Kurt – W. Laufs, 2014-07-18, 2014-07-22, 2014-07-23, 2014-07-24, 2014-07-27, update 2015-03-26, ©

Psychological Bulletin:

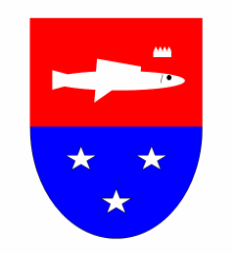
BETWEEN INDIVIDUAL AND MASS (III).

(as a summary to German texts by the author, for litterature look also other windows and attachments of this WEB-Site, please)

MUSIC AND CROWDING:

NEIGHBOURS IN EUROPE.

COMPLEX ANALYSIS.



Deductive Phenomenology
And Practitioner's Examples In Social And Clinical Psychology

Theoretical And Practical Results Of Critical Science
In Cultural Formation Psychology, And Field Research.

"We have been cut", birds are twittering.
(Translation from the German in: Laufs, K.-W. Laufs, 1989: "Paraplexis". Verlag Dietmar Klotz, Eschborn, Taunus, 1989)

(In bed near a parking place of a bigger city, rests of awakening perception by a group of birds twittering, rhythmically and human speach imitating, probably "impressionate learning" after bang of car doors on a parking place, and shouiting, when a tricky driver had cut the attampts of an other earlier driver to step in a parking. This can happen at single birds like perrots and beos, yet also at groups of sparrows, blackbird, or seagulls, etc., what obviously less has to do with Freudian "castration fear" of the awakening sleeper).

Evolution historically, culture can be human biotope, and a formation problem, in space and time, yet *not* reversally culture to be biotope to mankind, locationally or in space and in time, when evolution historically goes by in time. (K.-W. Laufs, march 20th, 2009; c.f. author's WEB-site).

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0. Preface, (on empirical ethics and philosophy):

An overview regarding author's former publications (post kantian positions of empirical psychology in "Paraplexis", with clinical-psychological case studies, "End of transcendence", with ethic test of two factors, (look attachment), one of enjoying life and another of democracy versus authoritarianism, or "Achilles and the turtle", with quanta theory in psychology; c.f. also author's WEB-site), when the studies of empirical psychology, mostly at philosophical faculties with minor faculty of medicine, about the first question in beginners' seminaries commences with the question after beginning students' motives and motivations. The first input appears ethics, (look also in this WEB-Site, for author's structural test on empirical ethics, Laufs, K.-W., 1990: D-E-T. Z.P.I.D., Tier, Leibniz Gesellschaft. Englisch: E-T-E. Also author's WEB-Site, attachment to "Das Ende der Transzendenz", ethic test new beworked after 1990th ISBN publications), while philosophy beginns with logics, which appear in some a few later courses in psychological institutes in Germany. Mathematics and it's logics already should be exercised at schools before studies at universities.
Positioning here, with "new philosophy" (positivism) and post-kantian learning theory, can lead towards practical research in clinical-, social-, and cultural-psychological fields.
Today's discussed "new philosophy" ("nouvelle philosophie") in France, rather reminds at "vitalism" (H. Bergson), rather than positivism since Auguste Comte and current lexical definitions concerning Comte and after as "new philosophy". Author's *person centered view* on empirical psychology, and *recurrs referentially to Immanuel Kant.* A person centered view on the individual's *unity of body and soul* in sciences on humanities starts anew (after an interim since Tertullianus) with Kant and positivism, lexically thus described "new philosophy"; (KNAUR, Munich) after Auguste Comte and René Descartes in France, with Baruch de Spinoza in the Netherlands and with Immanuel Kant in Prussia (c.f. Ego-theory in: Kant, I., Prolegomena, § 46), etc. That *person-centered attempt* considered by new philosophy *in relation to formations of single persons and formations of social communities or human formations*. That individual-formation problem of unity of body and spirit and social-formation-problem can be seen in relation to languages and mathematical and physical progresses in empirical psychology as individually centered "science of it's own", (at least since Wilhelm Windelband, 1908: Frankfurt lodge lessons. Mohr. Tübingen). *Windelband complains about an ongoing strengthening, broadening gap between individual and mass.*

Carl Raimund Popper, we won't consider in opposition towards Immanuel Kant, in whose times modern statistics of inferences and probabilities just had begun "their fist steps", as with Kant's Swiss colleage Leonhard Euler and his transcendent cifer "e", and followed by Gauss or Maxwell with normal distribution and Fraunhofer spectrum.

A highly significant rarity appears *Popper's determinismtm reproach towards Kant*, later *revoked by Popper (1974) himself, explaining Kant "indeterminist"*. Popper's reproach had meant the idea of an attempt to describe human behaviour as deterministic as descriptions of physical laws of solar eclipses, what could be revoked, when considering Kant's structurings of *paralogisms of personality* (c.p.r.), a.o. of *quality* (bonity), *quantity* (numbers), *ideality* (ideas in cognitive psychology), "Simplizität" (*rather modesty*, or *modest appropriateness* than simlicity), and *in space and in time*, of scientific evolutions and developement in Kant's logica of differing language *terms,* ("Begriffe") in *concreta* and in *abstracta*, *and towards logics of thesis, antithesis, synthesis* (when inference statistics at Kant's times had not yet that in ourdays elaborated level). At least, Werner Heisenberg's "comme flou" (out of focus) relation puts that determinism phantasm to an end. *Nevertheless, the hypothetical Kant example of "solar eclipse" had given an enourmous stimulus to empirical psychology towards research and discovering laws of human behaviour.* Thus, one can rather recognize a path from Kant via Lotze, Herbarth, Fechner, and Wundt in Popper's direction.

The author here, poses sociological group- and mass dynamics (with dyades as minimal unit) as empirically psychologic, when *person- or, individually centered psychology* to deal after Kant also with physics, etology, biology and physiology and body chemistry.

When I. Kant had turned his back towards his reformed-calvinist mentor Johann Jakob Brücker (at Königsberg, today Kaliningrado, "historia philosophiae", cited at Goethe's, A.m.L.), Kant had dedicated the 2nd edition of "critics on pure reason" (c.p.r., 1783) to his new mentor, rom.cath. von Zedlitz, under whose auspices, Kant had let been published his *"Prolegomena"* (at Riga under revolutionary cocarde, among other *ego-theory § 46*, or polemics on anonymous J.J.B.). Under Zedlitz' auspices apeared a.o. Kant's ethics (c.prac.r.) and *"pragmatical anthropology"* (a kind of mass-psychology), *after which Sigmund Freud had formulated "dreams" as "actional aims", while Kant's mass psychological "dreams" can be considered as mass visions and had followed by French revolution, thus not an individual dream conception. On Kant's substance definition* (free after Kant: *"For I think, I am as a biological beeing soul/psyche, substance, consciousness..."*, c.p.r.) *the reverse by later those Hegelings to all substance having a soul or beeing conscious psyche, "Hegelinge"* (dérision by Windelband, 1909, and his famous "back to Kant!") *appears as restaurative aquino-centered, and to leave reactionarily Kant's difference of structure of paralogisms between transcendental (aprioric) and transcendent (exposteriorical).*

Historically, rather there appears an ascendent path from Kant via early positivists, Newton, and Leibniz, via Tertullianus, towards Aristotle...

The following chapters touch modern empirical psychology philosophically fromout a natural science's view. After human behaviour observations and on

birds, the chapters deal with, always conscious of the problem of language, grammar, and grammar of words, terms, signs, symbols, within structuralist and also kantian frame of *"the sign is not the signed"*.

The 1st chapter is related to *formation problems*. Theories on neuroses are mentioned.

The 2nd chapter provides a test on structures on *needs and acculturation* after formations of students of different nationalities, Dutchmen, Germans and Swiss.

The 3rd chapter describes "a new law" between *stimulus-resonse* (S → R) behaviour *in different crowding situations and reactions on music*, found out by the author, *to be compared to Theodor Fechner's paradox of discriminance in relation of cholinergous reactions*, here, *concerning grouped behaviour of human individuals*.

The 4th chapter is *on democracy and conflicts, stereotypes among neighbours in Europe*, Dutch (coast and German border), and Germans, Dutch border, and southern Germans, French border, southern Germans. The research on stereotypes has lead to a complex analysis with 16 factors (16 CF; KF), empirically significant 13 factors plus 3 hypothetical-theoretical factors, asides the four-configurated hyper-dimensions form own hyper-factors.

Literature, authors, sources: within text; also author's WEB-site, windows "Interaktives Lernen", "Apprentissage intéractionelle" (in German and French languages).

Footnote: "Determination" always and still keeps a question "What kind of determination?"... For "determine" can in English also mean "purposeful"...

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1. Between individual psychology and mass psychology: individuality and formation.

Explained by the way with objective evaluations of case studies as sense-giving works against nonsense of the "naught-hypothesis" (C.R. Popper, 1934ff: "Die Logik der Forschung", Mohr. Tübingen, 1972), if naught times hypothesis maketh zero (Cologne Carnival: "Dräi moal Null ös Null, blift Null, d'nn m'r woare' bäi dä Keias en d'r Scholl..."; 3 x 0 = 0), thus, talking here, after I. Kant's logical structure and those in mathematics in the meanwhile elaborated probability calculations, after by Ludwig Wittgenstein (in: tractatus logo-philosophicus: "the sense is non-sense"), and Bertrand Russel's that relevance postulate, (also c.f. at the poetrist Antoine de Saint-Èxupérie: "*Give* to life a sense").

Conditioning and motivation appear obviously equally of relevance to empirical psychology. *Empirical psychology* (following dictionary definitions) *is as science concerned in individuals and their ideal-, social-, and instrumental-behaviours* [or actions, pragmata, for the French words "comportement" (behaviour; Verhalten) *and* "conduite" (conduct, Betragen) differ as well and mean both "behaviour" as well as in German "Verhalten"] *in relation to other individuals, groups, and culture, within locations/spaces and in times*, and which has developed fromout experimental foundations, and is interested in objective and experimental research to ("finding" out of) natural human mankind laws (rather not determinatively, or: what does "determination" mean, and what kind of determination, yet related to probabilities, and in the sense of relevance of democratic laws, languages, grammars, power and money, human motives and motivations).

The French engineering psychologist and hypnosis-therapist Robert E. Desoille aims to efficient neuroses therapy (since ~ 1920ies) an augmentation of reason and relaxation, (similarily to Joseph Wolpe, since ~ 1960), different to Sigmund Freud, who aims an augmentation of a kind of pedagogical trainings towards learning for consciousnes and intelligence, and to increase of intelligence by learning against "pre-consciousness" ("Vorbewusstes": thus, "wo Vorbewusstes ist, soll Bewusstes sein": "the preconscious should be conscious"), not with an aim to heal nevroses, yet with the "healing" pedagogical effect, dealing to philosophical intelligence.

Different to S. Freud, the French engeneering psychologist Robert E. Desoille (1920, 1950, 1961), son to a French général, uses literal descriptions (cognitive psychologically) in direction to behavioural descriptions to imaginations (guided affective imaginery: "rêves éveilles dirigés", R.E.D.), learning theoreticaly, and

cognitive actionaly-behaviouraly, with a therapeutical aim, (decennia before modern "behaviour therapy"), an aim explicitly, to reduce nevroses or symptoms, also according to Ivan Petrovich Pavlov's learning theory. Desoille refers to reciprocal inhibition within conditioning paradigmata.

Complex analysis (KA, KF 16) was invented by the author here (there will follow more chapters on), a.o. to demonstrate psychological effectiveness of transcripted verbalizations in recorded case studies by signings and statistical analyses. For example demonstrate the R.E.D. method by Robert Desoille, the author had started with signings to verbally response per sentence of recorded imaginations in unit numbers and signed binarily per sentence (RUN) and after dichotomous (yes +; no -) signings to some of R. Desoille's R.E.D. case studies. The author here, did signings to each imaginated RUN in context per case study in 4 hyper-dimensions (four dimensionaly as 4-configuratively) of appetency (Gf; good feelings +/-), aversion (Au; authoritarianism, +/-), défence (Aw, +/-), ambivalence (Amb, +/-); (look at table p. 32).

For example: One of Desoille's case studies (Desoille, R., 1950) on a 23 years old student with diagnosis "narcicism" shows after R.E.D. signings, RUN = 173, a signing consistency r tet ~ .86***. Comparing the first half of R.E.D. sessions to the second half, the case shows an improvement of good feelings and appetent symbolics (Gf), and a decrease of bad, authoritarian and aversive phantasies (Au), and also decrease of defence (Aw) and decrease of ambivalency (Amb). Multivariately the starting diagnosis of "narcicism" can be confirmed by a configuration for Gf, Au, Aw, Amb, (+-++), and it's decrease during R.E.D. sessions. Rather consistently over all R.E.D. sessions shows this case a transferency structure (--++)***, yet not for decreasing "narcicism".

Signings by the author here, on three cases by Robert Desoille from his experiments with R.E.D. during the 1920ies, show well efficiencies at consistency in mean, r tet ~ .78. (To be compared, for example, to: J. Wolpe, 1969, r tet ~ .87 for 72 cases; R. Tausch et al., 1980, r tet~ .76, for 127 cases; H. Leuner et al, 1980, r tet ~ .73, for 103 cases).

An excursus in short, here, will show author's position, how to work practically fromout Immanuel Kant's logical system with Carl R. Popper's naught-hypothesis:

Kant, (1783)	Popper, (1934)
Thesis Antithesis	Naught hypothesis (H0) Alternative hypothesis (HA)
Observations Concrete, abstract	Objective research in literature and observations
Successive formulation of hypotheses, Literature research Syllogisms	Experimentation: Successive formulation of hypotheses Inference statistics
Synthesis	Decision making wether to keep H0 wether to take HA and by which probability(ies)

As Kant did not yet know anything about up to Popper developed probability mathematics, he just seems to have abstracted those principles of Aristoteles' Syllogisms, who also seem to occur with Popper, as not abused as induction logics. When L. Wittgenstein had posed "the sense is nonsense", one could imagine, H0 to be nonsense. Popper says, H0 to be falsified, which does not mean to make a falsification, yet to refuse or to reject already known hypotheses, and, or, common hypotheses (Kant's "thesis") by contradiction (Kant's "antithesis") as (Popper's) HA with at least minimal error probabilities. *Popper rejects vehemently any induction logics* and verifiing theories.

One never can verify any hypothesis according to Popper, just keep or reject H0 under circumstances of probabilities.
Here had occurred Kant's infinite structures of categorical, apriorical in direction of transcendental and of maximes in exposteriorical direction towards transcendent.

One could not decide, who categorical were or had been the very first: the egg or the hen...

There are not only language differences in theories, yet also biological structures and structurings of perceptions, in relation to an individual and the world, along conditions and conditionings, learning and influenced by educational and cultural conditionings since early childhood's socialisation after the "first touch" and the five senses of to hear, to taste, to smell, to see, to feel within cultural spaces or environments (biotopes), climates, geological situations in space, or locations, and in times, within contexts of motives, motivations and maximes,

thus formatively and individually in interactive regulations and biologically togeather with learning and development.

Individual and interactive regulations within ever developing learning processes seem to influence (rather than "determine") *language behaviour as ideal actions*, too, yet *language ability appears rather biologically "prestabilized"* (rather than "determined"). There are differences in languages and the ability to perform languages, and not only so far human language ability (c.f. perrots), not only in foreign languages, which show different grammars and even different grammars of words, relatively where and when spoken: languages on stage, as standard, as faculty and branch specific, as milieu, as second background languages, etc.

As we shared with and since Kant, obviously there are to remark developmental changes in even the German origin language of Kant to our days. *An important contribution by Immanuel Kant to modern psychology is that idea of "apperception" of somehow knowledge before conscient perception, thus categorically.* Kant really had avoided to use the word "perception" (Wahrnehmung), and exepting his term "apperception", he had used the word "Empfindung" (sensation), both for perception and sensation. *Development of empirical psychology in Germany after Kant did a great step forward via Lotze, Herbarth, Fechner, Wundt, to differentiate between "perception" and "sensation"...*

Accustical utterings of individuals are not only languages...: individuals, male and female, laugh rather differently and regionaly differing, also differing when singing, crying, *twittering,* alike birds and swarms of birds of different kinds and in different regions at different times, and *touching the "formation-problem":*

"Nonsense", zero-hypothesis (H0) says: birds of same kinds twitter all alike.

Alternatively (HA): There are differences in bird twitterings (chants, chorus formations) in order of sounds and rhythms, not only of same birds' kind and region, yet among kinds and regions, even in different hedges and at different times.

To testing above hypotheses, the author had done etological research on bird's chanting.
Examples for research observations:

Those not ring-marked gulls at North-Rhine and those not by zoologists ring-marked sea gulls at mare Balticum rather cry like "pihoooo", an imitating similarily alike stronger and smaller birds impressionating bussards, falcons and sea eagles.

Those mostly by human scientists ring-marked sea-gulls at German North-Sea coast (for example at Amrum island) fly in greater groups and cry in big chorus-formations, imitating human chants or groaning of loving couples in the dunes, laugh loudly or cry like the donkeys, obviously impressionated by bigger than bussards etc., which they do not imitate, yet rather ring-marking scientists and their pets. There, and the "accent" is not that of birds of pray at North-Rhine, neither mare Baltikum, yet donkey alike "piiiihoo".
One could hear and differentiate with those North-Sea gulls at Amrum choruses alike, when author as stimulus had played on mouth organ and sung. They shout like beginning measures (of German popular song) "Kommt ein Vogel geflogen..." (K'naknaknaäknaknaknaäkna...), and those *at Amrum albatrosses alike gulls* (probably by sailors from Southern America imported eggs, they probably did not eat those eggs as proviant, when by error baught and braught along fertilized eggs) super big gulls in groups of about 20 birds, those chorus-formations of birds do not only chant German popular songs. Individuals of them steal your chicken leg from the glowing camping grill (barbecue), during the formation in responding your singing and mouth organ stimulus is chanting "Brahms' lulleby" ("Guten Abend, gut' Nacht.,..: "K'naäknaäknaknaknaknaä'k..."). Also when author had spread his arms to impressionate those big birds with their wildly crying rhythmical staccato and responding to authors mouth-organ play of "Brahms' lulleby" or "Kommt ein Vogel geflogen..." as stimulus, Amrum, 2003. Further Amrum research with mouth-organ stimulus to birds had become impossible after one week, when wet and salty sea air had damaged to out of tune author's mouth organ...

Reflecting the phenomenon of birds' chants (twitterings), "we have been cut..." ("Wir sind abgeschnitten worden...", - "chirp-chirp-chirp-chirp-chirp-chirp-chirp-chirp"), from dream awakening early morning perception of birds twittering, (a kind of "hypnotical" chopping during sleep, s.a. p. 2), rather had lead author to differ himself from freudian analysis concerning castration-fear-complex and towards musical research and compositions after birds' chants, as Freud had considered Analysis and music as incompatible.
With those ideas, birds imitating impressions, author successively and impressionately himself had done experimental research on *impressionate learning to birds*:

Successively, zero hypothesis (H0) says, too: there were no impressionate learning to birds.

Alternatively, sucessively and experimentaly (HA): author could impressionate about N ~ 3500 birds in groups or formations of 10 up to 30 birds, by clapping his hands, or using crackers, and mouth-organ play of certain melodies, which after this stimulus had been repeated for one or two measures in rhythm and sound alike. The (S→R) sequence of cracking noise, or clapping hands →

*chanting, shouting, playing mouth organ a melody → and responding birds' sound an rhythm for about two measures of thoses after crack last heard measures, appears with consistency of r tet ~ .80*** at about N ~ 3500 mostly finches, blackbirds and gulls.*

Further could be of interest, bio-psycho-physiologicaly, or zoologicaly that phenomenon of Rhine gulls about Dusseldorf-Kaiserswerth and Neuss-Grimlinghausen, Uedesheim to recognize (by small *gull formations of about 14...16 birds*) experimenting researcher after smell and contrast colours (hypothetically thus, good smell perception, and bad optic perception of gulls: recognizing roughly white stripe on blue anorack or white bread on black rocks, not brown bread on brown sand) and gulls seem to bee conditionable to food and sound, alike a feeding lady at Kaiserswerth had been followed by gulls (Hitchcock's "birds" alike), when experimentator her, them gulls feeding-bread, had accompanied with mouth organ tone, and blown mouth-organ, when she arrived again, another day.
While *normally about 14...16 Rhine gulls keep togeather in triangular formations* in search for food etc., one can observe *"social" formations of Rhine gulls of about 500 birds*, triangularly like small formations in length of hundred meters, and about fifty to hundred meters between banks (r tan ~ 1*** > .50***), banks distance of about three hundred and twenty meters near Düsseldorf, and flying one to two meters above Rhine, *flyghts in the evenings after shipping*, when Rhine shippers have finished about and after 8h p.m., Rhine formations of birds *obviously influenced by not only given natural and biological structures, yet also by human conditionings, also given by having build dikes along the river banks.*
What, and, will that do? One could lern to differentiate between birds' individuals, small groups' formations (in search for food), and bigger (social) bird formations: a kind of animalic "élan vital" (according to Henri Bergson).
Thus, above, probably can be found a kind of social motivation theory of and among birds (rather a kind of "élan vital" after Henri Bergson), comparable to psychological motivation theories of homeostasis rather than humanistic psychological motivation theories (after Abraham Maslow et al.), touching the question (of swarms and crowding) between formations and cultures.

Thus, here: Bergson and Maslow appear incompatibly. (Scientific fundamental paradox).

Thus: even if zero hypothesis (H0) could be rejected, and it can be affirmed that birds can learn by beeing impressionated (r tet ~ .80***; $\alpha < 0{,}001$), there rests a fundamental question of relevance, or how to relate to, between animalic and humanist motivational (cultural) views, a kind of relevance, if the sense made sense...

There are behaviouraly and formationally differences between gulls at different sea-coasts and river Rhine gulls.

Terminologically may be resting a possibly to be discussed problem of differences in terms to concreta and abstracta, concerning "formation" (formationing), "condition" (conditioning), "structure" (structuring), as *swarms of birds motivationally appear similarly to human crowds in satisfaction of shelter and of needs* (A. Maslow's first to ranking steps in his motivation theory, and even as motives in H. Bergson's "vitalist" sense) similarily in environmental-, social- (mass-), and person-centered- psychology, in space and in time, or at locations and in times... How etological motivationally to explain social swarm formations of about 500 gulls, which stay all over the year at Rhine, and are the no birds of passage, breeding on rubbish dumps and feeding brewery mash and not only Rhine fish.

Especially, environmental bio-psychological observations on formations of birds, remind on psycho-physiologics and cholinergous S → R relations and behaviour, (c.f. Laufs, K.-W., 2008, ff: "Music and Crowding", "Post-Fechner Paradox", look for, author's WEB-site, and here on pp 21ff).

In empirical psychology as human science there can be found asides theories of cognition and on consciousness. A *problem* to touch the *words "conscious", "consciousness",* which are obviously *avoided by a formation-theorist's, Ronald D. Laing*; while *Jean Paul Sartre claims there were no unconscious at all, everything were conscious,* what seem to result of Hegeling *twisting the substance theory by Immanuel Kant, and the theoretical ongoing development of conflict theories, and also neuroses theories:*

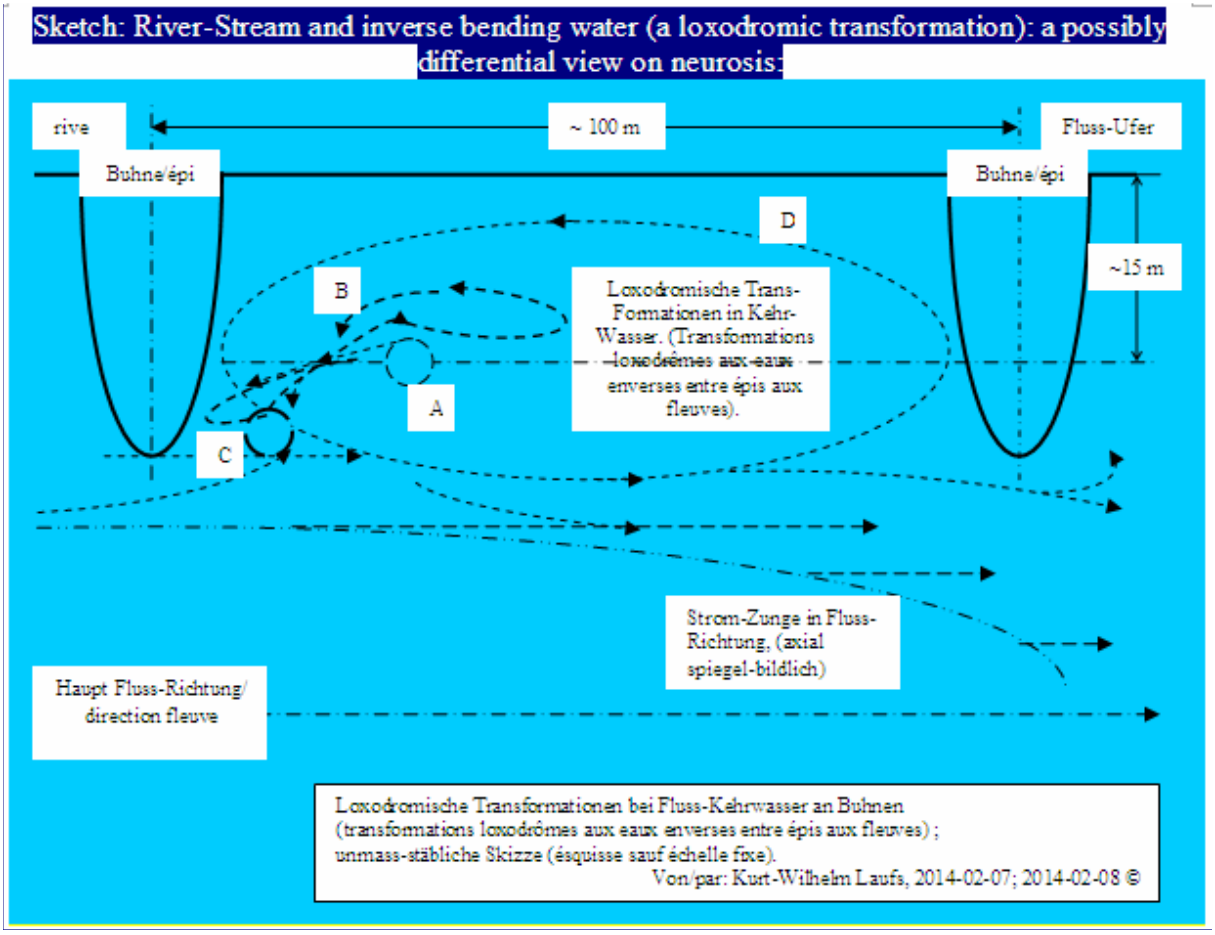
Kurt Lewin had formulated three forms of conflicts at individuals and within and fromout research on small groups: 1st a neurotic conflict of appetency and aversion, 2nd a narcicist appetency conflict of appetency and appetency, and 3rd an repressive aversion conflict of aversion and aversion.

If we used after Sigmund Freud as term for neurosis the term "Verdrängung" as "repression" the translation would not match those possible German connotations, which can lead to Archimedes and his physical "displacement" of water, when using the word "displacement" instead of "repression". "Störung", (since WHO-ICD 10) as possible German term for "disturbance" (of balance) won't mach "repression" for "neurosis", when "repression" from outside by environment and others, as S. Freud (GW XVII), or Thomas Szasz (fabrication of madness) describe psychosis as an "Ausgang eines Konfliktes mit der Umwelt", (S. Freud, in: Abriss der Psychoanalyse: ~ "Thus, psycosis is a result of a conflict with environment).

A boat with keel surely would not keep any balance and capsize, if it had too much displacement and not enough buoyancy, or, not any displacement and too much buoyancy, (different to a catamaran), thus, *we could compare the kind of dynamic balance in psychanalytic terms to appetency (as "buoyancy") and aversion (as "displacement")*, and learning theories and psychanalytic theories of nevroses would match, if psychanalysis thus were seen as a learning theory, also as Freud calls stimulus-reaction conditioning "Verlötung".

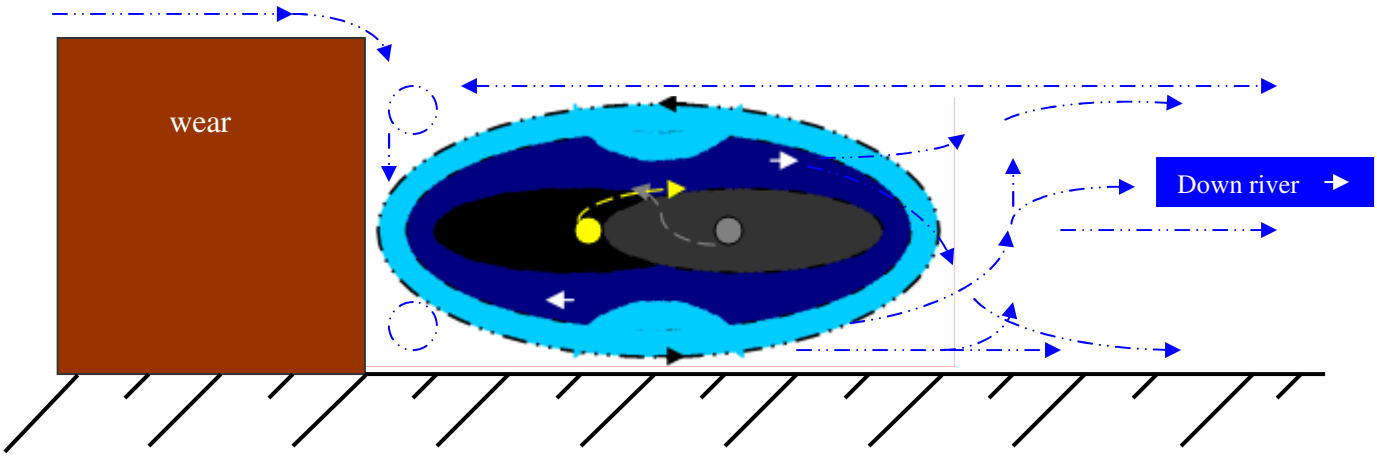
As neuroses can be "learned" a balance of dynamics, and had come to stand still (what Freud calls "fixation"), "therapy" can lead towards a going forwards, if spontanous remission did not occur. An example may be Point C in the following sketch, after point A, throw in drift wood, of between rips (épis) a bending river with it's rather stagnating whirl, just C. That loxodromic transformation could be compared to an ellipsoid back suction after and beneath weirs or water-falls, and also with Cassini curves in mathematics (please, look for author's WEB-site, windows: "Land unter", and "dramaturgische Choreographie...".

Sketch: River-Stream and inverse bending water (a loxodromic transformation): a possibly differential view on neurosis:



As "Verdrängung" (displacement and buoyancy) is seen differently in psychanalysis to "repression" and authoritarian aversion (Au), and to defence, "Abwehr" (Aw), and ambigous ambivalency (Amb), thus, to start with good feelings and appetency (Gf), authors chapter 2nd , "complex analysis", here, had begun with a discussion on R.E.D. by R. Desoille, when used Gf, Au, Aw, and Amb signings to 4-configuratively analyse any submitted paper or report on (day-) dreams... The reader may meet this schema of "complex-analysis" in author's following texts, more oftenly.

Sketch: Cassini curves and loxodromic transformation after a river-wear



Literature, p 37, and sources within text. Also author's WEB-Site, windows "Interaktives Lermen", and "Komplex-Analyse" (in German and French).

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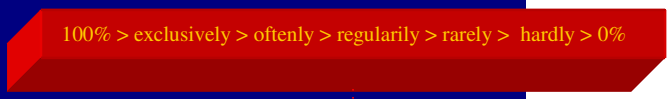
2. Needs and acculturation among Dutch, West-German, and Western-Swiss students.

A naught-hypothesis (H0) from field-research tells, internationally there were no differences in students' behaviour at N = 68 Germans (D), N = 31 western Swiss (CH), and N = 29 rom. cath. Dutch (NL) students, male and female, and mostly unmarried.
An alternative hypothesis (HA) says, there are differences among students in Europe of different nations.

Multivariate analysis in intercorrelation matrix (table 2) shows in colums differing after hights of selectivities, needs and acculturation some rather similarly being themselves interacting at German and Swiss students even if they differed high selectively, whereas both student groups (D; CH) differ sometimes highly selective from Dutch (NL) students (r tet ~ .96***), when 1st ranking of sexual appetency is 2ndly followed by saturation of needs and 3rdly by acculturation. Selectivities at D and CH concerning mashed stews show r tet > .86 > . 84. D students performed in this sample lower level of knowledge of foreign languages than CH and NL (foreign language educational quotient, L.Q., relevant to acculturation factor: D ~ 36%; CH ~ 39%; NL ~ 49%). For those *N = 128 students in 3 European countries, Germany, the Netherlands, west Switzerland*, hypothetical factors "needs" and "acculturation" show in average a *selectivity coefficient, r tet ø ~ .75***, (α < 0,001)*, after author's field research, at *reliability after Cronbach's α ~ .925.* At those mere studentic samples here, a *regression analysis confirms significantly a hypothetical "vitalist" factor of needs (nutrition and sex)*, when comparing Henri Bergson's "élan vital" to Abraham Maslow's first two steps in "motivation theory", while a in this study *not significant social cultural factor of acculturation* finds itself below peculiar value, pv < 1, what can be explained by specific studentical situations of still ongoing learning, still beeing dependent on parents, and lack of riper steps of recognition, love and self-actualization according to A. Maslow's "motivation theory". Later, an *externe validity* after cross validation by a pedagogical study on leisure time behaviour of Germans by W. Opaschowski, BAT institute, 2004, shows *r tet ø > .72*** (α < 0,001).Table 1 shows author's rating items for field research*, also possibly further to develop a test by. Some of the items *had been reported in a first version of IAST,* a German validation of W. C. Becker's theory of educational styles, (Laufs, K.-W., *2000: Inter-Aktions-Stil-Test.* ZPID, Trier, Leibniz Gesellschaft). A different & completed IAST ed. in author's WEB-Site, window: Zw. Ind. & Mass., att.): After IAST as *meals/eating*, selected here after significance *"mashed stews"*, and *"continantal kitchen"*, as *drinks/drinking "water and lemonade", sexual activities, democracy factor's dimensions (dem) "permissive" (P), "calm detachment" (CD), "warmth" (W),* language abilities among students as a kind of verbal intelligence in different languages: *language quotient (lq).*

Table 1: Rating items to sign needs and nutrition, per person, (even as testing sheet):

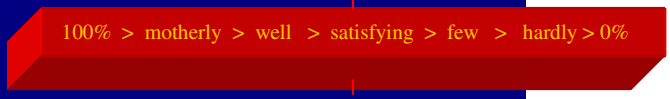


01. Eating:
01.1. mashed stews (Sel. r tet ~ .77)
01.2. continental kitchen (Sel. r tet ~ .71)

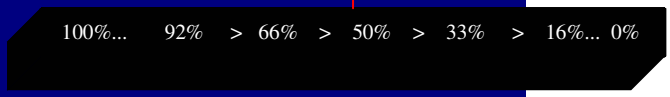
02. Drinking:
02.1.. water, lemonade (Sel. r tet ~ .78)

03. Sex:
03.1. intercourse, masturbation,
sex-moaning (Sel. r tet ~ .78)

04. Democratic behaviour:
04.1. goal directed reinforcing
(W.C. Becker's "P"),
04.2. Relaxed (-"- "CD"),
04.3. Unconditioned reinforcing
(-"- "W"); (P CD W; +++; Sel. r tet ~ .74)



05. Language ability:
05.1. German
05.2. English
05.3. French
05.4. Dutch
L.Q. ~ language quotient ~ (sum 05.) : 4
Sel. ~ Selectivity r tet ~ .75



Average selectivity r tet ~ .75***

Scaling for frequencies

Standard measurement fault at ~ 3,5 by above 11 items ~ 32% ~ (2 x 16%).

(Standard measurement fault after variance 5,325 / $\sqrt{.55}$ ~ 3,5; c.f. table page 20)

Table 2.: Intercorrelations in needs and acculturation (mashed stews, ms; continental kitchen, cc; water and lemonade, wl; sexual activity, sa; democratic behaviour, dem; language quotient, (lq) about N = 128 European students, from which N = 68 Germans (D), N = 31 Swiss (CH), N = 29 Dutch (NL); coefficient r tet ø ~ .75, (a < 0,001), geometrical solutions after Mosier nomogramme.

Table 2.1.: Intercorrelations of above N = 128 (D, CH, NL) sup. with N = 68 (D) German sample inf.

r tet		D (N = 68)					
item		ms	cc	wl	sa	dem	lq
.	inf %	25%	65%	30%	50%	38%	36%
	sup %						
D							
ms	25%	---	.45	.79	.59	.70	.71
cc	65%	.90	---	.88	.80	.84	.85
wl	30%	.84	.48	---	.61	.71	.72
sa	50%	.87	.63	.83	---	.79	.80
dem	38%	.85	.55	.80	.65	---	.75
lq	36%	.84	.54	.79	.64	.72	---
CH							
ms	20%	.73	.42	.78	.58	.69	.84
cc	65%	.90	.77	.88	.80	.84	.85
wl	30%	.84	.48	.78	.61	.71	.72
sa	25%	.83	.45	.79	.59	.70	.71
dem	35%	.84	.54	.79	.64	.72	.75
lq	39%	.85	.55	.80	.65	.74	.75
NL							
ms	45%	.86	.60	.82	.70	.76	.78
cc	25%	.83	.45	.79	.59	.70	.71
wl	30%	.84	.48	.78	.61	.71	.72
sa	10%	.81	.38	.76	.52	.66	.68
dem	38%	.85	.55	.80	.65	.74	.75
lq	49%	.87	.63	.83	.71	.79	.80

Table 2.2.: Intercorrelations of N = 128 (D, CH, NL) sup. with N = 31 (CH) Swiss sample inf.

r tet			CH (N = 31)					
item			ms	cc	wl	sa	dem	lq
.		inf %	20%	65%	30%	25%	35%	39%
	sup%							
D								
ms	25%		.88	.45	.79	.83	.71	.70
cc	65%		.92	.77	.88	.90	.85	.84
wl	30%		.88	.48	.78	.84	.72	.71
sa	50%		.58	.63	.83	.87	.80	.79
dem	38%		.89	.55	.80	.85	.75	.74
lq	36%		.86	.54	.79	.84	.75	.72
CH								
ms	20%		---	.42	.78	.73	.84	.69
cc	65%		.92	---	.88	.90	.85	.84
wl	30%		.88	.48	---	.84	.72	.71
sa	25%		.88	.45	.79	---	.71	.70
dem	35%		.86	.54	.79	.84	---	.72
lq	39%		.89	.55	.80	.85	.75	---
NL								
ms	45%		.90	.60	.82	.86	.78	.76
cc	25%		.88	.45	.79	.83	.71	.70
wl	30%		.88	.48	.78	.84	.72	.71
sa	10%		.88	.38	.76	.81	.70	.66
dem	38%		.89	.55	.80	.85	.75	.74
lq	49%		.91	.63	.83	.87	.80	.79

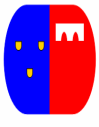


Table 2.3.: Intercorrelations of N = 128 (D, CH, NL) sup., with N = 29 (NL) Dutch sample inf.

r tet		NL (N = 29)					
item		ms	cc	wl	sa	dem	lq
	inf %	45%	25%	30%	10%	38%	49%
.	sup%						
D							
ms	25%	.63	.83	.79	.95	.70	.60
cc	65%	.81	.90	.88	.96	.84	.80
wl	30%	.66	.84	.78	.96	.71	.62
sa	50%	.73	.87	.83	.96	.78	.71
dem	38%	.69	.85	.80	.96	.74	.65
lq	36%	.69	.84	.79	.96	.72	.64
CH							
ms	20%	.62	.73	.78	.95	.69	.58
cc	65%	.82	.90	.88	.96	.84	.80
wl	30%	.66	.84	.78	.96	.71	.62
sa	25%	.63	.83	.79	.95	.70	.60
dem	35%	.69	.84	.79	.96	.72	.64
lq	39%	.69	.85	.80	.96	.74	.80
NL							
ms	45%	---	.86	.82	.96	.76	.70
cc	25%	.63	---	.79	.95	.70	.60
wl	30%	.66	.84	---	.96	.71	.62
sa	10%	.59	.81	.76	---	.66	.53
dem	38%	.69	.85	.80	.96	---	.65
lq	49%	.73	.87	.82	.96	.78	---

Table 3 : Regression analysis to N = 128 (international students' sample, N D = 68, N CH = 31, NL = 29, shows two factors, FI for "needs" ("Komponente 1"); FII for "acculturation" ("Komponente 2"), and intercorrelations for above items as variables 1...6, N of students agreeing to each item, FI on: nutrition (1...3), sex (4), FII on: democracy (5), language quotient (l.q.) as "s.q." (for "Sprach-Quotient", 6). Obviously the samples of 3 nations differ most on FII, which (as "Komponente 2) is not significat here, for it's peculiar value ("Eigenwert"), pv = 0.556 < 1. (SPSS solutions):

Variablen-Tabelle für N = 128 (internationale Studenten-Stichprobe) und Faktoren (F I und F II als Regressionsanalyse):

	1. m.s.	2. c.c.	3. w.l.	4. s.a.	5 dem.	6 s.q.	F I	F II
N D	17	44	20	34	25	24	1,13728	,83902
N CH	6	20	9	8	11	12	-,39562	-1,10656
N NL	13	7	9	3	11	14	-,74167	,26753

Korrelations-Matrix der Variablen (1…6)

	1	2	3	4	5	6
1	-	.512	.778	.674	.778	.866
2	.512	-	.938	.980	.938	.873
3	.778	.938	-	.989	1,000	.988
4	.674	.980	.989	-	.989	.953
5	.778	.938	1,000	.989	-	.988
6	.866	.873	.988	.953	.988	-

1,000 (Kommunalitäten)

Erklärte Gesamtvarianz

Komponente	Eigenwerte			rotierte Summe quadrierter Ladungen
1	5,444	90,734%	90,734 kumul. %	5,235
2	.556	9,266%	100 kumul %	3,305

Literature, authors, sources, within text, author's WEB-Site, window "Between Individual and Mass", Attachments, and here in text p. 37...42. Further literature indications ("Literaturangaben"):

Literaturangaben:

Becker, W.C., 1964: Consequences of different kind of parental discipline. Deutsch in: Herrmann, Th., 1972: Psychologie der Erziehungsstile. Hogrefe. Göttingen.

Laufs, K.W., 1999: IAST. Kurzbeschreibung in: H. Lukesch, 2000: Handbuch psychologischer und pädagogischer Testverfahren. PSYTKOM, ZPID, Tier.

Opaschowski, Walter, in: Ruhr Nachrichten (BAT-Studie, Zeitungsmeldung 14.7.2004, zitiert im Text)

3. Ralated to Fechner-Paradox: Appreciation versus rejection at "music and crowding"
as a cholinergous stimulus → response relation to music in differently crowded environments.

Induction logical upwards (U) and downwards (D) directions in sociology (at least dyadically centered), having left persons' individual centered view of empirical psychology, can be rejected with their sociologismic absurdity, after here, authors' social-psychological and psycho-physiological field-research-study on "music and crowding" (Laufs, K.-W., 2008: "Musik und Crowding". – "Nachbarn in Europa". In authors' WEB-site. Updates 2013, 2014).
When sociology leaves an objective level of descriptions of able to observe individuals' behaviour, and records of observations cannot be revised, when after leaving objective behaviour records, instead had been introduced, descriptions by adjectives, and it rests, who the most speaks or talks were upwards (U) in social status, it would also concern talks, lessons or other performances (as music, for example).
A problem appears here: that of sense. What were the relevance, to signing "U", if talker, speaker or performing man would not meet with any appreciation? Those dimensions up and down made no sense, exepting Ptolemaios' view on earth as a flat surface and were not a roundly-ellipsoid globe, as in boxing or other sports. Sure, the winner is "up" on the stage, pedestal, platform, even if others and even spectatators agree, wether won't agree. Thus, approval, affirmation, or rejection appear rather appropriate the questions, and not "up" and "down" (Cesars' thumb alike). Every politician as democratically elected needs approval, agreement and affirmation and no sociological induction logics, when "silent majorities" as indifferent can not be interviewed, nor estimated.
When Theodor W. Adorno (1961, 1969) rather absurdly had talked on "Positivismus-Streit", as 'quarrels with positivism' have different meanings, he had looked at myths within a context of totalitarian top of a system, keeping himself inherently within western culture, where science fighting those myths and mythologies becomes itself a myth: the myth of science.
Asides language problems could rest convergency-, and discriminancy-problems.
To the problem "appreciation", and rather "affirmation" versus "rejection", the following psychological field research "music and crowding", appears a post Fechner paradox, even related S → R (stimulus-response) in context of performance of music by mouth organ play of author in different crowding fields (rankings: c low; c middle; c high; number of people per squaremeter rather in decimal fractions) to natural states of arousal (ralated to crowding) a balance between neuronal acetycholine and acetylcholine-esterase of individual human neuronal converging metabolism analogously to metabolism in formations of individuals in hardly-, middle-, or (very-) dense crowding fields. Compared to famous Schachter and Singer experiments with gifts of epinephrine

and norepinephrine *(Schachter, S. & J. Singer: Cognitive, social and physiological determinants of emotional state. Psychol. Rev. 1962, 69, 379...399)*: the "yeepee" effect of appreciation and affirmation and consent in "music and crowding" took no drugs at all, yet merely differently crowded situations.

Naught hypothesis (H0): people react always the same to the mouth-organ play of author and field researcher.

Alternatively (HA): consent, affirmation, appreciation (A) to music appears high, appetency Gf, social learning, (+---), when highly-dense crowding situation, and high, when low-dense crowding. At middle-dense crowding people appear rather boared-indifferently (I,), self deny (----) or rejecting (R), authoritarian, aversive conflict (-+++); (c.f. chapter 4.; 16 CF).

Research had been done in observing to mouth-organ play by the author himself, N ~ 260 people (~ 100%) and reactions, related to different crowding fields (CF 1...3) ~ 100%:

CF1 with N ~ 100 pers. (39%), in busses (N ~ 30, male 10, female 20) and trains (N ~ 70, male 30, female 40) during rush hours, rather high crowding; CF1 ~ 0,148 pers./sq.m.

CF2; N ~ 120 persons (46%), at river-bank promenades, (N ~ 60 walkers, male N ~ 30, female N ~ 30); and at river-site strands, swimmers, taking sun bath, walking, N ~ 60, male N ~ 40, female N ~ 20; low crowding; CF2 ~ 0,00666 pers./sq.m.

CF3; N ~ 40 persons (15%), male N ~ 20, female N ~ 20, living in town and walking in street; middle crowding; C3 ~ 0,03 pers./sq.m.
Arithmetic middle; (C1...3) ~ 0,0624.

C2 < C3 < C1; as "ranking scale". Comparing consistency to CF; in common coeff., r tet ~ .77***, (a < 0,001).

Estimated average of age of N ~ 260 observed persons about 35 years old, range between 8 years and 70 years.

Behavioural reactions to mouth-organ play by autor are estimated after "rejection" (R), derogatories; "indifferency" (I), passing by without stop or without remark; "appreciation" (A), affirmation, consent, applause, chanting to mouth-organ play.

Table 1: intercorrelations of music stimulus → public reaction, in 3 crowding fields, CF. Please, look above for abbreviations.

		CF1			CF3			CF2		
	inf.%	R	A	I	R	A	I	R	A	I
	sup.%	1%	74%	25%	18%	8%	76%	1%	30%	69%
CF1										
	R 1%	-	.20	.81	.89	.96	.22	.99	.74	.30
	A 74%	.99	-	.92	.94	.97	.82	.99	.91	.81
	I 25%	.99	.40	-	.90	.96	.38	.99	.79	.41
CF3										
	R 18%	.99	.34	.82	-	.96	.32	.99	.78	.39
	A 8%	.99	.29	.81	.89	-	.26	.99	.76	.31
	I 76%	.99	.84	.93	.94	.97	-	.99	.92	.82
CF2										
	R 1%	.99	.20	.81	.89	.96	.22	-	.74	.30
	A 30%	.99	.42	.84	.90	.96	.40	.99	-	.43
	I 69%	.99	.78	.91	.93	.96	.76	.99	.90	-

common average coefficient, r tet ~ .74***

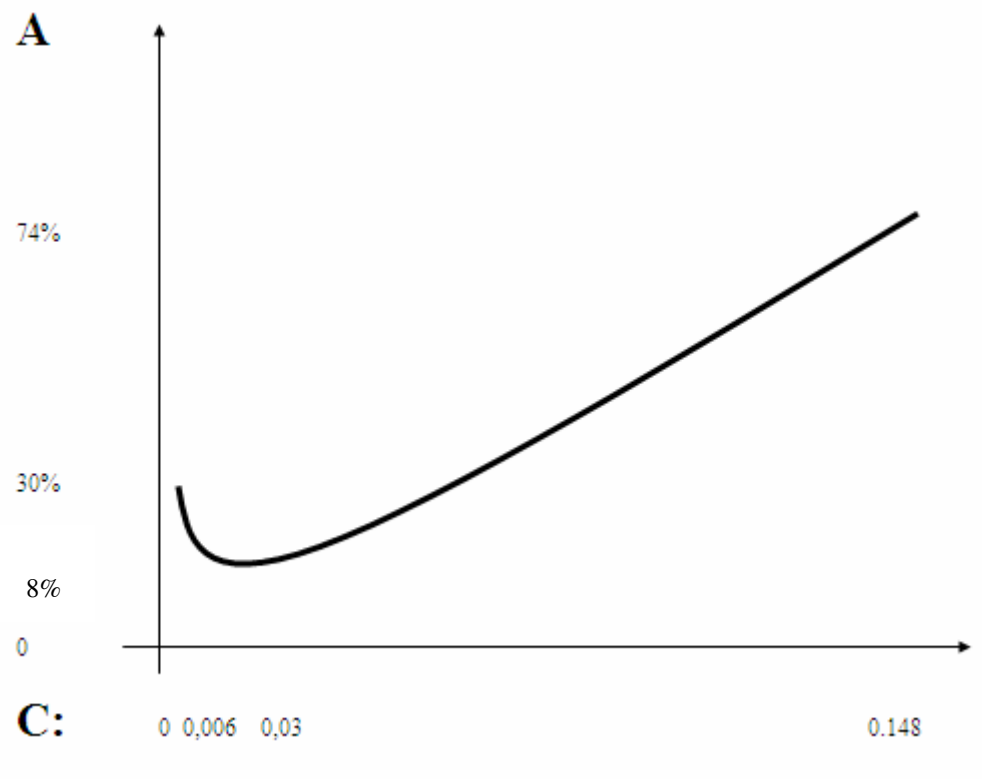


Illustration 1: crowding, C, and Fechner U-curve to appreciation A, to music, N ~ 260.

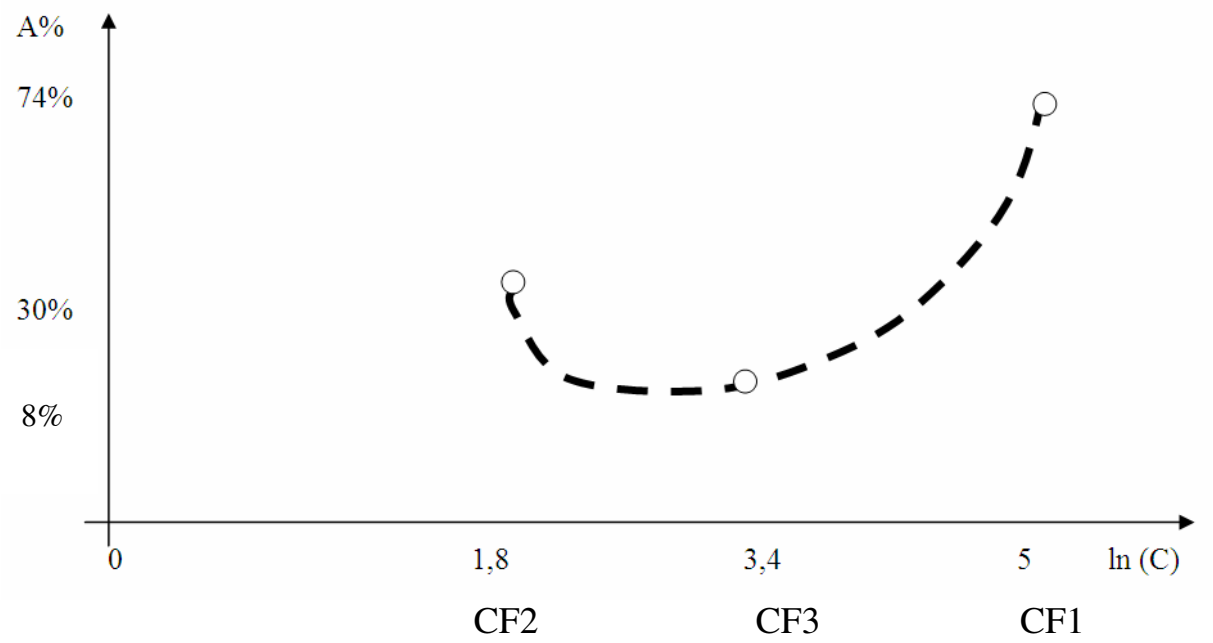


Illustration 2: Logarhythm naturale to illustration 1 (Fechner-Paradox), music and crowding.

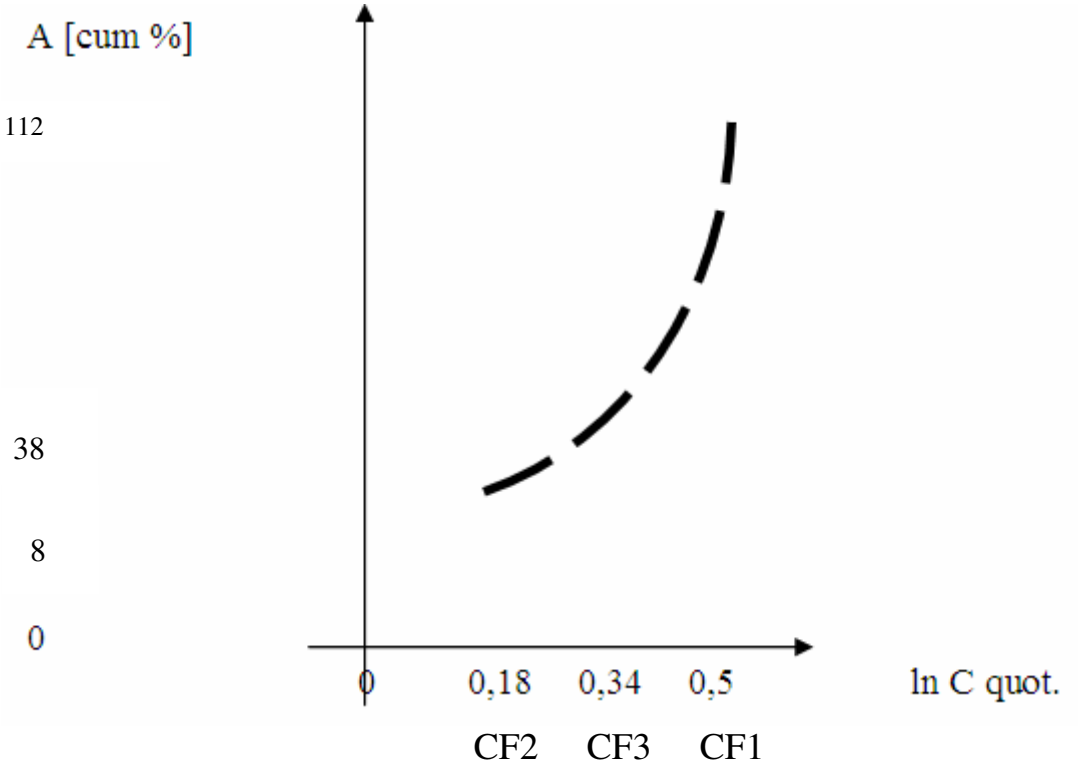


Illustration 3: Cumulated U-curve, Fechner-Paradox, appreciation A, music, and crowding C, c.f. illustrations 1 and 2.

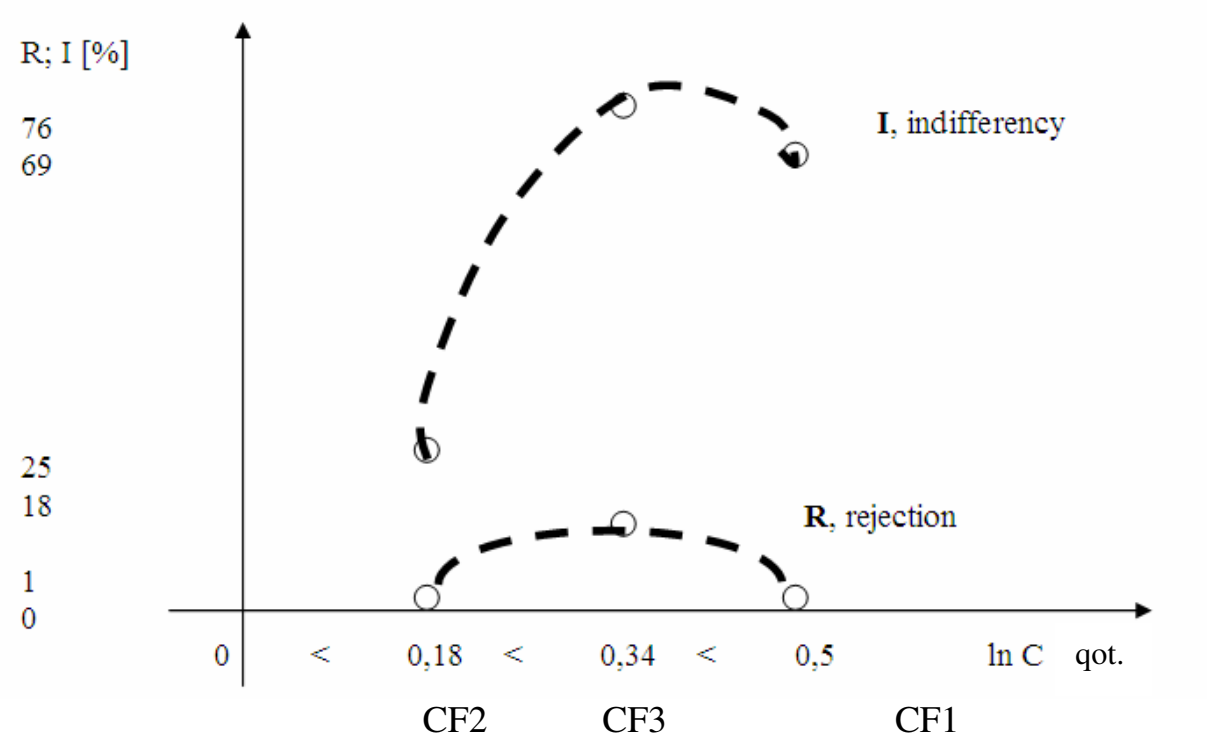


Illustration 4: Towards music, indifferency, I, and rejection, R, in 3 crowding fields, CF, ranking scale of natural logarhythms to crowding quotients, ln C.

Literature, authors, sources within text, and page 38. And author's WEB-Site, attachments.

5. Neighbours in Europe: results of psychological empirical field research in stereotypes: National auto - and hetero - stereotypes in D, NL. Towards a complex analysis (16CF).

Authors naught hypothesis (H0), DAAD Saarbrücken, 1975, said: there were no differences between Dutch and German Stereotypes.

Alternative hypotheses (HA) were:
HA 1: among Southern-Germans to find rejection of Dutchmen
HA 2: sympathy towards Dutchmen among North-Rhine-Westfalian border inhabitants
HA 3: sympathy towards Germans among Gelderlandian-Nymegenarian border inhabitants
HA 4: rejection of Germans among Dutch coast inhabitants

Theoretical foundations keep science definition of empirical psychology, and multivariate analytical attempt, here with before the beginning of research defined error probabilities about $\alpha < 5\%$, as well "logics of research" (Popper, C.R., 1934: Logik der Forschung. Mohr, Tübingen).

Data survey:
In free, projective interviews the author had used as standard questions, "what do you think of Dutchmen?", and "what do you think of Germans?", questions posed at the Saar and at North-Rhine in German language, and in and around Nymegen and and the coast between Zeeuws-Vlaanderen and North-Holland in Dutch language.

Among NP = 158 persons, male and female, average age of 25 years with between about 20 and 50 years old, there turned out NA = 304 answers on national auto- and hetero- steretyping attributions. Those recorded surveys on statements or attributions had been written on a list, signed by plus and minus after "social desirability" (+, wether desired; -, wether undesired), also in correspondence to language knowledge and interpretations by the author. Several times same attributions (among NP = 158) had been summed up to comparable Item selection of sample (8 x 38 = 304 = NA).

Among NA = 304 items (after NP = 158), there turned out at 36 very significant items on heterostereotypings at the Rhinish German border, German South, Dutch border to Rhine and Dutch western coast (D-R h; D-S h; NL-N h; NL-C h) in rows on four-configurations showing a level less than 1 % α- error probability, nominally scaled, according to table 3/Γ the following valid and very significant item-attributions are: (02; 04; 12; 11) comfortable - uncomfortable - compulsive - compulsive; (03; 19; 20; 03) sociable - loudly- muffles - uncomfortable; (07; 07; 26; 06) modest - griedy - show offish - are big and fat muffles; (15; 31; 19; 05) tolerant - easy-going - ugly to the handicapped - do not try to speak Dutch; (20; 08; 30; 38) rationally - materialistically - did not understand - understanding problems; (21; 35; 29; 35) reasonable - protestants - do not understand- language problems; (25; 37; 33; 33) cheap shopping - smart - masses of Germans come to the Netherlands - they mock on Dutch beer; (26; 16; 21; 37) cheap Diesel oil - bad truck drivers - have bad coffie - understanding problems; (30; 06; 03; 14) love children - keep only in Dutch groups together - are big and fat - ugly to the handicapped.
*Nought hypothesis, there were no differencies between Dutchmen and Germans, can be rjected. One of alternative hypotheses, there were sympathy at Dutch border people for Germans can be rejected. (Author's bias). Clearing consistency r tet ~ .77***; c.f. following chapters "complex-analysis".* Authors' biasis seems to result from sympathy towards border Germans by border Dutch (a not asked question in this research project), who speak the same dialect and have similar cookeries, for sympathy correlates theoretically also with assumed similarity. (Please, look for further attachments on author's WEB-site).

After above check in 4-configurated analysis after social desirability, there was done complex analysis (elaborated KFA, look for algorhythm "check list" or algorhythm "Konfigurations-Frequenz-Analyse" by the author in his WEB-site's windows and attachments, or here: p 34, and further practical examples, pp 34 ff), after signings to each item after Gf, Au, Aw, Amb (look above):

Tables 1 & 2: DRa (German Rhinish auto-stereotypes)::

Für DRa, Σ RUN = 38 ~ 100 %

Gf	Au	Aw	Amb	RUN	%	Alpha
+	-	-	-	23	60	0,001
-	-	-	-	6	16	nicht signifikant
+	+	+	+	5	13	(0,05) 2s
-	+	+	+	3	8	(0,001) 2s
+	-	+	+	1	3	(0,001) 2s

DRa, Inter-Korrelationen, Koeffizient r tet ~ .84***, (r ~ .64***)

. %	3	8	13	16	60
%					
3	---	.96	.93	.91	.40
8	.98	---	.93	.91	.42
13	.98	.96	---	.92	.42
16	.98	.96	.93	---	.44
60	.98	.97	.95	.93	---

Tables 3 & 4: DRh (German Rhinisch hetero-stereotypes on Dutchmen)::

Nordrheinische Stereotype:

Für DRh, Σ RUN = 38 ~ 100 %

Gf	Au	Aw	Amb	RUN	%	Alpha
+	-	-	-	32	84	0,001
-	-	-	-	2	5	(0,001) 2s
-	+	+	+	3	8	(0,001) 2s
+	+	+	+	1	3	(0,001) 2s

DRh, Inter-Korrelationen. Koeffizient: r tet ~ .77***; (r ~ .55***)

. %	3	5	8	84
%				
3	---	.97	.96	.16
5	.98	---	.96	.18
8	.98	.98	---	.20
84	.98	.97	.96	---

Table 5 & 6: DSa (German Saar auto-stereotypes)::

Für DSa,				Σ RUN = 38 ~ 100 %		
Gf	Au	Aw	Amb	RUN	%	Alpha
+	-	-	-	23	60	0,001
+	+	+	+	5	13	(0,05) 2s
-	-	-	-	2	5	(0,001) 2s
-	+	+	+	8	25	nicht signifikant

DSa, Inter-Korrelationen, Koeffizient r tet ~ .80***, (r ~ .58***)					
.	%	5	13	25	60
%					
5		---	.93	.92	.41
13		.97	---	.82	.42
25		.97	.93	---	.50
60		.97	.95	.90	---

Tables 7 & 8: DSh (German Saar hetero-stereotypes on Dutchmen)::

Für DSh,				Σ RUN = 38 ~ 100 %		
Gf	Au	Aw	Amb	RUN	%	Alpha
+	-	-	-	9	24	nicht signifikant
-	+	+	+	21	55	0,001
+	+	+	+	3	8	(0,001) 2s
-	-	-	-	5	13	(0,05) 2s

DSh, Inter-Korrelationen, Koeffizient r tet ~ .80***, (r ~ .58***)					
.	%	8	13	24	55
%					
8		---	.93	.82	.48
13		.96	---	.82	.50
24		.96	.93	---	.52
55		.96	.94	.89	---

Tables 9 & 10: NLGa (Dutch border auto-stereotypes):

Für NLGa,				RUN = 38 ~ 100 %		
Gf	Au	Aw	Amb			
+	-	-	-	28	74	0,001
+	+	+	+	2	5	(0,001) 2s
-	+	+	+	2	5	(0,001) 2s
-	-	-	-	6	16	(0,01) 2s

NLGa, Inter-Korrelationen, Koeffizient r tet ~ .78***, (r ~ .57***)				
.	%	5	5	16	74
%					
5		---	.97	.91	.28
5		.97	---	.91	.28
16		.98	.98	---	.32
74		.97	.97	.94	---

Tables 11 & 12: NLGh (Dutch border hetero stereotypes on Germans):

Für NLGh, Σ RUN = 38 ~ 100%						
Gf	Au	Aw	Amb	RUN	%	Alpha
-	+	+	+	15	39,5	0,001
-	-	-	-	6	16	nicht signifikant
+	-	-	-	13	34	nicht signifikant
+	+	+	+	4	10,5	nicht signifikant

NLGh, Inter-Korrelationen, Koeffizient r tet ~ .82***, (r ~ .60***)					
.	%	10,5	16	34	39,5
%					
10,5		---	.92	.71	.66
16		.95	---	.72	.68
34		.95	.92	---	.70
39,5		.95	.92	.78	---

Tables 13 & 14: NLKa (Dutch coast auto-stereotyps):

Für NLKa, Σ RUN = 38 ~ 100%						
Gf	Au	Aw	Amb	RUN	%	Alpha
+	-	-	-	36	95	0,001
+	+	+	+	2	5	(0,001) 2s

NLKa, Inter-Korrelationen, Koeffizient r tet ~ .53*, (r ~ .38*)			
.	%	5	95
%			
5		---	.08
95		.98	---

Tables 15 & 16: NLKh (Dutch cost hetero-stereotypes on Germans)

Für NLKh, Σ RUN = 38 ~ 100 %					
Gf	Au	Aw	Amb	RUN	%	Alpha
-	-	-	-	8	25	nicht signifikant
+	-	-	-	13	34	nicht signifikant
+	+	+	+	1	3	(0,001) 2s
-	+	+	+	16	42	0,001

NLKh, Inter-Korrelationen, Koeffizient r tet ~ .80***, (r ~ .58***)					
.	%	3	25	34	42
%					
3		---	.82	.71	.64
25		.97	---	.73	.68
34		.97	.83	---	.70
42		.97	.86	.79	---

Table 17: Overview over significant stereotypes, e-KFA (look also for table 18...20). (DRh…NLKa, look at tables 1...16). (Interpretation of e-KFA factorial configurations look for tables 18...20, 21), (16 Complex-factors look at table 21).

Konfiguration/Faktor	DRh	DRa	DSh	DSa	NLGh	NLGa	NLKh	NLKa
+--- /soziales Lernen	***	***		***		***		***
----/Selbstverleugnung	(***)		(*)	(***)		(**)		o.B.
-+++/Aversionskonflikt	(***)	(***)	(***)		***	(***)	***	o.B.
++++/klassisch neurotisch	(***)	(*)	(***)	(*)		(***)	(***)	(***)
+-++/narzizistisch	o.B.	(***)	o.B.	o.B.	o.B.	o.B.	o.B.	o.B.

Tables 18, 19 & 20: For D and NL RUN = 304 stereotypes: Main components (factor analysis), here, had taken e-KFA factors as variables. Main components approve and affirm above those in table 17, e-KFA factors (resumé to tables 1...16). Table 19 and 20 explain, clearing up to cumulated variance ~ 95,374 %, for 3 components (hyper-factors), at about error-probability ($a < 0{,}05$), for EW > 1, ("Eigenwert", peculiar value, p.v.). Interpreting hyper factors in table 20: F1 is loading on self deny (----; r load. ~ .829) and aversion conflict (-+++; r load. ~ .924) and contraryly to social learning (+---; r load. ~ -.973); F2 is loading on narcicistic conflict (+-++; r load. ~ .978); and F3 is loading on classical neurotic conflict (++++; r load. ~ .977); look at table 21, page 32):

Tabelle: Korrelations-Matrix der deutsch-niederländischen Gesamt-Stichprobe N = 302 mit Faktoren der elaborierten Konfigurations-Frequenz-Analyse (e KFA als Variable):

	(+ - - -)	(- - - -)	(- +++)	(++++)	(+ - ++)	Kommunalitäten-Extraktion (Nach Subtraktionen von 1,000)
+ - - -	-	-.707	-.967	-.298	-.036	.994
- - - -	-.707	-	.553	-.107	.241	.895
- +++	-.967	.553	-	.228	-.198	.945
++++	-.298	-.107	.228	-	.108	.971
+ - ++	.036	.241	-.198	.108	-	.964

Tabelle: Summen-Rotation quadrierter Faktor-Ladungen für Extraktion: Gesamt-Varianz

Komponente (F)	Eigenwert (EW)	Varianz %	Kumulations- %
F 1	2,500	50,000 %	50,000 %
F 2	1,146	22,918 %	72,918 %
F 3	1,123	22,456 %	95,374 %

Tabelle: Rotierte Komponenten-Matrix

	F 1	F 2	F 3
+ - - -	-.973	.037	-.215
- - - -	.829	.358	-.283
- +++	.924	-.232	.191
++++	.107	.071	.977
+-++	-.032	.978	.076

Transformations-Matrix

	F 1	F 2	F 3
F 1	.984	.015	.175
F 2	.020	.981	-.193
F 3	-.175	.193	.965

Table 21: Interpretations to complex analysis. “16 CF” complex-factors, (KF16). Configurations with percentages, for RUN = 1497, (D & NL stereotypes togeather with other signings on case studies of guided affected imagineries, for example R.E.D. Robert Desoille, literature, and author’s own case studies), factor number and interpretation of complex-factors.:

Tabelle : Interpretationen von Komplex-Faktoren (KF) -
Interpretations to complex-factors (CF); RUN = 1497

Gf	Au	Aw	Amb	%	*No. Faktoren-Interpretation (KF)*	*no.*	*CF*
+	+	+	+	17	*1. klassisch-neurotischer (Appetenz-Aversions-) Konflikt*	*1.*	*appetence-aversion conflict*
+	+	+	-	0	*2. (o.B.): neurotischer Starrsinn (hypothetisch)*		*(hypothetically)*
+	+	-	+	0	*3. (o.B.): sensitiver Appetenz-Aversions-Konflikt (hypoth.)*		*(hyp.)*
+	+	-	-	1	*4. reiner (starrsinniger) Appetenz-Aversions-Konflikt*	*4.*	*obstinate appetence-aversion-conflict*
+	-	+	+	8	*5. narzisstischer Appetenz-Konflikt*	*5.*	*narcissic appetence-conflict*
+	-	+	-	1	*6. narzisstischer Starrsinn*	*6.*	*narcissic obstinate*
+	-	-	+	1	*7. appetent sensitive Euphorie*	*7.*	*appetent sensitive euphoric*
+	-	-	-	10	*8. soziales Lernen*	*8.*	*social learning*
-	+	+	+	12	*9. Aversions-Konflikt*	*9.*	*aversion conflict*
-	+	+	-	1	*10. aversiv-autoritärer Starrsinn*	*10.*	*obstinate aversive rigidity*
-	+	-	+	4	*11. sensitiver Aversions-Konflikt, phobisch, (traumatisch phobischer Auslöser)*	*11.*	*sensitive aversion-conflict, phobic, (phobic cue)*
-	+	-	-	1	*12. reine Aversion, existentielle (existentialistische) Bedrohung*	*12.*	*pure aversion, existential threat*
-	-	+	+	12	*13. Übertragung, abwehrende Selbst-Behauptung mit kreativer Originalität*	*13.*	*transference, self defense with creative intelligence/originality*
-	-	+	-	0	*14. reine, starre Abwehr, Selbst-Behauptung*		*(hyp.)*
-	-	-	+	2	*15. reine Ambivalenz, (fan-) fabulatorisch, feldabhängig nicht abwehrende Originalität, (kreative Intelligenz)*	*15.*	*pure ambivalence fabulatoric original, less objective, creative original, not as defense-mechanism*
-	-	-	-	4	*16. Aufgeben, Selbstaufgabe, Bürokratismus,*	*16.*	*giving up, beaurocratic style self-deny*

Also look for, please, author’s WEB-site, “psychological bulletin”, window: “interatives Lernen” / “apprentissage intéractionelle”, and window: “Komplex-Analyse”; as well as attachments.

Table 22: Item selectivities to 13 out of 16 complex factors (description in tab. 21); (Average r tet > .96***; also author's signaturing consistency, after response unit number, RUN = 1497).

CF No.		01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	13.	14.	15.	16.	
	%	17	0	0	1	8	1	1	10	12	1	4	1	12	0	2	4	% inf
	r tet																	
	%																	
1.	17	--			.99	.96	.99	.99	.95	.94	.99	.97	.99	.94		.98	.97	
2.	0		--															
3.	0			--														
4.	1	.90			--	.96	.99	.99	.95	.94	.99	.97	.99	.94		.98	.97	
5.	8	.90			.99	--	.99	.99	.95	.94	.99	.97	.99	.94		.98	.97	
6.	1	.90			.99	.96	--	.99	.95	.94	.99	.97	.99	.94		.98	.97	
7.	1	.90			.99	.96	.99	--	.95	.94	.99	.97	.99	.94		.98	.97	
8.	10	.90			.99	.96	.99	.99	--	.94	.99	.97	.99	.94		.98	.97	
9.	12	.90			.99	.96	.99	.99	.95	--	.99	.97	.99	.94		.98	.97	
10.	1	.90			.99	.96	.99	.99	.95	.94	.99	--	.99	.94		.98	.97	
11.	4	.90			.99	.96	.99	.99	.95	.94	.99	--	.99	.94		.98	.97	
12.	1	.90			.99	.96	.99	.99	.95	.94	.99	.97	--	.94		.98	.97	
13.	12	.90			.99	.96	.99	.99	.95	.94	.99	.97	.99	--		.98	.97	
14.	0														--			
15.	2	.90			.99	.96	.99	.99	.95	.94	.99	.97	.99	.94		--	.97	
16.	4	.90			.99	.96	.99	.99	.95	.94	.99	.97	.99	.94		.98	--	
CF sup.	% (gerundet)																	

CF13 Durchschnitts-Koeffizient r tet > .96***

Table 23 and 24: For RUN = 1497, taken the signing in four configurative hyper-dimensions as factor per dimension. (4 dimensional factors plus 13 four configurated out of 16 CF (maketh 17 factors). Analysis of components shows two main significant factors F1 and F2, (EW ~ pv > 1), while data clearing up to cumulated variance explains ~ 98,72%.

Tabelle: Inter-Korrelationen der Dimensionen und Kommunalitäten

	Gf	Au	Aw	Amb	Anfangs-Kommunalitäten	Extraktion
Gf	-	-.772	-.301	-.834	1,000	.994
Au	-.772	-	-.293	.943	1,000	.956
Aw	-.301	-.293	-	-.276	1,000	.997
Amb	-.834	.943	-.276	-	1,000	.984

Tabelle: Komponenten-Aufklärung ~ 98 %

Komponente	rotierte Summen quadrierter Ladungen				
	Eigenwert (EW)	Varianz %	Kumulierte %	(anfängl. EW)	(ges. Varianz %)
F 1	2,705	67,625	67,625	(2,718)	(67,950)
F 2	1,226	30,647	98,272	(1,213)	(30,322)
F 3 (Rest)	(entfällt)	-	-	(0,069)	(1,728)

Table 25: RUN ~ 1497, communalities for cleared up factors high significantly, ($\alpha < 0{,}001$), to 13 complex factors (CF) out of 16 CF

Tabelle: Kommunalitäten bei 13 CF aus 16 Konfigurationen als Variablen

Var. CF	anfänglich	extrahiert
01	1,000	.908***
04	1,000	.650***
05	1,000	.878***
06	1,000	.937***
07	1,000	.982***
08	1,000	.892***
09	1,000	.915***
10	1,000	.700***
11	1,000	.968***
12	1,000	.858***
13	1,000	.908***
15	1,000	.984***
16	1,000	.895***

Table 26. (26...29: RUN = 1497; N ~ 723 persons). *Five main components* out of 13 CF clear up 88,271% and explain after rotations and transformations in *two hyper components* (HC F) *for the whole sample (including above stereotyping research and signings to mostly dreams, daydreams and imaginatione from clinical psychological cases, literature):* HC F1 *phobia* (-+-+), and HC F2 pure, rigid defense, or rigid self determination, assertion (--+-).

Tabelle: Erklärte Gesamt-Varianz
Komponenten-Aufklärung ~ 88 %,
rotierte Summen quadrierter Ladungen
(5 Komponenten F mit Eigenwert EW > 1 aus 13 Komponenten,
8 Komponenten zeigten EW < 1)

Komponente	EW gesamt	Varianz %	Kumulation %
F 1	3,114	23,954 %	23,954
F 2	2,577	19,827 %	43,781
F 3	1.978	15,219 %	58,999
F 4	1,965	15,118 %	74,117
F 5	1,840	14,155 %	88,271

Tab. 27

Tabelle. Komponenten-Rotations-Matrix
mit Komponenten (F 1..5) und 13 Variablen aus 01..16

Komp.:	F 1	F 2	F 3	F 4	F 5
CF Var.					
01	.883	-.077	-.055	.252	.234
02	-	-	-	-	-
03	-	-	-	-	-
04	.680	-.054	-.069	-.342	-.250
05	.893	-.096	-.090	.222	.121
06	.195	.000	-.037	-.198	.926
07	-.091	.985	-.002	-.041	-.046
08	-.084	.910	-.151	-.110	-.145
09	.651	.547	-.076	.267	.339
10	.007	-.058	-.078	.830	.043
11	-.119	-.069	.973	-.054	-.013
12	.391	.036	.071	.836	.021
13	.654	.655	-.009	.173	.146
14	-	-	-	-	-
15	-.037	-.075	.987	.021	-.043
16	.010	-.133	-.027	.436	.828

Tab. 28, 29, 30:

Tabelle. Komponenten-Matrix *Tabelle . rotierte Komponenten-Matrix*

	F 1	F 2	F 1 (Phobie)	F 2 (Abwehr)
Gf	-.884	-.461	-.923	-.377
Au	.967	-.143	.950	-.233
Aw	-.169	.984	-.077	.996
Amb	.973	-.104	.973	-.196

Tabelle: Komponenten-Transformations-Matrix:

	F 1	F 2
F 1	.996	-.093
F 2	.093	.996

Tab. 31:

Tabelle: Komponenten-Transformations-Matrix

Komponenten-Haupt-Faktoren	F 1	F 2	F 3	F 4	F 5
F 1	*.781*	.280	-.204	.391	.342
F 2	-.104	*.864*	-.268	-.305	-.281
F 3	.056	.339	*.925*	.158	-.034
F 4	-.612	.244	-.122	*.520*	.529
F 5	.041	.040	.125	-.677	*.723*

Extrahierte Kovarianz der Komponenten-Werte ~ 1,000

Tab. 32.

Tabelle: Faktoren-Interpretation

Die Komponenten als Hauptfaktoren (mit Eigenwerten EW > 1) zur CF 16 können folgendermassen interpretiert werden:

Komponente:	Beschreibung:
F 1	*neurotizistische Konflikthaftigkeit und Übertragung*
F 2	*soziales Lernen zwischen Euphorie, Aversion und Übertragung*
F 3	*phobisch sensitive Aversion und Ambivalenz*
F 4	*starrer Aversions-Konflikt und reine Aversion*
F 5	*starrer Narzizismus und Selbst-Verleugnung*

Calculations in tables and among texts by the author's e-KFA algorhythm, Mosier Nomogrammes, and/or SPSS.
Drawings in illustrations by the author.

Numbers of tables and illustrations are related to the chapters (each counting begins anew).

Literature, authors, sources, also within text, or other places and attachments of windows to authors WEB-site, "psychological bulletin".

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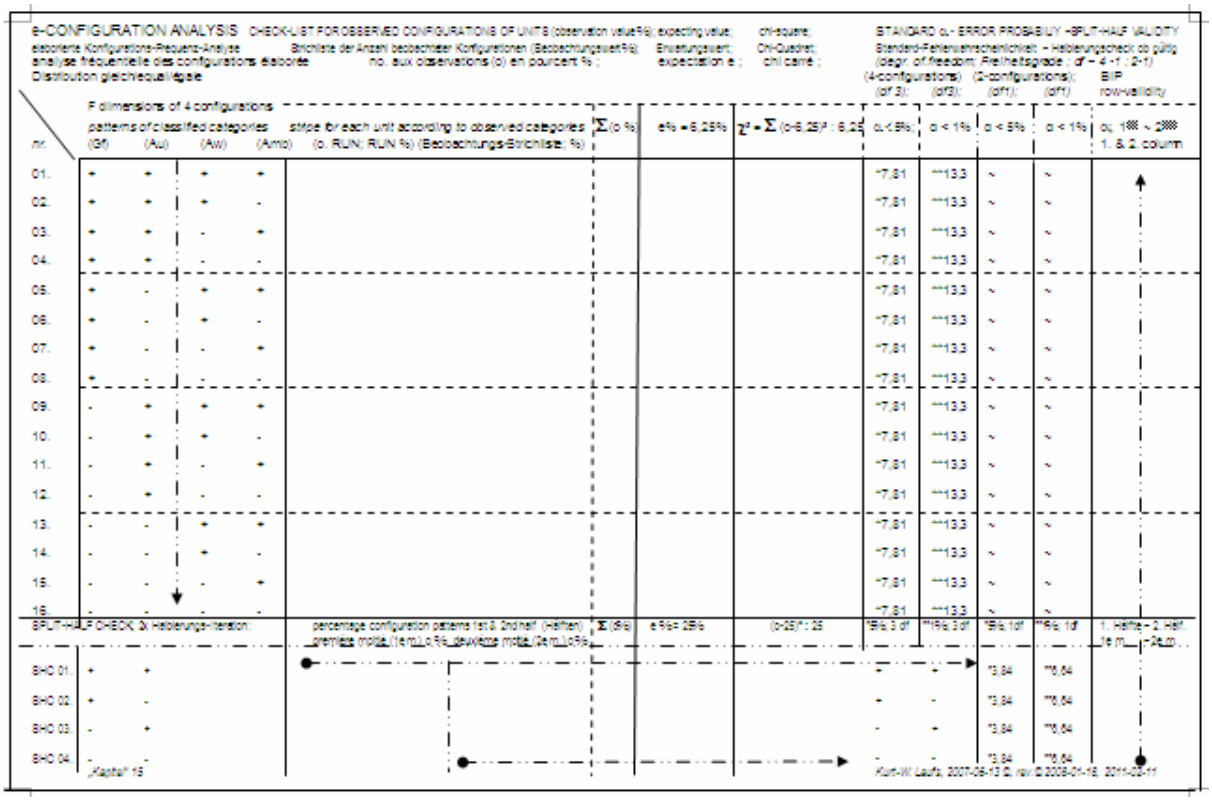
Appendix 1.: Algorhythm to elaborated percentage configuration frequency analysis, with split hafl to rows, and intercorrelations to significant factorial types in rows and dimensions in colums as: e-KFA; (in German psych. dictionaries numerical KFA without percentage calculation can work only with about 40 observations, and is no Cochran test).



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Appendix 2.: How to work with complex analysis? Examples:

National stereotypes by Western-Swiss (French speaking) on Germans.

What does that mean, national stereotypes? In social-psychology, "stereotypes" are difined as stable over times attitudes or generalized meanings about others, lasting over generations and similar, yet differently in time to situative "prejudices". During winter vacancies up to 1980, the author took the occasion, to do psychological field-research for national stereotypes by Western Swiss about middle and upper class students toward Germans. As negative stereotypes exist even among Swiss, by Western Swiss toward eastern (Allemand speaking) Swiss, this example here is not really to wonder.
A small sample (N = 18) of frequent Western-Swiss stereotypes (students, male 14, female 4, age 23...26 years old, at winter sport) on Germans, are examined by authors "complex analysis" (please, look chapters before).

Tabelle 1: Komplex-Analyse (KF 16) bei (N = 18) west-schweizerischen Ansichten (RU) von Deutschen

KF	N m	N w	Alter	Statement	Significanz
-+++	2	---	23 J.	« des cheleux », « des Chevappes » (Penner, Schwaben) ;	α < 0,001
-+++	2	---	24 J.	« des Teutons », « dégeulasses » (Teutonen, zum Kotzen);	α < 0,001
+---	---	1	26 J.	« pas dégeulasses, ils ont de bon repas » (nicht zum Kotzen, sie haben gute Küche);	α < 0,001
+---	1	---	26 J.	„ils ont des meilleurs plats" (sie haben die besten Teller-Speisen);	α < 0,001
+---	1	---	24 J.	„pas mal, des saucissons" (nicht schlecht, die Würste);	α < 0,001
+---	1	---	25 J.	„bonne économie" (gute Volkswirtschaft);	α < 0,001
+---	1	---	24 J.	„du bon vin" (guter Wein) ;	α < 0,001
---	1	---	26 J.	„aussi de la montagne" (auch Berge);	---
+---	1	---	23 J.	« forte, la Deutsch-Mark » (stark, die DM);	α < 0,001
-+++	---	1	24 J.	„des gorêts et Nazis" (Wildschweine und Nazis);	α < 0,001
+---	1	---	26 J.	„des prix bonnes marchés" (günstige Preise);	α < 0,001
+---	1	---	26 J.	« aussi des bons skieurs » (auch gute Ski-Fahrer) ;	α < 0,001
-+++	---	1	24 J.	« on näime pas des Allemands » (man liebt keine Deutschen);	α < 0,001
++++	---	1	26 J.	« belles paysages sauf des Allemands » (schöne Landschaften, abgesehen von den Deutschen);	---
-+++	1	---	23 J.	„des boches" (Schweine);	α < 0,001
-+++	1	---	23 J.	„des militaristes" (Militaristen).	α < 0,001

Tabelle 2: Faktoren-Prozente nach KF 16; (% χ^2 mit BIP, Bi-Partation)

			hypothetische Faktoren:
Σ (+--)	= 8 ~ 44,44 % ***	(α < 0,001)	„soziales Lernen"
Σ (-+++)	= 8 ~ 44,44 % ***	(α < 0,001)	„Aversion und Autoritarismus"
Σ (---)	= 1 ~ 5,55 %;	nicht signifikant nach BIP	„Selbstverleugnung"
Σ (++++)	= 1 ~ 5,55 %	nicht signifikant nach BIP	„Neurotizismus"

Tabelle 3: Interkorrelationen (Durchschnitts-Konsistenz ø r tet ~ .80** ~ ø r ~ 60**)
(geometrische tetrachorische Lösungen für gerundete Faktoren-Prozente, für N = 18)

KF	inf.	(+--)	(-+++)	(---)	(++++)
sup.	%	44	44	6	6
(+--)	44	---	.71*	.97***	.97***
(-+++)	44	.71*	---	.97***	.97***
(---)	6	.60	.60	---	.97***
(++++)	6	.60	.60	.97***	---
					ø r tet ~ .80**

To find a highly significant explanation quote 88,88%, for two factors, "social learning" (+---) ~ 44,44%, (a < 0,001), and "aversion conflict" (-+++), (a < 0,001), at here above Western Swiss sample, affirms field researcher's and author's impression the love for well living within "social learning" and that at sportsmen accustomed nick-nacking aside as autoritarian "aversion conflict" factor. The resting not significant other factors could also be described after table 21, chapter 5, (and chapter 2).

Literature: Laufs, K.-W., 1999, 2008, 2013, updates 2014: Nationale Stereotype. Look for author's WEB-site, please.

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Appendix 3. National stereotypes on Swiss.

During social psychological field reserch during the 1970ies, the author had had the occasion at Saarbrücken, to "collect by the way" middle and upper class student's (N = 12 male; N = 11 female; age between 22...30 years old), stereotypes on Swiss people. The sample of (N = 23), potentially more oftenly appearing Saarlandish statements of attitudes on Swiss, here, will be analysed by author's "complex analysis":

Tabelle 1: Komplex-Analyse (KF 16) saarländischer Ansichten (RU, N = 23) auf Schweizer

KF	N m	N w	Alter	Statement (RU)	Signifikanz, χ^2
++++	1	---	24 J.	« unverschämt viel Geld » ;	---
----	1	---	26 J.	« Schweizer Käse »;	$\alpha < 0{,}001$
+---	---	1	30 J.	« Schönes Ferienland »;	---
+---	1	---	28 J.	„ prächtige Berge";	---
+---	---	1	26 J.	„nette Leute";	---
---	---	1	28 J.	„lustige Sprache";	$\alpha < 0{,}001$
---	1	---	25 J.	„allemannischer Dialekt";	$\alpha < 0{,}001$
++++	1	---	22 J.	„furchtbar reich";	---
+---	---	1	25 J.	«leckeres Käse-Fondue»;	
+---	---	1	30 J.	„essen viel bewusster";	
---	1	---	28 J.	„Fleisch Fondue";	$\alpha < 0{,}001$
---	---	1	23 J.	«Vegetarier»;	$\alpha < 0{,}001$
++++	1	---	26 J.	«Erz-Kapitalisten»;	---
---	1	---	26 J.	«Demokraten»;	$\alpha < 0{,}001$
---	---	1	26 J.	„Rütli-Schwur";	$\alpha < 0{,}001$
++++	1	---	24 J.	„Steuerparadies für Gangster";	---
+---	---	1	25 J.	„grossartige Alp-Hörner";	---
---	---	1	30 J.	„Calvinisten";	$\alpha < 0{,}001$
-+++	1	---	29 J.	„haben Geschäfte mit den Nazis gemacht";	---
-+++	---	1	27 J.	„haben verfolgte Juden nicht ins Land gelassen";	---
---	1	---	28 J.	„sprechen verschiedene Sprachen";	$\alpha < 0{,}001$
---	---	1	23 J.	„haben deutsche, französische und italienische Küche".	$\alpha < 0{,}001$

Tabelle 2: Faktoren-Prozente nach KF 16; (% χ^2 mit BIP, Bi-Partation)			hypothetische Faktoren:
Σ (+--)	= 6 ~ 26 %	---	„soziales Lernen"
Σ (-+++)	= 2 ~ 9 %	---	„Aversion und Autoritarismus"
Σ (---)	= 11 ~ 48 % ***	($\alpha < 0{,}001$)	„Selbstverleugnung"
Σ (++++)	= 4 ~ 17 %	---	„Neurotizismus"

Tabelle 3: Interkorrelationen (Durchschnitts-Konsistenz ø r tet ~ .82*** ~ ø r ~ 62***)
(geometrische tetrachorische Lösungen für gerundete Faktoren-Prozente, für N = 23)

KF	inf.	(+--)	(-+++)	(---)	(++++)
sup.	%	26	9	48	17
(+--)	26	---	.96***	.61*	.92***
(-+++)	9	.80**	---	.55	.92***
(---)	48	.84***	.96***	---	.92***
(++++)	17	.81***	.96***	.59*	---
					ø r tet ~ .82***

Above factors of German sample just explain with one factor of self-deny (----), after table 1, high significantly ~ 48% of the sample. The other factors do not appear significantly, here.

***

Appendix 4.: Intercorrelations of German on Swiss and Swiss on German national stereotypes.

Together, Germans on Swiss and Swiss on Germans (N = 23 + 18 = 42), of above research (appendices 2 & 3) show at this small sample and not to over interprete, factorial validity in author's theory of complex analysis, factorial explanation together ~ 68%.

(Look, following tables):

Tabelle 1: tetrachorische Korrelationen deutscher (D) auf schweizerische (CH) und schweizerischer auf deutsche nationale Stereotype:
(geometrische Lösungen für r tet, Konsistenz-Koeffizient r tet ~ .83***, Reliabilität r ~ 63***)

		D (+---)	(-+++)	(----)	(++++)	CH (+---)	(-+++)	(----)	(++++)
	Inf. %:	26	9	48	17	44	44	6	6
Sup. %									
D									
(+---)	26	---	.96***	.60**	.92***	.69***	.69***	.97***	.97***
(-+++)	9	.80***	---	.58*	.90***	.60***	.60**	.97***	.97***
(----)***	48	.86***	.96***	---	.92***	.72***	.72***	.97***	.97***
(++++)	17	.80***	.96***	.59**	---	.66**	.66**	.97***	.97***
CH									
(+---)***	44	.84***	.97***	.70***	.92***	---	.72***	.97***	.97***
(-+++)***	44	.84***	.97***	.70***	.92***	.72***	---	.97***	.97***
(----)	6	.80***	.96***	.52*	.90***	.60**	.60**	---	.97***
(++++)	6	.80***	.96***	.52*	.90***	.60**	.60**	.97***	---

Kommunalität ø r tet ~ .83***

The following table shows D-CH and CH-D of majority ("Mehrheitler") of attitudes towards minority ("Minderheitler") of uttered attitudes as stereotypes (according to author's "complex-analysis).

Tabelle 2: Übersichts-Schema deutscher und schweizerischer Stereotype (r tet ≥ .92***), (bei N = 41).

Mehrheitler	D Minderheitler	Mehrheitler	CH Minderheitler
1. D (----)*** ∧	{(-+++) ; (++++)};	2. D (----)*** ∧	{(----) ; (++++)}
3.1. CH (+---)*** ∧	{(-+++) ; (++++)}	4.1. CH (+---)*** ∧	{(----) ; (++++)}
3.2. CH (-+++)*** ∧	{(-+++) ; (++++)}	4.2. CH (-+++)*** ∧	{(----) ; (++++)}

For a *further example*, how to use complex-analysis" look here in authors WEB-Site, window on "Die 12. Nacht: oder Was Ihr wollt", William Shakespeare, shortened and rhymed by the author in English, French, Dutch, and Platt. Shortening after significant structures after texts signations after GF, Au, Aw, Amb.

Summary: Psychological research on *"between individual and mass"* is based on common definitions *for psychology as to the human individual centered science*. Fromout Immanuel Kant toward Carl R. Popper, there is discussed the *since Wilhelm Windelband broadening gap between individual and mass.* Author's research for "music and crowding" shows high significantly ($\alpha < 0{,}001$) *a post Fechner cholinergous paradox, concerning the relation of appreciation, rejection, and indifference to author's playing mouth organ an 3 different "crowding fields" of low, middle and high crowding,* consistency r tet ~ .77***. Here is to dicuss *the absurd as between individuals and formations*, what obviously occurs in impression learning of about 3500 observed birds and conditioning them aside authors field research. And one could ask for vitalists' motivation problem, when even *gulls show social-behaviour*. Further discussion on conflict and neurosis theories, vitalist motives as needs, and humanistic motives as acculturation, among (N = 128) *Dutch, German and Swiss students, show one significant factor of satisfying of needs,* Cronbach α ~ .925, (and *another hypothetical*, here not significant *factor of acculturation*), cross validity r tet ø ~ .72 (a < 0,001). At stretching *national stereotypes* (N = 158; RUN = 304), *all Dutch and German auto-stereotypes show a high significant (a < 0,001) factor of social learning* (+---), and *Dutchmen show still an aversion conflict* (-+++) even high significantly (a < 0,001). *Herewith, author's research had lead toward a complex analysis* (16 CF, complex factors), RUN 1497, (among stereotypes signed, and psychological cases with dream signations) with high selectivities r tet ø ~ .96, (α < 0,001), for four-configurated 13 CF, significant after e-KFA, out of 16 CF; with five significant hyper factors (HF), which explain 88% of data sample, and two *hyper components (HC)* after each of 4 rating dimensions, signations, configurated, explain 98% of the data sample. The two significant HC show: *HC 1 as phobia, and HC 2 as assertiveness, or, rigid defence and self determination.*

Terms: critical science; basically person centered clinical and social psychology; environmental psychology; cultural psychology; engineering psychology; individual and mass psychology; psychological field research; Post-Fechner-Paradox, cholinergous correlation with music at different crowding fields; needs and acculturation, vitalism among European students; mass, crowding, individual and formation problems; inference model of birds to look on vitalism, formations and impression learning; national stereotypes among Dutchmen and Germans; learning foundations at neuroses, toward complex analysis, 16 complex factors (16 CF); objectivity, reliability, validity.

(Fromout the German version, here as a shortened and abstract update in English language, exchange for window/Austausch für Titel "Zwischen Individuum und Masse III" → in Attachment. Click also at the side on the symbol for attachments, please! For litterature look other windows of this WEB-Site, please: for example: Zwischen Individuum und Masse I...III):

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