positive and dynamic approach toward himself as he has toward the world. Yet, there does appear a certain tension within him which would be relieved if he were able to fit his whole self into his life situation.

Conclusion

A very sensitive person with excellent valuation capacities who has not yet been able completely to apply his inborn capacities to the creation of his own self. His potentiality therefore greatly exceeds his actuality. But there is no doubt that eventually he will become the person he knows he can be.

STANDARD SCORE EQUIVALENCY TABLE
(+ SCORES)

At times it is helpful to use a common score for each scale of the Hartman Value Profile. For example when the Axiograph results of a client are shared with a professional who is not familiar with the test it is best for clarity purposes to use either a simple check in the appropriate box or a converted standard score. In this way all the scales will have a similar score meaning. Where as the HVP scores vary, for sound mathematical reasons, from scale to scale they are a source of confusion to people who are not aware of the logic on which the test is founded.

The transformation of scores can be easily made by using the table on the preceding page. Just place a ruler under the HVP Score under consideration and determine by looking to the first column on the left what the appropriate standard score is. In the case of the new scales, AI%, Rho, and DIF 1/DIF2, some interpolation will have to be made between the ranges that have been listed. This same consideration will also have to be made for some of the regular scales, especially D.I. and DIS.

In using standard scores clarity is gained for illustrative purposes in the following instances:

1. Sharing information with other professionals.
2. Providing the results to a client or his guardians.
3. Comparison with other test scores (MMPI), (WISC-WAIS), etc.
4. Statistical comparisons of research results.

However it must be kept in mind that when standard scores are used, the following conditions exist:

1. Some loss of preciseness and score sensitivity.
2. The standard scores are inverted in relation to the HVP scores. What we mean here is that low HVP scores are valued positively and high scores are valued negatively in most of the scales. (The exceptions are the BQr scales, RQr2, Rho and DIF 1/DIF 2.) Thus all high standard scores are of positive value and low are negative in value.
3. Small group research results based on standard scores for some of the scales may not seem to be in relation to the normal frequency curve. More research is needed in this area. (see Sec. 3.1.3.)

HARTMAN VALUE PROFILE NEW RESEARCH FORMS

Two new forms of the HVP have been developed for research purposes. One is the HVP Card Form (A) which consists of the regular HVP phrases and quo-

tations that have been printed on separate cards. A standard set of directions for the administration of this form has also been developed. However for research purposes the HVP Card Form lends itself to many possible innovations such as, Q sort techniques, matching, like and dislike sorting, etc. The second new form is the HVP Pictorial Form (B). This form was developed specifically for young children and adults with limited reading skill. Just as with the HVP Card Form, this form opens up many avenues for innovation and research. Especially helpful will be research studies on a longitudinal basis to determine how value develops and/or changes in relation to general growth and development.

COMPUTER SCORING AND PROCESSING SERVICE

Although any competent secretary after a few practice trials and with the assistance of a calculator can quickly master the scoring of the HVP, it has been found that computer scoring can be a real time saver with the added benefit of continuous accuracy. This is especially true when large numbers of cases are being processed or when the HVP is administered only infrequently. To facilitate the use of the HVP a computer scoring and processing service program has been developed. For more complete details regarding this service direct inquiry should be made to the publisher.

ABOUT THE HARTMAN VALUE PROFILE (HVP) EDITOR

JOHN J. AUSTIN, NCSP*, received his B.S. degree from Eastern Michigan University in the areas of special education, elementary education and psychology. He was awarded his M.S. degree from the University of Michigan in the area of educational psychology. He was the founder and first president of the Michigan Association of Educator-Psychologists, which has become the Michigan Association of School Psychologists. He is a past President of the National Association of School Psychologists and is an honorary life member of both the national and state organizations. Mr. Austin is a life member of the Michigan Education Association and a member of the National Council of Measurement in Education. He is also a member of the educational and school psychology divisions of both the American Psychological Association and the Canadian Psychological Association. Membership in the American Association for the Advancement of Science is also held by Mr. Austin.

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Spec. Note: Austin was a "Medic" in the Air Force during the Korean War who qualified for the G.I. Bill which enabled him to attend college. This financial support from the U.S. Government along with the help of his wife Joyce, who worked at the Ann Arbor Kroger store, is the economic reality which made this resume possible. Many thanks go to Uncle Sam and Joyce.

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