

TWO TYPES OF EMOTIONAL OVEREXCITABILITY:
CONSERVING AND TRANSFORMING

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The idea for undertaking this investigation began to form during a seminar discussion of life patterns and the changes people made in their lives. It seemed many people in a collection of life histories had made significant life changes: divorce, recovery from alcoholism or years of anxiety, overcoming severe obstacles of poverty or bad health. There seemed to be a difference between those people who had made a significant life change which was accompanied by a deeper emotional transformation, and those who made significant changes without an accompanying emotional transformation. The question then arose as to whether some people are more capable of deeper emotional transformation than others. This question had been already approached by Lysy (1979) who studied attributes of personal growth of counselors and noncounselors and based her study on Jung's and Dabrowski's theories. Dabrowski's theory posits structural differences between individuals as well as individual evolution toward a state of final integration.

According to Dabrowski, three forms of overexcitability, intellectual, imaginal, and emotional, are essential if a high level of development is to result. The highest level of development is possible only if the emotional form is the strongest or, at least, no less strong than the other forms (Dabrowski & Piechowski, 1977, Vol. I).

The profiles of subjects studies by Dabrowski and Piechowski show that emotional OE is stronger, relative to other forms of OE's, in individuals at higher levels of development (Dabrowski & Piechowski, 1977, Vol. II). But individuals who have not attained high levels of development may also have strong emotional OE. This leads to several questions concerning emotional OE and developmental level. Is the presence of strong emotional OE sufficient to indicate the potential for a high level of development, or is there a difference between types of emotional OE? Is it quantity or type of emotional OE that provides the potential for higher levels of development, or both?

Piechowski (cited in Lysy, 1979, p. 54) proposed a distinction between two forms of emotional OE, conserving and transforming:

One, the conserving or nontransforming type, produces a person who is warm, sensitive, empathic, easily moved, cares very much for those close to him and for people in general and is strongly motivated to work for their

welfare, and tends to see the world in general in terms of close personal relationships. Emotional energy may be intense but is spread out over a broad area rather than concentrated in the service of the individual's own personality development. By contrast, the transforming type of emotional OE produces, in addition to these qualities, a sense of a higher order of reality and of one's own potential as something other, and higher, than that which one now is. Intense negative emotional reactions against the current self (dissatisfaction, astonishment, fear, anger, guilt) are the first manifestations of the energy which propels the individual toward this higher reality, the personality ideal.

Theoretical Findings

On the basis of Dabrowski's theory of positive disintegration, Lysy (1979) asked two questions which are of interest to our study: (1) Is there any association between type of emotional OE (conserving and transforming) and developmental level; and (2) Is there any association between type of emotional OE and OE difference score? (The OE difference score is a measure of developmental potential; it is the sum of emotional, intellectual, and imaginal OE divided by three, minus the sum of sensual and psychomotor OE divided by two.)

In her dissertation, "Personal Growth in Counselors and Noncounselors: A Jungian and Dabrowskian Approach," Lysy (1979) found a significant correlation between type of emotional OE and the developmental level, and type of emotional OE and the OE difference score. She concluded that individuals with the transforming type of emotional OE are more likely to have higher levels of development and stronger emotional, intellectual and imaginal OE.

Correlations among the forms of overexcitability show that emotional, intellectual, and imaginal OE are highly correlated with each other as well as higher levels of development. However, Lysy's results also suggested that there might be a special relationship between emotional and intellectual OE and higher levels of development. The purpose of this study is to make a detailed analysis of the emotional and intellectual overexcitability responses and to operationalize the distinction of conserving and transforming emotional OE. To achieve this aim, a method is needed that will make this task possible.

Subjects

Lysy (1979) collected responses of forty-two subjects to the Overexcitability Questionnaire and to the Definition-Response Instrument (DRI), which is a measure of the subject's level of development (Piechowski, 1979; Gage, Morse & Piechowski, in press). On the basis of their overall response to the OEQ, subjects were rated by Lysy (1979) as either conserving or transforming. However, she made no further study of the elements underlying this distinction between conserving

and transforming subjects. Of her forty-two subjects, only nine were rated as transforming. These nine subjects were chosen for the present study, along with two subjects rated as conserving. Later six more subjects were included in the study, two of which had been rated as possibly transforming.¹

When the responses of these eleven original subjects were reanalyzed in detail by two persons in separate analyses, they suggested a revision. Both persons approached the material using the same procedure, and yet in comparison of their impressions, both felt that subtle distinctions were emerging from the individual responses. While most subjects seemed to be engaged in some form of self-evaluation and reflection on their lives, the responses of some subjects seemed to reflect a deeper awareness about themselves and a deeper involvement in life. On the basis of this distinction, the former subjects were rated as conserving, and the latter as transforming.

Procedure

The first step in the analysis was to list excerpts from all of the responses rated as forms of emotional OE for each of the eleven subjects. Each list of excerpts was analyzed in detail to determine if a response to an item in the questionnaire represented one or more distinct elements of emotional OE (Table 1).

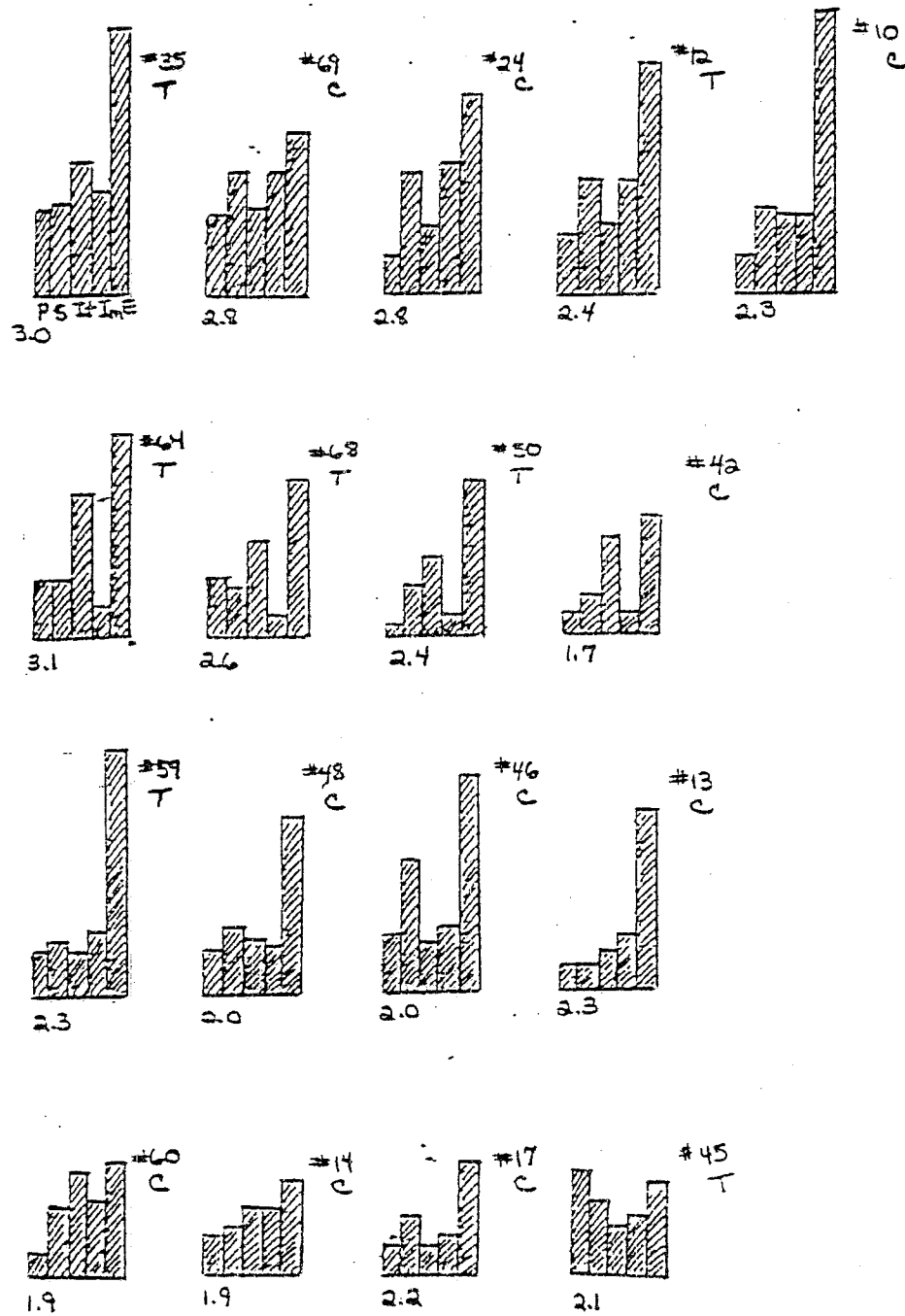
On the basis of these distinctions, separate subcategories of emotional OE responses were developed. This procedure was followed in two separate analyses of the responses. A comparison was made of these results and the subcategories were reviewed and revised. The subcategories were refined by recording all the excerpts for each subcategory on separate lists. Then each subcategory was reviewed individually to insure similarity of ratings and further distinguish between dissimilar excerpts. In this way new subcategories were produced and ratings of excerpts were doubled-checked.

Eleven subcategories of emotional OE were produced. These were: merely feeling - common, stereotypical experiences of feeling, e.g., "affected by joy, fear, anger;" relating and attachment - feelings in relation to other people such as sharing, touching, feeling, or fear of loss of relationship, separation, or rejection, e.g., "share thoughts and feelings;" empathy - sensitivity to and absorption in feelings of others, e.g., "affected by feelings of those around me;" expanded feeling - feeling of expansion, both within and beyond boundaries of the body, e.g., "experience of pleasure within my entire being;" negative reaction feeling toward others - negative reaction toward others in response to their acts, e.g., "critical of people who intrude rather than approach relationships maturely;" negative reaction feeling toward self - negative feelings directed toward the self in reaction to the

¹We wish to thank Dr. K. Lysy for making her material available to us.

FIGURE-1

Overexcitability Profiles of Subjects of the Study
Grouping by Similarity of Profile



T and C designate Conserving and Transforming categories. P, S, It, Im, and E designate Psychomotor, Sensual, Intellectual, and Imaginational OE. Numbers at the base of each profile show developmental level.

acts of others, e.g., "disappointment with close people is emotionally disruptive;" sense of self - feeling of one's essence, e.g., "I am a unique human being;" self-evaluation - feelings of self-evaluation, analysis, and objectivity in relation to the self, e.g., "laugh at my own arrogance of being unobservant;" self-realization - recognition of self-essence within larger framework and context of life, e.g., "I question my own existence;" self-criticism - intense negative criticism toward the self in reaction to own thoughts and actions, e.g., "feel remorse after hurting someone's feelings;" hierarchy - feeling of higher and lower guiding principles within oneself, e.g., "only to the extent that I don't contradict a fundamental belief." The emotional OE responses of each subject were then rated on the basis of these eleven categories, so that each subject had a possible total combination of eleven different scores on emotional OE (Table 8).

Because of the presumed link between emotional and intellectual OE, and level of development, it was believed that a combination of emotional and intellectual OE would give a more dependable pattern discriminating conserving from transforming subjects. The next step in the analysis was to develop subcategories of intellectual OE using the same method as had been used for developing subcategories of emotional OE. All of the responses rated as intellectual OE were collected and analyzed, producing eleven subcategories of intellectual OE. The development of the subcategories was based on the data as well as forms of expressions suggested by Piechowski (1979)..

The eleven subcategories of intellectual OE included the following: curiosity - interest in and pleasure derived from intellectual pursuits as well as a wide variety of interests, e.g., "whenever I see something I will stop and investigate;" capacity for concentration - capacity for sustained intellectual effort, e.g., "work at a poem for hours;" problem solving - devising strategies or working on specific and operational goals, e.g., "how I could have handled a situation better;" formal analytic - observation based on intellectual standards, e.g., "analyze form and function of architecture;" independence of thought - reliance on own ability at critical thought, e.g., "often I hear one thing and see another, I rely on what I see;" thinking about thinking - reflection on own thought processes, e.g., "I try to critically examine my thinking, am I missing a logical argument, does one point necessarily follow another;" probing questions - questions concerning the meaning of life, e.g., "I think about the experience of death and what it means to be alive;" perception of hidden order - perception of underlying order of nature and motives of others, e.g., "I try to put together present actions with past history to see a pattern or motive in other's action;" introspection - self-reflection, monitoring, and evaluation, e.g., "analyze myself, what I really want deep inside;" moral thinking and development of hierarchy of values - recognition of higher values or judgments based on internal standards, as well as moral concern about the problems of mankind, e.g., "question my inner motivations, overarching values;" conceptual and intuitive integration - use of conceptual or theoretical framework, or use of integrative or synthetic approach, e.g., "invoke known concepts to provide connections or association."

The intellectual OE responses of the sixteen subjects were rated on the basis of the respective emotional and intellectual OE subcategories, so that each subject had a possible total combination of eleven different scores on emotional OE and eleven scores on intellectual OE (Table 9).

Three separate analyses were then computed by the SPSS program discriminant analysis to see if the subcategories could discriminate between the conserving and transforming group designations. Separate analyses were made of the emotional OE category, the intellectual OE category, and the emotional and intellectual OE categories combined.

Results

The program discriminant chooses those independent variables which, in linear combination, best distinguish between cases of the independent variable. In the present study four emotional variables and five intellectual variables were chosen in the separate analyses. Thirteen emotional and intellectual variables were chosen in the combined analysis to distinguish between cases of conserving and transforming subjects (Tables 2, 3 and 4).

On the basis of the discriminant function, a discriminant score is computed for each case. Cases are then assigned to the group for which it has the greatest probability of membership. In this way all the cases are classified as either conserving or transforming, and probability of membership in either group is determined. The purpose of classifying the cases is to determine how effective the discriminating variables are. 93.75% of the cases were correctly classified in the separate analyses of emotional and intellectual variables. In the combined analysis of emotional and intellectual variables, all of the sixteen cases were correctly classified (Tables 5, 6 and 7).

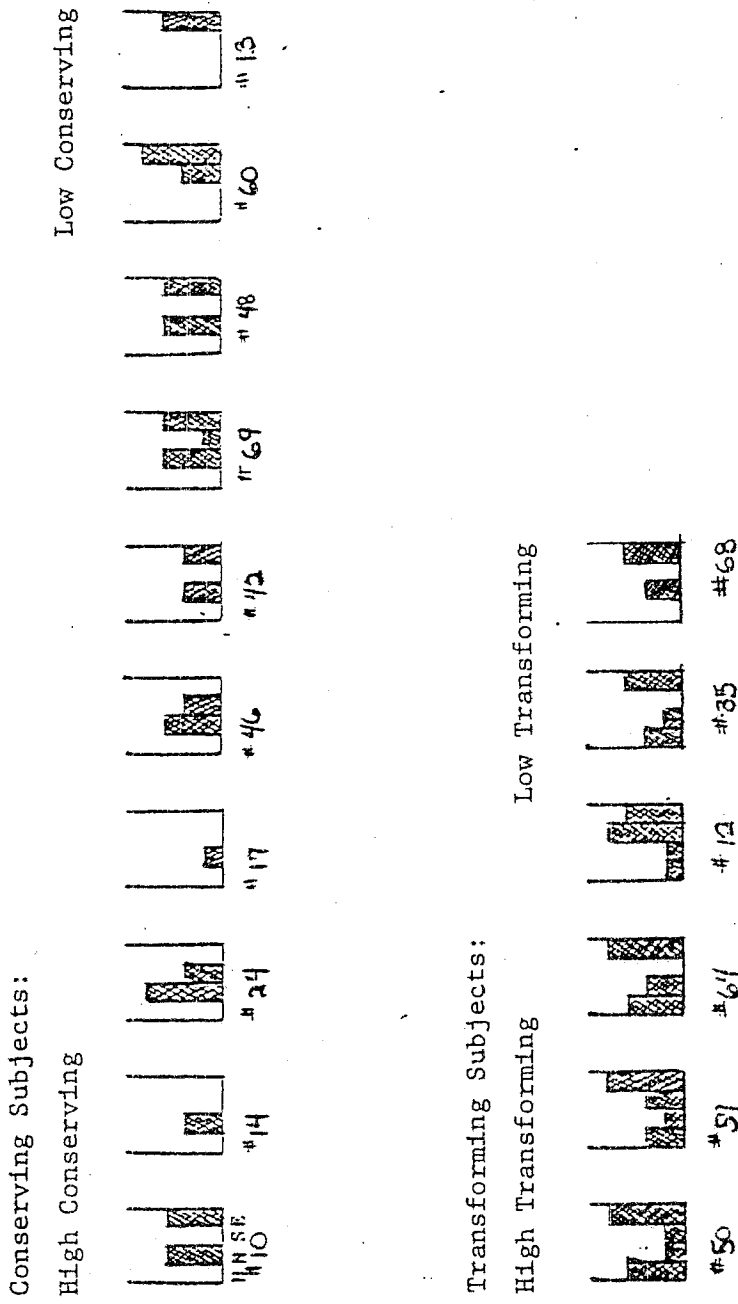
Although the computer program identifies which variables best discriminate between groups, it does not show whether low or high levels of the emotional and intellectual variables are associated with the conserving or transforming categories.

In order to discern whether there were common patterns of association between the emotional and intellectual variables and the group designations, profiles of the subjects' scores on the discriminating variable were drawn. Separate profiles were drawn for the emotional and intellectual variables, and profiles were arranged in a sequence from highly conserving to highly transforming. The arrangement of the profiles was based on the subjects' discriminant scores (Figures 2 and 3).

An analysis of the total group means on these discriminating variables and the subject scores shows common patterns of association between the discriminating variables and the groups of conserving and transforming subjects. Subjects classified as transforming tend to have above average scores on the emotional variables of hierarchy, self-evaluation, and sense of self, and below average scores on negative reactions to the self. Conserving subjects tend to have above average

FIGURE 2

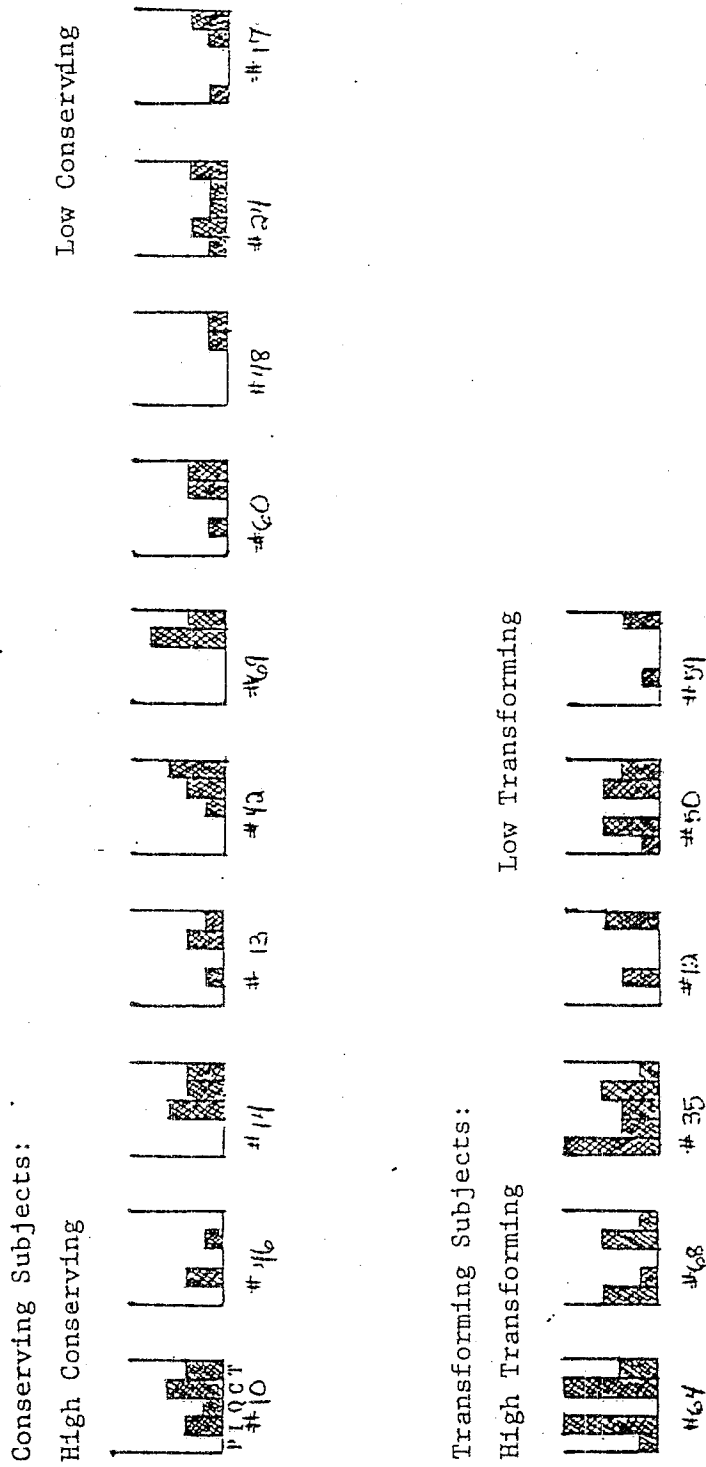
Profiles of Emotional OE Subcategories Chosen for the Discriminant Function



H, N, S, and E designate Hierarchy, Negative Reaction toward the Self, Sense of Self, and Self-Evaluation Subcategories of Emotional OE. Profiles are arranged in sequence from high to low based on subject's discriminant score.

FIGURE 3

Profiles of Intellectual OE Subcategories Chosen for the Discriminant Function



P, I, Q, C, and T designate Problem Solving, Introspection, Probing Questions, Curiosity, and Thinking about Thinking Subcategories of Intellectual OE. Profiles are arranged in sequence from high to low based on subject's discriminant score.

scores on negative reaction toward the self with below average scores on self-evaluation, hierarchy and sense of self. Higherarchy is the only variable which is exclusively associated with one group, the transforming subjects.

A comparison of group means with total group means on intellectual variables shows that transforming subjects score above average on problem solving, introspection and curiosity, and average on thinking and probing questions. The group means for conserving individuals are just the reverse. Conserving individuals score average on thinking and probing questions, and below average on curiosity, problem solving and introspection.

The results of the combined analysis of intellectual and emotional variables include the use of all the above variables except thinking in the discriminant function; as well as the emotional variables of empathy and relating, and the intellectual variables of capacity for sustained concentration and formal analytic. Transforming subjects scored above average on relating, average on capacity for concentration and formal analytic, and below average on empathy. Conserving subjects scored above average on capacity for concentration and formal analytic, and below average on relating (Table 10).

Because of the low number of subjects relative to variables in this sample, the resulting statistics are not as robust. The test of equality of group covariance matrices could not be run for the analysis of emotional subcategories, or combined emotional and intellectual subcategories. However, the matrix did run for the separate analysis of intellectual subcategories, and the resulting values were significant (Box #SM=54.266; Approximate $F=1.952$ $DF=15$, and 436.9, $p=.0173$). This presents a problem in terms of reliability of results, but due to the exploratory nature of this study the results still merit further investigation. However, the reliability of future results relies on an expansion of the study to include a larger group sample to insure homogeneity of variance.

Discussion

The results show that a distinction between groups of conserving and transforming subjects can be made on the basis of a combination of emotional and intellectual OE variables. The same variables which were chosen in the separate analyses of emotional and intellectual variables were also chosen in the combined analysis of these variables. In the combined analysis all the subjects were correctly classified by the discriminant function; while in each of the separate analyses, 93.75% of the subjects were correctly classified.

From a detailed analysis of those variables chosen as the most highly discriminating between groups, one can form separate emotional and intellectual profiles of conserving and transforming subjects. The emotional OE profile of conserving subjects describes an individual

who is highly sensitive to the feelings of others, and directs negative feelings toward the self in response to another's acts. In comparison with transforming individuals, the conserving individuals have a lower sense of their own essence, and engage in less self-analysis and evaluation. They are less interested in relating to others and in various forms of attachment. Unlike the transforming individual, they have no sense of higher and lower internal guiding principles.

The emotional OE profile of a transforming individual is the reverse of the conserving individual's profile (See Table 10). The transforming individual has less negative reactions to the self in response to the acts of others, and is less sensitive to the feelings of others, and yet tends to be more interested in relating and in forms of attachment. Also he has a stronger sense of his own essence as well as a feeling of higher and lower guiding principles within himself. The transforming individual engages in more self-analysis and evaluation.

It seems that the transforming individual is not only more interested in relationships but also has a more detached attitude. He is not as empathic in the sense of over-identifying with another, nor as easily affected in a negative way by the acts of others. This somewhat detached attitude corresponds to the transforming individual's stronger sense of his own essence as well as higher guiding principles within himself, providing him with a stronger sense of individuality and direction. This stronger sense of internal guiding principles suggests that he is less dependent on collective standards and thus more able to choose his unique life direction. The conserving individual who has a low sense of his own essence, is highly empathic, engages in little self-analysis, and tends to react negatively toward himself in response to the acts of others, may be too involved with the world of others to have a true sense of his own uniqueness, life direction and need for change and growth.

A look at the intellectual OE profiles of both the conserving and transforming subjects shows that both groups had mean scores equal to the overall mean on the same four variables: capacity for concentration, formal analytic, thinking about thinking, and probing questions. That is, both the conserving and transforming individuals show similar capacities for sustained intellectual effort and observation based on their own thought processes and to question the meaning of life. However, the profiles differ markedly on the categories of curiosity, problem solving and introspection. The conserving individual has less interest in intellectual pursuits and less tendency to work on specific and operational goals, and to engage in self-reflection. In contrast, the transforming individual has greater interest in and derives greater pleasure from intellectual pursuits and has a greater tendency to work on specific and operational goals, and to engage in self-reflection.

The transforming individual's greater interest in planning and working on specific and operational goals suggests that he is more likely to set personal goals and work toward their fulfillment, hence facilitating change and transformation.

A comparison of the profiles (see Table 10) shows that the transforming subject scores high on both the emotional category of self-evaluation and the intellectual category of introspection; whereas the conserving subject scores low on both self-evaluation and introspection. Because both categories are similar this emphasizes a fundamental distinction between the conserving and transforming individuals. The transforming individual is capable of more emotional and more intellectual self-reflection, analysis, and evaluation, which, at the same time is also more objective.

Implications

The importance of this research study is its exploratory nature. It is the first such attempt to make a detailed analysis of the difference between conserving and transforming individuals based on parameters of emotional and intellectual OE.

In view of the quantitative and qualitative results discussed above, the distinction between conserving and transforming subjects based on forms of emotional and intellectual OE seem to be worthy of further investigation. The significance of this study is its contribution to theories of development. An important methodological contribution to Dabrowski's theory is the movement away from the painstaking assessment of dynamisms toward the assessment of emotional and intellectual OE to determine developmental potential (DP). Since DP determines what level of psychological development an individual is capable of reaching, a detailed study of emotional and intellectual OE can provide a new method to approach the basic distinction of DP and the character of emotional transformation. This study has attempted to further elucidate three components of the nature of emotional transformation (1) the actual nature of the emotional processes (functions) that are directive in development; (2) the relationship between felt experience (emotional OE) and the discovery of its meaning in development (Intellectual OE); and (3) what core of Developmental Potential can be most clearly defined as necessary to achieve the highest level of development. Further research on such distinctions should explain in more concrete detail Dabrowski's thesis that emotional OE is essential for transformation to the highest level of development.

Current research on adult developmental stages might also benefit from this study. Theories on developmental transitions and stages have postulated that the successful outcomes of certain phases of transition rely on the ability of the individual to integrate neglected and unconscious aspects of the self (Stein, 1979), and to negotiate previous developmental transitions and stages (Cytrynbaum, 1980). This study proposes that the ability of the individual to successfully negotiate transitions and stages must also take into account the individual's emotional and intellectual level of development.

The ability of the individual to successfully negotiate developmental transitions may depend upon possession of some of the personality characteristics of the transforming subject. Such characteristics might include the transforming subject's greater interest in planning and working on operational goals, and stronger sense of internal guiding principles, both of which would facilitate change since he is more likely to set personal goals and work toward their fulfillment. The transforming individual also identifies less with and is less affected negatively the acts of others, suggesting a somewhat detached attitude, which along with his stronger sense of self would allow him to more successfully become conscious of and integrate neglected aspects of his self. This would be facilitated by his more intellectual and possibly more objective self evaluation and reflection.

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Table 1

Subjects' Developmental Level, Total Emotional OE Score, and Total Number of Elements Identified in the Responses Rated Eoe

Transforming Subjects	Level	Eoe Score	Elements of Eoe Score	Itoe Score	Elements of Itoe Score
No. 64	3.1	21	32	15	19
35	3.0	28	39	14	24
68	2.6	16	18	10	11
50	2.4	16	30	9	13
59	2.3	26	34	5	6
12	2.3	24	30	7	7
		$\Sigma = 131$	183	60	80
		$\bar{x} = 21.8$	30.5	10	13.33
		S.D. = 5.07	6.98	3.90	7.0
Conserving Subjects	Level	Eoe Score	Elements of Eoe Score	Itoe Score	Elements of Itoe Score
No. 24	2.8	21	23	7	11
69	2.6	17	22	9	11
10	2.4	29	31	8	15
13	2.3	19	24	4	5
17	2.2	12	16	3	5
46	2.0	23	24	5	6
48	2.0	19	20	6	8
14	1.9	10	14	7	9
60	1.9	12	17	11	17
42	1.7	12	12	10	10
		$\Sigma = 174$	203	70	97
		$\bar{x} = 17.4$	20.3	7.0	9.7
		S.D. = 6.02	5.68	2.58	4.03

Note: Eoe and Itoe designates emotional and intellectual overexcitability. Transforming and conserving category designations represent final ratings.

"Eoe score" is the number of responses rated as emotional overexcitability (Eoe).

"Itoe score" is the number of responses rated as intellectual overexcitability (Itoe).

"Elements of Eoe Score" and "Elements of Itoe Score" designate all the subcategories identified in the material of a given subject.

Table 2

Discriminant Analysis of Conserving and Transforming Subjects
Based on Emotional Overexcitability Subcategories

Step Entered	Subcategory	Wilks Lambda	Significance	Standardized Canonical Discriminant Function Coefficients
1	Hierarchy	.351554	.0002	.71295
2	Negative Reaction Toward Self	.281301	.0003	-.13175
3	Self-Evaluation	.249031	.0006	.50516
4	Sense of Self	.218037	.0012	.15413

Table 3

Discriminant Analysis of Conserving and Transforming Subjects
Based on Intellectual Overexcitability Subcategories

Step Entered	Subcategory	Wilks Lambda	Significance	Standardized Canonical Discriminant Function Coefficients
1	Problem Solving	.721839	.0358	-.91300
2	Introspection	.574821	.0274	2.03878
3	Probing Questions	.428133	.0144	.61806
4	Curiosity	.303510	.0069	-1.41217
5	Thinking About Thinking	.256463	.0091	1.19882

Table 4

Discriminant Analysis of Conserving and Transforming Subjects
Based on Emotional and Intellectual Overexcitability Subcategories

Step Entered	Subcategory	Wilks Lambda	Significance	Standardized Canonical Discriminant Function Coefficients
1	Hierarchy (E)	.351554	.0002	6.78686
2	Problem Solving (It)	.273219	.0002	-8.23828
3	Sense of Self (E)	.198767	.0002	-6.22994
4	Self Evaluation (E)	.138639	.0001	2.86985
5	Probing Questions (It)	.114589	.0002	-9.04830
6	Empathy (E)	.074290	.0001	-9.93860
7	Curiosity (It)	.060754	.0003	-5.50300
8	Relating (E)	.040363	.0003	3.52353
9	Expanded Feeling (E)	.024856	.0004	-4.20829
10	Capacity for Concentration (It)	.011728	.0003	-18.94558
11	Negative Reaction Toward Self (E)	.004372	.0003	2.76210
12	Formal Analytic (It)	.002635	.0016	5.18266
13	Introspection (It)	.001306	.0085	2.83367

Note. E = Emotional Overexcitability
It = Intellectual Overexcitability

Table 5

Discriminant Scores and Highest Probability of Group Membership
Based on Emotional OE Subcategories

Subject	Actual Group	Highest Probability			Discriminant Scores
		Group	P(X/G)	P(G/X)	
10	1	1	.4148	.9999	-2.1957
13	1	1	.1958	.8821	-.0866
14	1	1	.4148	.9999	-2.1957
17	1	1	.7488	.9996	-1.7005
24	1	1	.5604	.9999	-1.9625
42	1	1	.9445	.9991	-1.4499
46	1	1	.8478	.9994	-1.5722
48	1	1	.6832	.9949	-.9721
60	1	1	.3572	.9672	-.4595
69	1	1	.8632	.9978	-1.2080
12	2	2	.8872	.9981	2.1586
35	2	2	.7529	.9964	1.9856
50	2	2	.0880	1.0000	4.0064
59	2	2	.4316	.9999	3.0869
64	2	2	.7253	.9997	2.6518
68	2 ***	1	.1958	.8821	-.0866

Note. Group 1 is "Conserving", Group 2 is "Transforming".

Table 6

Discriminant Scores and Highest Probability of Group Membership
From Intellectual OE Subcategories

Subject	Actual Group	Highest Probability			Discriminant Scores
		Group	P(X/G)	P(G/X)	
10	1	1	.1052	1.0000	-2.8541
13	1	1	.5136	.9995	-1.8870
14	1	1	.4399	.9996	-2.0061
17	1	1	.1241	.5872	.3041
24	1	1	.1826	.7364	.0990
42	1	1	.9476	.9964	-1.2995
46	1	1	.2978	.9999	-2.2750
48	1	1	.3075	.8864	-.2132
60	1	1	.7960	.9897	-.9753
69	1	1	.9972	.9955	-1.2302
12	2	2	.8438	.9977	2.2532
35	2	2	.8044	.9980	2.3038
50	2	2	.9564	.9963	2.1109
59	2***	1	.1225	.5821	.3106
64	2	2	.4062	.9997	2.8868
68	2	2	.6676	.9989	2.4720

Note. Group 1 is "Conserving", and Group 2 is "Transforming".

Table 7

Discriminant Scores and Highest Probability of Group Membership
Based on Emotional and Intellectual OE Subcategories Combined

Subject	Actual Group	Highest Probability			Discriminant Scores
		Group	P(X/G)	P(G/X)	
10	1	1	.1798	1.0000	18.6977
13	1	1	.4070	1.0000	20.8682
14	1	1	.0218	1.0000	22.3326
17	1	1	.0681	1.0000	18.2149
24	1	1	.4468	1.0000	20.7998
42	1	1	.6644	1.0000	20.4730
46	1	1	.4789	1.0000	19.3309
48	1	1	.8808	1.0000	20.1890
60	1	1	.9686	1.0000	20.0784
69	1	1	.5268	1.0000	19.4062
12	2	2	.7598	1.0000	-33.7042
35	2	2	.9450	1.0000	-33.3294
50	2	2	.4001	1.0000	-34.2399
59	2	2	.7258	1.0000	-33.0477
64	2	2	.6147	1.0000	-32.8950
68	2	2	.8227	1.0000	-33.1744

Note. Group 1 is "Conserving", and Group 2 is "Transforming".

Scores on Emotional OE Categories

Table 8

Conserving Subjects	Merely Feeling	Relating	Empathy	Expanded Feeling	Negative Reaction		Sense of Self	Self Eval.	Self Realiz.	Self Criticism	Hierarchy
					to Other	to Self					
No. 10	7	6	5	7	1	2	0	0	2	1	0
13	5	13	2	0	1	0	0	3	0	0	0
14	1	5	3	2	0	2	0	0	0	1	0
17	2	5	2	0	0	1	0	0	3	3	0
24	4	5	1	4	0	4	0	0	2	2	0
42	2	3	3	0	0	2	2	2	0	0	0
46	8	5	1	3	2	1	2	0	1	1	0
48	8	6	0	0	0	3	0	3	0	0	0
60	2	5	0	1	0	0	0	2	5	2	0
69	3	7	2	1	2	3	1	3	0	0	0
n=10	Σ -42	60	19	18	6	18	5	13	13	10	0
	R=4.2	6.0	1.9	1.9	0.6	1.8	0.5	1.3	1.3	1.0	

Transforming Subjects

No. 12	5	9	4	1	0	1	4	3	1	1	1
35	2	17	1	2	3	1	0	3	5	3	1
50	2	8	0	2	2	1	1	4	2	5	3
59	0	8	1	6	2	1	2	4	6	2	3
64	5	4	3	3	3	3	0	4	1	3	2
68	2	5	1	0	3	2	0	3	0	2	0
n=6	Σ -16	51	10	14	13	9	7	21	15	16	10
	R=2.7	8.5	1.67	2.3	2.16	1.5	1.16	3.5	2.5	2.7	1.67
N=16											
Total Σ =	58	111	29	32	19	27	12	33	28	26	10
Total \bar{x} =	3.63	6.94	1.81	2.00	1.19	1.69	0.75	2.06	1.75	1.63	0.63

Table 9
Scores on Intellectual OE Categories

Conserving Subjects	Curiosity	Concentration	Problem Solving	Formal Analytic	Indepen. Thought	Thinking	Probing Ques.	Percept.	Intros.	Moral Thinking	Conceptual Integration
10	3	1	0	1	0	2	1	4	2	1	0
13	2	1	0	0	0	1	0	0	1	0	0
14	2	1	0	0	0	2	0	3	0	0	1
17	1	0	1	0	0	2	0	1	0	0	0
24	1	0	1	2	0	2	1	1	2	0	1
42	2	1	0	0	0	3	1	1	2	0	0
46	1	0	0	0	0	1	0	0	2	2	0
48	1	2	0	1	1	1	0	1	0	1	0
60	2	2	0	1	2	2	0	3	1	1	3
69	4	0	0	0	0	2	0	2	2	0	1
n=10	E=19	8	2	5	3	18	3	16	12	5	6
	R=1.9	.8	.2	.5	.3	1.8	.3	1.6	1.2	.5	.6
Transforming Subjects											
12	0	0	0	0	0	3	0	1	2	0	1
35	3	1	5	2	1	1	2	0	2	3	4
50	3	2	1	0	0	2	0	2	3	0	0
59	0	0	0	1	0	2	0	0	1	1	1
64	5	1	1	0	0	1	0	2	5	2	1
68	3	1	3	0	0	1	0	1	1	0	1
n=6	E=14	5	10	3	1	11	2	6	14	6	8
	R=2.3	.83	1.6	.50	.16	1.83	.33	1.0	2.33	1.0	1.3
N=16											
Total n =	33	13	12	8	4	29	5	22	26	11	14
Total X̄ =	2.06	.81	.75	.50	.25	1.81	.31	1.38	1.62	.69	.88

Table 10

Profiles of Conserving and Transforming in Terms of Discriminating
Elements of Emotional and Intellectual Overexcitability

<u>OE</u>	<u>Element</u>	<u>Intensity and Frequency of OE Elements</u>		
		<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>
Emotional:	Hierarchy	- ^a		T
	Self-evaluation	C		T
	Sense of self	C		T
	Relating	C		T
	Negative reaction to self	T		C
	Empathy (overidentification)	T		C
Intellectual:	Problem solving	C		T
	Introspection	C		T
	Curiosity	C		T
	Thinking about thinking		C,T	
	Probing Questions		C,T	
	Capacity for concentration		C,T	
	Formal analytic		C,T	

Note. C = conserving, T = transforming type

^aThe "Hierarchy" element is absent among the conserving subjects.