

Why is the future that's so clear to me so opaque to you?

... and other issues



Mary McCaulley
in conversation with Peter Geyer

In June 1996, Peter Geyer travelled to the Center for the Applications of Psychological Type in Gainesville, Florida. There he recorded this interview with Dr Mary McCaulley.

The interview took place on a hot and steamy Friday afternoon, in Mary's 4th floor office overlooking a flattish landscape of American commerce and life: fast foods and Wal-Mart; a wide, busy main road; large trucks; and thunderstorms.

The interview was genial and open. Although it has been edited for brevity, clarity and other reasons, the intention is to provide a flavour of how Mary spoke and thought.

What I'm going to do first is to start from the last time I saw you, which was in Hawai'i [Second Psychological Type and Culture Conference, 5-7 January 1996], and then ask you what you've been doing since then, and what you want to do. [Mary laughs]. Just a brief summary.

Well, I've been organising my life, because last year [1995] the only conference I went to was APT XI [Kansas City]. So, now I seem to be on a very extraverted phase where I'll be at six conferences

this year, three of which I'm making a major address, and the others I'm making an appearance.

So right now, a process of writing and thinking. I'm having a lot of fun, because all sorts of new ideas are coming into my mind as part of the talks. One of them is the World Future Society in July. It's about 'Why is the future that's so clear to me so opaque to you?', so I've been thinking a lot about sensing and intuition.

And then there's the American Psychological Association in August. That one is about the transition from being a counsellor to being a consultant and how the MBTI can give you a framework, so I've been thinking about type tables, and NFs as counsellors getting into the TJ world and all that.

Then the third one is the IT role in South Africa, and that's got me thinking on the cultural side.

So, a very active, introverted life I'm at just now.

Yes, but a terrifically broad life. I'm going to start with your personal history, the normal sort of thing you get interviewed for, just a brief discussion, and then how you discovered type and what that meant to you. So, how did you start?

Oh well, I was born in Perry, New York. My family moved to Utah, so I lived in Utah until I was in sixth grade, and then moved to New Jersey and graduated from high school in New Jersey, and went to the University of Rochester and majored in French and Spanish, with a minor in Latin and Greek. And never even thought what I was going to do with my life until my junior year, and my mother said, 'How are you going to make a living?' 'Oh, make a living? Oh!'

'What are you going to do when you grow up?' Yes.

So I decided, well, maybe I could teach, so I took education courses in my senior year, so that at least I could teach.

Then I had fallen in love with my Ancient History teacher in high school when I was a sophomore, and so we were married the month after I graduated from college. And so I taught in the same school where he was for a year, and taught French, Spanish and Latin, and the great insight was that I didn't know how to teach things that had come naturally to me.

For example, in my French class we were translating 'Will you mind the baby?', and people were using the word for the human mind when they looked it up in the dictionary, and I hadn't a clue as to how you would teach that, because that kind of issue came so naturally to me [laughs] that I didn't know how one could even teach it.

So then they let me go because of the nepotism rule, because husband and wife shouldn't be

teaching in the same school. And World War II was on and I volunteered, and I was doing sewing. And after watching me sew for about ... although I made my own clothes and did a lot of knitting and things like that, they thought my talents might fit better home service.

So I worked in Camden, New Jersey, with a lot of social workers, and my job was communications case worker. And what I did was, when people needed—it was emergency at home—people in the service needed to come home. I was the one that called the doctor or called the undertaker or found out the new baby had been born and sent the messages all round the world to people in the service. And I did that until pretty much the end of the War, and decided it was time to think of doing something else, because Red Cross only needed the real professionals by then.

And so while I was there, they had said, 'There's a course in the counselling interview, and it's taught at the Pennsylvania School of Social Work, and if anybody wants to go, we will pay your way and give you the time off and Mary-Anne will drive.' So I figured if Mary-Anne were driving, the whole thing—how could it be easier? So I took this course, changed my life and learned about Carl Rogers and a whole new way of looking at the world.

And so then my life was synchronicity ...

I used to go in on the train with a woman who worked for Provident Mutual, a life insurance company, in the accounting department. So I was saying I was going to be leaving the Red Cross and she said, 'Why don't you come out to Provident?' And I thought, 'What do I know about life insurance?' But I went out there, just on a fluke, and they hired me in the personnel department. And so I worked in the personnel department, taking the place of a job analyst.

So here I am, coming out of humanities, always thinking business is the dullest thing in the world, in the middle of this wonderful place where I got to know everybody from the newest person up to the President, talking to people about their work, having quite a time because I didn't know anything about insurance or accounting, and they're trying to explain the job to me, I'm trying to write a description for a job evaluation committee you know, one of those.

When I learned type later, I got so many insights—like to me, they were valuable, their job made an important contribution. Finally, the Committee said, 'Mary, you make them all sound like vice-presidents. They're only a clerk!' Of course, I didn't know then, but ...

So I was there for 10 years, and being a woman, I wasn't going to go anywhere, obviously. But people told me a lot of things, and I look back and think, 'How did they put up with me?', because I

can remember our personnel director coming to me and saying, 'Here are the raises for the officers of the company, Mary. You're not going to like them.'

What was I doing? I was speaking out with my opinion of how they gave raises to the officers, which wasn't my business anyway, but I must have been fairly outspoken. They kept me and gave me assignments.

And I said when people retired, there should be a really nice book for them that people who worked with them could sign it and then the president should sign it. And by now the personnel director knew me pretty well. He said, 'I'll let you go ahead with it, if you'll do the first three.' And that taught me there was a lot of work tracking down all those people and getting all those signatures and getting the party, but it got institutionalised.

So I knew people: I knew them by their job number and remember saying to somebody—I saw her and she said who she was—I said, 'I know who you are: 420, you're 420,' and I thought, 'Oh, this is a terrible thing', but you do it. Like now, I think of people in terms of their types sometimes.

So I did that for 10 years, but I began to realise this is not ... I'm not going anywhere. I was very active in the Women's Personnel Group in Philadelphia and was going to be president of that. And

representing the company and another organisation, I went to the Industrial Relations Association. But I thought, 'These aren't my folks.' It was wonderful, it's been hugely

helpful to me when I got to do what I do now. I had been an insider participant, not just an observer, but could never be a part of the business world.

And so I started taking graduate classes in Psychology. And I took whatever was offered Monday night. To my good fortune, the four courses offered Monday night provided a perfect background for the Graduate Record Exam, so I took it and passed.

And then I waited one more year to finish being president of the Women's Personnel Group, and the Industrial Relations Association asked me if I would serve on their board. Up until then they had never asked a woman to do anything but be secretary, so I was really very honoured, but I decided, 'No, some other woman can do that.' And so I left my job and was admitted to graduate school.

I really, I took the courses I needed and I took enough courses going Monday nights to get my Masters degree, so it was more than those courses. First I had to keep the Graduate Records, and now I kept taking courses while I was at Provident [Mutual] before I finally got my Masters, and then thought about whether to go ahead, get a PhD.

Tried out Penn [Pennsylvania State University] and they were all into brain behaviour and the clinicians were miserable, so that didn't seem to be right. Then thought of Columbia. My husband said, 'You are not going to commute to New York, for heaven's sake! That's ridiculous! So I finally went back to Temple and was admitted into the doctorate program in clinical psych. My dissertation was *The Dimensions of Masculinity/Femininity and Cognitive Complexity*.

And so I graduated in '64, and by the time I was getting near graduation, my husband and I had been thinking of his taking early retirement and moving to Florida because my sister was down here and I wanted to see her. I wanted to be in a multidisciplinary setting. When I learned type later, I thought there was more plan to this than I thought—but I didn't know type then.

I wanted to be in a multidisciplinary setting, and so came here [University of Florida, Gainesville], and then looked for a job on obstetrics and gynaecology, and like many clinical psychologists do, on obstetrics. I had just done my dissertation on masculinity/ femininity, and so they hired me to come, and I had an office right on obstetrics.

So here I am—I've never had children—in Florida, and this hospital is very interesting because Gainesville has a very rural, unsophisticated group of people. Marjorie Kinnan Rawlings wrote *The Yearling*, you know, just the people; so all of her books represent one culture, and then you have a major university with the whole culture of university, so you have a broad range of different kinds of patients.

The first thing a patient ever said to me was a 15 year old black woman, pregnant, saying, 'They tell me they strap you down on the delivery table because that's the way white people punish black people for having babies.' So that was my introduction to obstetrics at Florida.

And I loved it there, and I spent a lot of time talking and I started teaching *Psychology of Women*, but it wasn't the Women's Lib kind of 'women in the workplace/ glass ceiling'; it was psychology and menstruation and pregnancy and labour and delivery and motherhood and stages of motherhood. The other was in there, but that kind of more fundamental...

Then by a fluke—I'm telling you this because synchronicity tells why I got to know the Type Indicator —by a fluke I was invited to join a group of behavioural scientists that went to Wake Forest University one summer to write the first curriculum ever for sex education for medical students. And so we were there for six weeks and when I look back, I was teamed up with somebody who was a giant in sociology, that must have been a sensing type, and we nearly drove each other out of our minds, and our chapter was very special.

So when I came back from that, I felt, 'Well, I've had this very rich experience. Now, we don't do very much for sex education here,' and so I started ... got a lot of publishers to donate a lot of sex books. All of a sudden I had a lot of sex books in my office, and I would put them in delivery suites and other places where the med students hang out. And we started teaching human sexuality and human sexual problems as a result of that, in addition to *Psychology of Women*. That's kind of the way my career was going in obstetrics.

And then I was writing a paper and I was looking in *Buros*, which is the big book that we use for critiquing tests, and next to the reference I was looking at was the Myers-Briggs. And people had said, 'If you're interested in masculinity/femininity, you must read Jung. He said everything there is to say about it.' And so I saw 'Jung', and on a fluke, an absolute fluke, I bought it, sent for it from Educational Testing Service, and then it was just for research—this was about 1967. You had to sign a piece of paper to promise you would not use it for anything practical or applied, because it was a research instrument and they wanted your answer sheets—you had to send them, so okay.

So I took it home, and my poor husband—all of my time learning to be a psychologist, right, he had to take all these tests I was learning to give—so I took it and gave it to him. He was an INFJ and I'm INFP, and picked up the J-P.

I started thinking, 'There's more

I should backtrack ... when I was in graduate school, I was very interested in projective techniques and I worked with Zigmund Piotrowski who was one of the giants in the Rorschach. So at university by now, although I'm teaching the sex courses, I'm also teaching Rorschach, TAT, and all the projective courses in our clinic, supervising students who did diagnostic testing in the psychiatric unit.

So I've learned about the MBTI and read about it, so I said to my student, 'After you've given the WAIS, Rorschach and the TAT, throw in this MBTI thing,' and they would do that, and then we would score it and read the description in the *Manual* [1962]. That was all there was.

And then my student would bring the patient down for me, from the patient unit, and we'd sit down and go over this description. So I set out the *Manual*. And they said, 'Oh, there it is in black and white! My kind of person is okay? All my life people have been telling me to be different.' And we'd get down to the end of the description where she [Isabel Myers] talks about if your auxiliary isn't developed, if your perception is not developed or your judgment, and they'd say, 'That's just how I'm feeling. What do I do about it?'

So as this kept happening, I started thinking, 'There's more to this MBTI than I realised. I haven't had any other instrument that did this!', and

I'd try little things like 'Well, you're a feeling type, but your Psychiatric Resident is a thinking type'—this is very naive, I wouldn't do this now—and so maybe you should listen to him more because you could stand to learn thinking a little bit better, and [laughs] why don't you try to listen to him? He might have some ideas that haven't occurred to you.'

Well, later Isabel said, 'You don't take a person in trouble and have him start working on an inferior function.' But I didn't know any better then!

So I read more about it and I studied the *Manual*, and in the *Manual* there was a reference to a book, *Consequences of Type*. And I couldn't find it in the book stores and I wrote to Isabel Myers—I wrote it to her at ETS and they forwarded the letter—and said I couldn't find the book. And she wrote back and said she hadn't completed it, it wasn't perfect yet.

And we just had a letter or two, and then, out of the blue, the Dean of the College of Medicine told me there was going to be a meeting of the Center for the Study of Sex Education Matters at the University of Pennsylvania in Philadelphia, and he wanted me to go. So synchronicity hit again and I wrote to Isabel and said I was coming to Philadelphia, and 'could we get together?' So she came over to the hotel—this was in August of '69—and said everybody that had fallen in love with the Indicator without anybody else telling them about it had been an INFP, and she was an INFP.

And we talked about type a little bit, and she said she was very interested that I had answer sheets on psychiatric patients and would I send them in. Of course I had promised to send any answer sheets in, so I got back home and sent them in, and got a very excited letter from her, saying that while she was creating the Type Indicator before it was published, she had always been interested in the whole idea of, 'can you tell how far along a person is in their type development?'

And she defined—remember Isabel Myers had a bachelor's degree in political science, so she hadn't been educated or contaminated by some of the clichés we psychologists have—so her idea of type development is, 'Type is about perception and judgment. Good type development is you have good perception and good judgment, you see the world accurately, you make a decision.'

So she had built in research questions in Form F, which was what I was using, and through the years had built up a huge body of research, I found out later, using not only type, which was enough for a lifetime, but using these research questions, and said that she found patterns that she thought indicated problems in development in 9 out of my 15 psychiatric patients and these are patterns that turn up in 1 in 1000 college students; would I like to work with her?

And that changed my life [laughs].

And so we began working together. And I would go to Philadelphia and stay at her house and she would come down here to the University, and she started teaching me—she would send me letters and papers and things and I started to realise that this is huge! I had no idea it was huge.

And I finally said, 'Isabel, we have got to get this on the computer! This is amazing!' And she taught me how—she made special keys for me so I could score the research items and that was very, very, very secret, and it stayed secret until relatively recently when the TDI [Form J] was published.

And the reason which was so important to her and to me too was—she said, 'You psychologists, you're always trying to find out what's wrong with people. And this is not what type is about. Type is about how people reach their own special kind of excellence and this research is just a way for us to understand if people are having trouble on that pathway, how do we help them? And we want it to be validated and get to the point where we can say, 'Your answers look like this might be a problem for you. Here's a good idea to try.'

So she did not want it associated with any instrument with any psychopathology, because the MBTI doesn't have any questions in it that pick up psychopathology. It's not like the MMPI. So all the questions are everyday, normal questions

And the fact that she could even come up with some of this research on type development is amazing, but she had some skills in three of them, and one of them predicted who dropped out in her large medical student sample. She had a sample of 5355 medical students and she followed them up, and that one and either of the other two predicted even better who would drop out of medical school.

So by the time I met her, she had a sizeable amount of data on these research items, so she taught me about that.

And we had this little laboratory in the University—the chairman of my department made a mistake of going on sabbatical. When he left, I was teaching *Sex and Women*; when he came back, I was hooked on type! [laughs]

And he said to me, 'Type went out in 1890! Nobody pays attention to Jung and nobody's ever heard of this thing. Why are you wasting your time on it?' Me being an introvert, those weren't persuasive words.

So we started with this little laboratory and different departments would give us free computer time and we got some work study and we got \$1000, and Isabel would put in a little money and other departments I worked with on projects with type would put in a little money, so it was sort of like a Rube Goldberg, put together with chewing gum and string.

He said to me, 'Type went out in 1890! . . . nobody's ever heard of this thing.'

But by 1972 we had a computer program which scored for type—'71, I guess—but also had in everything which she had taught me those three years about the research items and other things and I started to be able to do that. And at that time—here is the Indicator you can score in five minutes—that computer program took a large call on the university mainframe computer. There was so much of it. It was just incredible.

And so this was '72 and by now the Indicator is starting to grow around Florida. There were a group of women faculty who met together and they started getting interested in it and then other faculty got interested in it. Then other people started to hear about it and ETS told us who were buying the MBTI, and so we had a mailing list of their customers—who weren't very many, of course, because they never put it in any of their catalogues. If you didn't find it in *Buros*, you wouldn't know it existed if you didn't happen to visit ETS.

And so we're sort of going along and starting to charge for it. I think we made \$600 our first year and \$1200 the next. It's coming along and coming along, and we're sort of developing a computer scoring business.

So I was involved in a number of projects that we used the Indicator, and obviously the medical students—she had a great concern for medical students, and I was teaching medical students, I was in a Health Centre. We started getting data on the nursing students and it was getting to be known enough around the Health Centre—people were coming up and asking me if they could take it.

I was using it on the in-patient psychiatric unit and then coming into case conference and reading out what we would predict from our computer program on type development, and they'd say things like, 'You're telling us things in 20 minutes that it took us two weeks with the patient to find out,' so I thought, 'mmm, we're on the right track.' And Isabel would go up to the in-patient unit—and so we were sort of spreading it around in a sort of a scattered INFP way.

And then Psychiatry wanted some space and stole some of our space, so I was moved out of the Health Centre for a while, over to where three of our faculty shared with a partner and then eventually ended up on the campus, which was where all the other colleges are, in the computing centre, which was just wonderful because instead of riding all over it, we'd just go to the computer. We were right there in that computing centre, which was magnificent for us.

One of the projects—synchronicity hit again—the associate dean from Medical Selection—he was a biologist actually, ENFP—set up Isabel to be on a panel at the American Medical Association meeting in Chicago. And it was a panel on student learning at AMA. So the two of us took a train—because she did never fly, so we always took trains together—we went up to Chicago and

she was on this panel, which was the first time she'd ever really presented at any major professional meeting. And a lot of people got very captivated with it, and we got a room and gave about 100 people the Type Indicator and I hand-scored them for them.

But some people were there from the American Medical Student Association, and in that time the Association had said, 'The schools are not teaching us to take care of the poor. We want to learn better how to take care of the poor.' And they had gone out and got a whole lot of grants for projects where medical students, nursing students, dental students, dietician students would go out to Appalachia, way out in very old rural areas, for six or eight weeks in the summer and do a health project. And they asked me if I would come and give the Indicator to the project they were having that summer.

So I didn't think much about it and I went. It was sort of the debriefing for all the projects that had been in a whole lot of different parts of Appalachia, and so I would meet with each of the teams and give them feedback. First I explained type to all of them and then I met with each team.

Well, one of the telling things that will interest you because you're an INTP, is one team was in this very small house, and somebody had to sleep on the living room sofa, couldn't have a room, and it turned out that was a woman who was an INTP. No privacy at all!

So, to save her sanity, of course, she would go out and walk in the woods, and they decided that she was stuck-up and hostile and there's a negative dynamic built [around] her. And when they realised what had happened, we had the whole team in tears, they didn't mean to do that, and they said, 'We should've known this sooner. Why didn't we know this?'

Yeah, I can relate to her experience.

Right! So the next time, I went down earlier—and this was going on in '73 and '74—and in 1975 our little laboratory, our unofficial little laboratory was taking in about \$45 000 and it was starting to get a little visible. And for some reasons at the University I thought related to a committee on copyrights, they were having a committee talking about copyrights of the faculty, that the faculty were—when they had invented things, did it belong to the University or did it belong to them?—and they wrote in something about computer programs and I thought, 'Oh, what if the University should steal Isabel's life work?'—which would not have happened.

I mean, I realised later I got a little paranoid on it, but in any case I thought, 'We'd better take this off-campus,' and it never occurred to us that it would be a [business] for profit.

And just at time the people from the American Medical Student Association, which had created a Foundation—there was a membership group and a

foundation, because people giving them money had said, 'You know, you medical students come and go. You've got to have some organisation with some continuity here if we're going to be giving you money for this project.' So the AMSA Foundation president and executive director came to see us and said, 'The Type Indicator been very valuable. Would you be interested in joining AMSA and, ah, as a field office for us?'

We had a whole lot of discussion and Isabel and the people from ETS—oh, I forgot a major point which I should have said earlier. I've forgotten the date of it, but around '73 or '4, ETS decided that they were going to drop the Indicator. They had created the Office of Special Tests and they were going to give it to a book publisher. And I said, 'Here is this instrument, the author is not a psychologist, it's never been in a catalogue. It'll die if you don't figure out what to do with it!'

So we had approached Psychological Corporation and they were still trying to figure out what to do, and the deadline was getting closer and closer and closer, and what's going to happen to the Indicator? And I thought, 'Probably I could talk to the University of Florida Press, but they're not a test publisher. It needs to be with a respectable test publisher, a reputable publisher.'

So AMSA came along, and I'm trying to think, 'We need to get the MBTI part of my job out of the University and we need to find a publisher.' So '75 was a fairly tense time for both of us. And so AMSA came along and we met with their board of directors—Isabel and I went over to a [?] island of all places, and their board said that they would take us on and we would be a field office.

So we had to find a name and Isabel named it the *Center for Applications of Psychological Type, Concerned with the Constructive Use of Differences*, and we had a name and decided to leave the University on July the first, and I went half-time from being full-time faculty. And so they rented a place for us.

We found out they had two other field officers. One of them was in Albuquerque and we got to meet Naomi Quenk and Jerry Otis and Wayne Mitchell, who were there at that field office. So we met Naomi at an AMSA meeting and became very good friends and found out they had been using the MBTI in a longitudinal medical study.

And so now that we had a computer program, and ETS—ETS was a bastion, all the sophisticated and psychological testing had a computer and answer sheet that they'd never written a program for, so whenever anybody sent anything to ETS, they'd all sit down and hand score it. So as soon as we had a program, ETS was sending answer sheets to us for computer scoring, which was an amazing thing.

So the first thing that happened was we were going to be part of AMSA, and that was a major change. The second thing that happened was that John

Dobbins and Mary Bryant, who were the ETS—really good friends of the MBTI, and frustrated that ETS was going to get rid of the MBTI—Isabel and I had gone to ETS and I found out she was getting fewer royalties from ETS than she was from Japan, from Mr Ohsawa in Japan [licensed the MBTI by Isabel Myers in 1968], and they didn't really have much of an idea of how valuable it was at all.

So it was clear to me, and so they said that, 'There's this college professor at Stanford [University] who's moonlighting with a testing company called Consulting Psychologists Press. They publish the *California Psychological Inventory* for Harrison Gough. Maybe you could call him,' because PsyCorp finally decided they didn't want to, and I didn't ...

So we called—I was over in the Holiday Inn where you're staying, in the boardroom on the second floor, and I called CPP from the phone booth and got Janice Strum, who was sort of his executive person, and she said Dr Black wasn't there, but she would talk to him, he'd be coming there, and call me back. So we're still having this meeting in the boardroom and she calls back and she said that he knew about the MBTI from all the work done at Berkeley by Mackinnon on the creative people at Berkeley and Anne Anastasi is on their board. She was later the President of the American

Psychological Association, she wrote the books on statistics and individual differences, but she thought very highly of the MBTI and 'we will be delighted to publish it.'

What a load off our minds that would be, now that we have publisher! CPP was very small in those days, Their catalogue was about 5 [inches] by 8, and the first time it was in the catalogue was in 1976 and it took this much space to talk about the MBTI.

So that was a huge relief. And the third thing that happened that same year was, we had the unmitigated gall to decide we'd have a conference on the MBTI. Now, here was this psychological instrument, not by a psychologist, published by ETS only for research and never in a catalogue and we're going to have a conference. So we had been building little by little, and we had 200 people that came to the university from all over the country and Canada and Mr Ohsawa came from Japan, and we had the first conference at [what's now] the Holiday Inn where you are staying!

That's where it was, and there was a big 'Welcome to the MBTI' on the board outside, and we had a picture of Isabel and Mr Ohsawa and me and the translators had photographs taken when we got there. So it was wonderful, as all of us had been talking type to people. We would start throwing those four letters around, and you don't know what you're talking about, and we just had a ball. It was just wonderful. Harold Grant came and he gave the

'We were spreading it around in

final address and Isabel gave the keynote speech, so that was just wonderful.

So '75 was a big year—all three of those things, when we had CAPT, we held a conference, and we had a publisher. And we've grown since then.

Was Isabel working with anybody else when she encountered you?

No. She had done this wonderful thing in the living room of her home with a Monroe calculator and her typewriter, desk piled with papers, and [her husband] Chief had put a pencil box added to it, on the side of it, for her pens and pencils. Down in the cellar there was a bomb shelter they had had from World War II, so whatever she was working on, she'd take it down there at night and then bring it back up the next morning. I used to crack my head on the pipes a couple of times going down there.

But she was working with First Pennsylvania Banking Company because she had started—way back in the beginning she had been over there—I think the biography [Saunders] talks about Ned Hay, and she had tried to develop it there, and after she developed the Indicator, their personnel department used it back when it was very early days.

And so, I had a friend named Florence Hoadley who was in the Women's Personnel Group with me, and I thought, 'all those years Florence was using the MBTI!' I had to go to Florida to find out that somebody I knew very well had been using it all that time, and I never got to talk to Florence about it, which was sad, because I was here by then.

But the exciting thing for me, when she [Isabel] came to the University, it had been so much alone. She had done projects for people that—she'd come down here and people would come up and tell her, 'Type saved my marriage,' and how much it meant to them. She really—here was when it came alive and she knew it meant something to people, and just watching her eyes and watching her face – and she volunteered to help people on their research, and so those early years when she found out—my work is valued and it's gonna go somewhere.

That was one of the joys of being with her. That was very special.

Just continuing on from that: her biography actually covers some of this stuff, but I'm interested in what Isabel read.

Well, of course, Jung's *Psychological Types*. She wasn't widely read in the rest of Jung, actually. She focused on *Psychological Types*, but she said her mother would study one page for a day and that she would—she said, 'I think my mother knows more about what's in *Psychological Types* than Jung did.' So they had studied that intensively.

And you know that that one sentence, 'The dominant and the auxiliary are opposite in every respect'—that one sentence was the whole framework for the way she developed the dominant and auxiliary when you're scoring the MBTI. And the other one was, 'The dominant introverted intuition and the other three extraverted functions,' was why she thought to say [that if] the dominant is introverted, the other three are extraverted. So just those two sentences turned out to be keys to unlock a lot.

She read Van der Hoop's book *Conscious Orientation* and spent a lot of time, knew that very well. Then there was a point—there was a woman who was writing a book that was related to Jung, and neither of them wanted to read the other's book because they felt they didn't want to unconsciously plagiarise.

And then in statistics she started with Guilford for

her statistics and taught herself statistics. David Saunders told me after she died that—because, of course, he mentored her at ETS—that she had an intuitive grasp of statistics that the psychologists haven't even caught up with yet, just through reading it.

But of course, with the Indicator, it didn't fit all the other psychological tests, so that she had to keep creating ways of—all the psychometrics of the Indicator are so clearly based, and that's one of the

criticisms of the Indicator now: she didn't use the psychometrics that we've tested which psychologists are used to, because the theory guided it and it's not a continuum; it's dichotomies, and to get precision in the middle of the curve.

Psychologists talk about the normal curve. 'Who cares about the middle? We care about the extreme', so that she, the genius—because she really was a genius—figured out how to take that very-difficult-to-read *Psychological Types* and create an instrument that works. It's a *tour de force* in the history of science, I think.

Yes. The more I research this, the more that's actually come up for me, even though it's a small part of science. And when you compare it to the history of other instruments, Isabel is



We've grown since then: Jerry Macdaid, Mary McCaulley and Sondra VanSant celebrate CAPT's 20th birthday in 1995.

more scientific than any other. That's just on my broad reading. It's a paradox because of the challenges to it from that particular science.

Yes, yes, it's a funny thing ...

I do have a quote from a thesis on the MMPI that said that Starke Hathaway 'had no respect for the scientific method'. He just made it up. That's really funny because [of the] respect that the MMPI actually has now...

Apart from the Jung and all that, what other things did she read? When you read the biography, you read about the ... Humm-Wadsworth and it's in Reader's Digest, and there's New Republic, so lots of reading of magazines—but I'm interested in the other intellectual influences outside that.

She was a voracious reader and, of course, literature, plays—of course, she was a playwright—and I think if there hadn't been the Depression and the Shuberts hadn't given up on her, why, she might have been a playwright or an Agatha Christie, and we wouldn't have had a Type Indicator.

You know, I don't know, because when we were together, we just talked about type all the time. We had so much work to do while she was teaching me and I was learning and bringing her new things. One thing: when I first met her, I started from the point of view of what I'd been trained in psychology and I was always criticising her ... 'Why did the X half and the Y half have a different number of items?', and 'why aren't all the scales the same length?', and the normal things you would ask.

And I never asked her a question, but there were about five levels of complexities, the need for those decisions that had never even occurred to me. So the more I worked with her, I gathered huge respect for what she had done, because it looked so simple on the surface, like anybody could do it, and those levels of challenge and complexities she faced just blew me away. So now when people criticise, I can understand it, because I was there once, too.

That's interesting. I mean, it's like chaos theory: apparent simplicity is complex and apparent complexity is simple. Comes out from a lot of the stuff I'm reading, so that makes sense, yes ...

Yes, and it looks so simple, like it could be a little horoscope or something. You know, I just think Jung gave us a powerful model and Isabel gave us a very sophisticated instrument that works, and I know it will change. It needs to change because there are statistics now that weren't there then and

she would have changed it. But I think 'be careful, don't mess it up', because it's so—it's got a lot more to it than it looks on the surface.

Just parenthetically, when you're starting your [MBTI] database in Australia, that's why I hope we can keep in touch, because there are a lot of things in Australia that can add to this legacy, and I want to be sure that we find those people.

So in '75—now we're going to AMSA meetings and all the AMSA students are getting to take the MBTI for free in their first year of medical school, and so the Indicator is getting known, and CPP's sales went up 40% from the first catalogue to the second, so it's at least out in the world. '75 was the first time it was available for anybody to use it. 'There is enough research now that it's all right to use this instrument, this research tool', and it's starting to grow.

And then, for the '77 Conference, we talked Cecil Williams, who was the head of the counselling centre at Michigan State [University], into having the second MBTI conference, because her [Isabel's] parents had graduated from there and there was the college named after her father [Lyman Briggs] from there, and they thought that Isabel belonged to them, anyway. So we had the second conference. She wasn't well enough to come, but we had a big conference call. Then comes

**'Now when people
criticise, I can
understand it, because I**

'79 and AMSA, for some financial reasons, decided they were going to have to let [both] the Center for Physician Career Development (which is where Naomi was) and CAPT go.

So now here we were. Little. We'd been depending on them for basic finances: could we make it on our own? And so we had a meeting. I think Otto [Kroeger] was there and Alan Brownsword and Jack Black, Isabel, Peter and Kathy [Myers] got there, and some people from the University [Florida]—'Can little old CAPT survive or not?'—and decided that if we worked real hard we could. And so, in '79, AMSA decided to cut us loose, officially made on 1 March 1980. Or 1 March 1979. That's a great thing for me not to know about my own organisation, but I can find out ...

And so we had from September till March to untangle everything. At the '79 conference also, Harold Grant suggested a membership organisation, and the '79 conference was in Philadelphia.

So that was a suggestion. Why did you want to do all that?

Harold Grant had said, 'The MBTI is getting big enough'—Harold had been on our Board and he was a very key person throughout this whole period—and he said, 'CAPT can be doing research in the other things you're doing, but there are a lot of MBTI users; it's time for a membership organisation.' He really wanted it to be an

academy of experts, that's what he wanted, but he asked our board what we thought and we said we thought it was a good idea.

The Goldens—Ed Golden was the chairman of the conference because he lived in Philadelphia. It had to be in Philadelphia, because if Isabel was going to be able to come—we knew now that she had cancer and we felt it had to be there, and that's where they work—so they said they would take care of the conference.

Mary sent them both up the wall with her craziness of it which was, here we are; CAPT's little, and we were getting ready to make this transition and trying to have a third conference.

So Harold Grant wrote the proposal for this academy, and his son got sick, so he couldn't come to the conference. And so one of his colleagues presented the proposal, and then democracy took over and the group decided that an academy was too narrow, that it should be a membership organisation for anybody who was interested in psychological type.

So what was formed was the Association for Psychological Type, and there was a huge amount of work coming up for all the people involved. So at that conference when APT was formed—our articles of incorporation allow us to have a membership organisation, so it was part of CAPT.

David Keirse gave a keynote address, Isabel came in and stayed in the hotel and we roomed together, and she came to as many meetings as she could, and Jack Black was there, and we got wonderful talks about how she was the only author they ever had that when they ever did a manuscript and sent it to her, she put everything back like she had it in the first place.

This is *Gifts Differing*. *Gifts Differing* wasn't out yet, but she had seen the page proofs, so you could buy a pre-publication copy and she signed a bookplate and we have a picture here in my office of her signing a bookplate.

And so, after the conference, man, I was busy learning about—never could establish a profit organisation, either of us, so I'm learning all the logistics in creating a non-profit organisation, a 501C3—gifts to CAPT are tax deductible in the United States—not that there are that many, but there are.

There's a similar sort of thing in Australia ...

And Harold Grant said, 'I proposed an academy—I don't want to be President.' He was elected President of the association, Susan Brock was elected President-elect, and Harold said, 'I won't serve,' and Susan said 'I said President-elect because in two years I'll be ready. I can't do it yet.' So our board met and elected Kathy [Myers], and so she was the first President of APT, and it

wouldn't exist if Kathy—Kathy was the one that made it come to life really. It was a huge job.

And then our Board said—in retrospect I don't know about this, but it seemed reasonable then—'Here is APT beginning and struggling, here is CAPT going on ... so neither of us is very strong. Why don't we separate and each go our own way, so that one doesn't sink the other?' Which seems, you know, why we didn't say so to the members I don't know, but that's what we did. But CAPT actually managed APT's affairs until 1989, so that we helped a lot, but every person they had was here.

We were very active in developing the APT Qualifying Program. I was on the steering committee, so that we're sister organisations again, very closely affiliated so we said 'ok'.

APT is the extraverted organisation, so the *MBTI News* that I had been writing will become *MBTI News* in APT [later the *Bulletin of Psychological Type*], but that's an extraverted activity and I take a little time for things, and we'll keep publication and so on, professional training and the scoring, so divide it out sort of on extraverted-introverted lines.

That's interesting. There are a number of people who are either still involved in type or are significant in type who were around at that time, and I've got a short list. You've mentioned some. David Keirse is actually the most different to the group. How did he get involved with APT, seeing philosophically he's really in a different space.

Yes, totally different. Let me get ... you know, it's like somebody I've known forever...

Yes, and it seems as though his activities—he's active in the association as well as at conferences for a particular period of time, and now not.

Yes. Well, he's at the level where—I mean, David is a giant, he's not going to put in a proposal to speak. If they want him to speak, they invite him, but there is this east-west [US] thing where west is temperament and east is type, kind of like eastern coast is Rorschach and Mid-West is MMPI. But he's there for the '75 Conference.

It seems like it's an intellectual argument in some sense, but also a personal one.

Yes, it is.

How did you run into Otto Kroeger?

I was in Washington trying to see if we could get funding for the Indicator, and I went to the

Why is the future that's so clear to me so opaque to you?

Department of Education and met Alan Brownsword there.

This was synchronicity—the person that I had an appointment with wasn't there, and of course they had not a clue who I was or what it was about, so Alan got stuck with talking to me, and at that time Alan and Otto were like the Bobbsey Twins; they were always together.

And so then Alan involved Otto. And Otto was on our first Board, his assignment was to do fundraising for CAPT. He knew how to do fundraising from the ministry, and he was waiting for directions from me and I was waiting for him to come rescue me, so it sort of didn't happen. And so I got to know him. And, of course, he was interested in temperament and about type, so the two of them learned about type from Isabel. Alan was very good, he got money for a conference together to talk about training, and lots of people started to think about using the MBTI in training after that.

I always think of Susan Brock and Sandra Hirsh in the same geographical area.

Well, you could go to Jean Kummerow: the 'Minnesota Trio.'

Yes, I haven't met Jean yet, but I know Sandra Hirsh well. I haven't met Susan yet, but they're all in there in the early part.

Yes, they all came to the first conference and when you've known people for so long ...

So these are I'm still picking up in a lot of senses the '75 conference was really a key.

Absolutely.

People who had been using the MBTI nationally and internationally said, 'Oh, here's a conference. We'll go.'

Yes. You know, we've been—it's so long, it's kind of hard to remember what it was like back in those beginning days, but people found out about us from ETS and then we were in correspondence and I had a box of 3 x 5 cards that thick of people to invite to the Conference. And there were people who heard about it by word of mouth or that had been using it for a while. It's kind of hard to remember how we spread it around. Harold Grant spread it around a lot, because he had started giving the MBTI and the Strong to all the Auburn students very early on and we did computer scoring for them back in the '70s, and he was very visible in human and student development movement. He was a very charismatic person.

They were this small group of people, and then I was doing training and Susan Brock came down here—we had what we called an orientation

workshop to teach qualified people about the MBTI at the start of their training. Cecil Williams ... Cecil brought me down to one of the workshops and that's how I got to know him.

What about Cecil Williams, because he sort of seems to be ...

He had discovered it—Harold Grant had gotten mad at Auburn and went to Michigan State [University] for a year and taught it to Cecil. And then he went back to Auburn and so Cecil picked it up and he was really kind of the guru for the MBTI in the Midwest, and was using it extensively to set up a counselling centre there at Michigan State. And John DiTiberio was one of his students there and Allen Hammer was one of his students. So some of the key people in the MBTI came out of that program of his, and they were there at the same time at the '79 conference, they were just finishing their dissertations and they had papers on what they had done.

It's interesting how when someone teaches something to their students, say with the MMPI, it starts out at the university, then they go out and they say, 'This is what I've learned,' and they teach it to other people.'

Yeah.

Can I ask you about the things that you've done, that CAPT has done? Do you want to distinguish that you're most proud of, you think are most important and you're hopeful about for the future ...

Just by the history—we started everything and we started computer scoring, we started professional training, we started being the distributor for publication. The most important thing is CAPT.

You know, I remember in Australia when somebody asked how Isabel and I worked together on the *Manual* [2nd edition] which was interesting because, of course, we talked a lot about it—I mean, CPP said, 'Why don't you have a technical manual and a counsellors' manual and an applications manual,' and we talked about it back and forth. And we said, 'No, there are so many people using the MBTI that would never buy the technical manual. If we have it in one, they may not read it but at least they'll have it together.' So before she died, we said, 'We are going to have it in one' and it's probably the biggest manual for a psychological instrument.

Yes, I've read that.

So we had talked a lot about it and drafted it and drafted how it would be together, and we waited for Jack [Black] to get some feedback back from CPP, and a couple of other papers that I was writing which she was too ill by then to do—so obviously—man, that was a huge job and we had a lot of students here. Jerry [Macdaid] did a lot of tables too ...

So I really feel that I wrote a credible manual, that took an instrument that needed credibility and gave it credibility with that manual. So I could put it that way.

While she was still alive, of course, we followed up her medical students and the longitudinal study, and I had a chance to write the definitive report on that, from following up her beautiful predictive validity that 20% of the students who had changed type had significantly picked a better type. It was a better match to the freshman medical school type than the first time around, which is really nice, I think, and we wrote a state of the art, I think, that report on the health professions. Those were huge projects for us to do and keep some of them going.

I have never written a book except for the *Manual*, so I can't say that. I think we set a high standard for professional training, if you like it's a legacy for Isabel: try to be ethical and have high standards and stick to constructive use of differences, and we now have obviously many more publications than we ever did before. I think Jerry's *Atlas [of Type Tables]* is a real contribution.

Now my big interest is multicultural, because here you have Jung saying, 'I am talking about the human mind cutting across culture, cutting across gender, cutting across age', and every time we get data that shows that something holds up across cultural ... Jung was right! Jung was right!

I want to do a lot more multicultural—we don't have the resources quite yet, but at least starting what you're starting [Psychological Type Research Unit] will help and trying to at least give the impression that we're going to have our multicultural research conferences helps. So that's the next stage we have, starting to have. We're having our next clinical conference next year, our next research conference, our leadership conference next year ...

Yes, I was interested in the conferences; I'd love to be there ... I'm going to bring this to a close, and I've just thought of another question.

I won't promise an easy answer.

No, I'm not expecting it. You can interpret this in any way you like. What do you think people need to know (and 'knowing' includes how to

act), the hardest things to do regarding the constructive use of differences?

What do you think people need to know or understand or appreciate about the MBTI or Jung in order to use it effectively—that meets your vision of Isabel's vision?

I'm thinking something like this: how I would start my talk for the World Future Society. Whether the basic thing—you know how hard it is for us NPs to get down to ...

I think that Jung was trying to describe valuable differences in the way human beings use their minds. The fact that he talks about all human beings having the same equipment that helps them be different in the way they deploy that equipment, but it is that the haves and the have-nots all have the same preferences.

The differences are valuable, and the world will be a better place when we use them constructively. Of course on a different level the MBTI, but simply that it's a very complicated, sophisticated instrument and that type dynamics is the core of the whole thing, so that it's not ethical and it's also not useful to just say, 'Oh, you're an extravert, therefore it means you do A, B, C and D.'

That all the behaviours we talk about as the type come from all the energy that comes from using your preferences, so that if you say sensing types have common sense, that goes back to sensing nature, pay attention to the here and now. You're sensing, so

that's what's more important, and that things that you can touch and see are more important and people who spend energy that way very often develop common sense, but not always. But it is those action tendencies that lead to the 'traits and the behaviours'.

It's not like—people that don't know dynamics—it seems to me to be very hard. It's like reading David Keirsey's descriptions—it's like a whole lot of unconnected little facts about people and you don't have the underlying idea which says, 'Why?' 'When you say something about a type, why are you saying that particular thing?'

But once you know dynamics, you know the why and you know that things ascribed to a certain type don't fit. You're going to collect an awful lot of data before you're going to say that about that type.

I find that if I make a guess about somebody from type dynamics—if I meet a couple and they just say what type they are, and we're having casual conversation—I'll say, 'I wonder if you noticed this difference?' If I'm talking from type dynamics, the batting average is pretty good. If I'm just talking about S or N, T or F, then the batting average goes way down. You can make a few hits but not the

Why is the future that's so clear to me so opaque to you?

same, there's some which are guesses, aren't really ...

Yes, I agree with that.

Yes. And then the idea of type development as a lifelong journey. Isabel says, 'You've got to develop your preferences by doing something that matters to you.'

And one of the examples is—here's a woman who didn't have any points in sensing or thinking and she had this—she spent all this time hand-scoring, and as I said, she went through 5355 medical students and looking them up, preparing all the data on how they graduated from medical school, putting together grade point averages and ranks and percentiles and deciles in their thousands, all the data from the Schools, spending weeks and weeks putting that together.

And you say, 'How could a person with zero points for sensing have done that?' But her feeling was that it would make the world better for people if you had better doctors, and she wanted to study doctors because, she said, 'Type is perception and judgment, and if there's any profession that needs to see the world accurately, make good decisions, it's physicians. Our lives depend on it. I am going to study them.'

So there's her feeling saying it's important, and her intuition saying, 'This is kind of interesting. I wonder how it will come out?' So her dominant and auxiliary, feeling and intuition, were the motive for her to use her third and fourth function to do all the research in the facts, and that we develop ourselves by doing things that capture our dominant and auxiliary. And I think it's obvious, but it isn't obvious until you kind of get to characterise it.

Yes, I'm an INTP, but I am interested in people ...

INTPs are magnificent people-watchers, trying to figure out the internal logic of life, 'why they do what they do.' You're one of the best people-watchers of course. You're not sitting there asleep, you're sitting there watching ...

When I was teaching, my INTP graduate students would get to feel, 'I don't have that feeling stuff like a lot of the students do. I don't really like to do that. I think I'd make a better diagnostician. I'm very good at analysing—if I'm doing diagnostics, do all the evaluation, putting it together, but I'm not sure I would want to be a therapist for long-term therapy.' There are very good therapists who are long-term therapists, of course—Jerry Otis being one of them.

I'll tell you an INTP joke ... I said to him [Jerry Otis], 'When I'm counselling a couple and they get to yell and scream at each other, my stomach knots and I hate it.' He said, 'I don't think like that. I watch them and I say, "She did this to push his button, he did this to push her button", and I get so

interested in watching it, it doesn't upset me at all.' Isn't that a wonderful constructive use of differences!

It's not the same context, but that's exactly what I do. This is interesting what's going on going on there, you put yourself out and ... yes, I can relate to that.

And you know, that can be more therapeutic than somebody like me just getting stomach ache because I don't like to see them yelling so much. There are some ways I can be more therapeutic, or you could be more therapeutic, but a lot of NT students got the idea, 'I can't really be a therapist because I can't do all that "touchy-feely" stuff', and that's not so. We have students who are magnificent therapists who are sensing types. They like forensic, they like to work with police.

I'm trying to think if there are any other answers to your questions ... I think the most important thing is to protect it from being a weapon of power against people. Sometimes we have to oversimplify because of time but to be very careful there when we oversimplify and set the stage for constructive use of the differences and not to trivialise it, because we then can make it sound so trivial.

We're getting a lot of mail about people using it unethically and saying things like 'You're an ESFJ, you'll never graduate from college', because they don't know it. It's such a complicated tool: learn it! Don't use it till you know what you're doing!

It's so exciting, you never run out. That's one thing I like about it—it doesn't take a long time like the Rorschach. You can get it scored in five minutes. But it's so complicated that I'll never run out, I'll never really master it. There's always new, exciting things we can learn from. One of them is just watching Martha Alcock tying in the brain, the type, and setting the underpinnings to a physiological basis for preference.

Yes ... that's a part of the puzzle in that sense. There's a danger in saying something is physical, but there's also a logic in that you're seeing ... you're actually using perception and judgment. It must be of some worth ...

It's a huge leap forward in education which Gordon [Lawrence] has started, but the whole issue of the people that were here [visiting CAPT] from Brazil. They want to use their HRD [Human Resource Development] work in organisations, and so I'm trying to plant the seeds to remember students, remember learning styles, all of that. There's this huge thing, you know. The thing is about type—perception and judgment you're doing every minute in your life, right?

Therefore it applies to everything in the whole world. People say, 'This instrument, what are you all doing? I mean, other psychological tests are for *something*—you think you're *everything*.'

I say, 'Yep, we are!'



References

- Roderick Buchanan 1992, *The MMPI and personality assessment in American clinical psychology*, PhD dissertation, University of Melbourne.
- O K Buros, 1965, *The sixth mental measurements yearbook*, Gryphon.
- J P Guilford 1936, *Psychometric methods*, McGraw-Hill.
- J P Guilford 1942, *Fundamental statistics in psychology and education*, McGraw-Hill.
- C G Jung 1946, *Psychological Types*, Kegan Paul / Harcourt and Brace
- Gerald P Macdaid, Mary H McCaulley and Richard I Kainz 1995 (1986), *Myers-Briggs Type Indicator atlas of type tables*, CAPT.
- Mary H McCaulley 1983 (1978), *Application of the Myers-Briggs Type Indicator to medicine and other health professions*, Monographs I and II, CAPT.
- Isabel Briggs Myers 1962, *Manual: The Myers-Briggs Type Indicator*, CPP.
- Isabel Briggs Myers and Mary H McCaulley 1985, *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator* (2nd edition), CPP.
- Isabel Briggs Myers with Peter B Myers 1985 (1980), *Gifts differing*, CPP.
- Marjorie Kinnan Rawlings 1938, *The Yearling*, Scribner.
- Frances Wright Saunders 1991, *Katharine and Isabel: Mother's light; daughter's journey*, CPP.
- J H van der Hoop 1939, *Conscious orientation*, Kegan Paul.
- Thanks to **Mandy Falkingham** for doing the majority of the transcription of this interview, and to AusAPT for funding her work. Any transcription errors are the responsibility of Peter Geyer.
- www.petergeyer.com.au alchymia@ozemail.com.au

Mary McCaulley shows the *Australian Journal of Psychological Type* to a group of visitors from Brazil, watched by *Journal* editor **Peter Geyer** (right). CAPT, 1996.

