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LEBANESE CHILDREN'S FANTASY
RESPONSES TO ANIMAL (CAT)
AND HUMAN PICTURES

BY
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ABSTRACT

In the first chapter of the thesis, the origin, meaning, and definition of projection were briefly discussed. This was followed by a longer discussion of projection in children. Then children's projective tests were classified into five main groups and briefly discussed. A special emphasis was made on the Children's Apperception Test (CAT). After a description of the Children's Apperception Test and a discussion of its analysis and interpretation, the three main assumptions were presented.

After the review of literature pertaining to the CAT's third assumption, namely the superiority of animal figures over human figures in the facilitation of projection in children, the present study set out to test the following hypotheses: 1) Lebanese children will respond more to human figures rather than to animal figures, 2) the most occurring theme will be those of orality, 3) there will be differences between the responses of boys and girls.

The CAT and a set of corresponding human figures were given to 40 Lebanese children (20 boys and 20 girls). The result obtained did not support the first and the third hypotheses, there were no differences between animal and human pictures nor between the responses of boys as compared to girls. The third hypothesis was confirmed however, and the most occurring themes were themes of orality.

The concluding section states the limitations of the present study and makes suggestions for further research on the Children's Apperception Tests.

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CHAPTER I

INTRODUCTION

THE PROCESS OF PROJECTION

In spite of the familiarity of the projective techniques, it is pertinent to this study to clarify the word projection, by examining its origin, meaning, and its use in systematic personality tests.

Historically the word projection was introduced as early as 1884 by Freud.⁽¹⁾ In 1886, Freud made a further reference to this term, as the mechanism by which a paranoid avoids the "recognition of self-distrust by directing these tendencies upon others".⁽²⁾

Although the term projection was originally applied to abnormal cases such as neurotics and psychotics, in his later writings, Freud referred to it in relation to the normal personality. Freud also realized that projection played an essential role in the "creative processes", such as in painting and in the making up of

(1) L.E. Abt, and L. Bellak, Projective Psychology, New York: Alfred A. Knopf, 1952, p. 8.

(2) G. Lindzey, Projective Techniques and Cross-Cultural Research, New York: Appleton-Century-Crofts, Inc., 1961, p. 26.

stories. In both situations, a person through projection would be giving expression to his unconscious or denied feelings. ⁽³⁾ This idea provides the main principle upon which projective techniques are based. In the Thematic Apperception Test, when making up a story a person projects his own unconscious or denied feelings into it.

With respect to the utility of the term projection in a clinical setting, suggestions have been made to differentiate between one type of projection and another. In opposition to the Freudian type of "classical projection", Bellak suggested the use of the word "apper-⁽⁴⁾ception" when talking about the whole personality.

Lindzey called it "generalized perception". ⁽⁵⁾ A person perceives an object or a stimulus whether structured or unstructured according to his prior experiences, present situation, and the stimulus condition. What is perceived or seen with the whole personality is projected or attributed to an object or a stimulus such as a picture and could be measured by a projective technique such as the Thematic Apperception Test.

(3) Ibid., p. 28.

(4) Abt and Bellak, Op. cit., p. 11.

(5) Lindzey, Op. cit., p. 31.

A major contribution to the understanding of projective processes was made by the Gestalt School which concentrated on the study of perception. The Gestalt School in the study of perception lay the emphasis on the totality of the personality, its experiences, and its behavior. Research done on perception by Koffka, Köhler, Wertheimer, and others has been of great importance in the clarification of processes underlying perception. This research was of importance especially in techniques where fixed stimuli are utilized, such as the Thematic Apperception Test. (6)

After the introduction of the term projection and perception, and under the influence of psychoanalytic psychology, Rorschach designed the first systematic projective technique, the well known ink-blot test in 1921. (7) Further development in projective techniques were introduced by Murray with the introduction of the Thematic Apperception Test. However, it was not until Frank's paper on projective methods was published in 1939, that this new group of tests was recognized and

(6) J.E. Bell, Projective Techniques, New York: Longmans, Green and Co., 1951, p. 9.

(7) Lindzey, Op. cit., p. 34.

designated as projective techniques. (8) In spite of disagreements on this point, there is no doubt that it was Frank's paper that did popularize the word "projective techniques". (9)

Definition of Projection: In a discussion of the different definitions of the term projection, Bell asserts that most of these definitions imply that the process of projection is unconscious, is a defense against unconscious drives, leads to attributing or projecting these drives unto others, and serves to reduce personal tension. (10)

A projective technique which assumes to measure projection is defined by Lindzey as:

"... an instrument that is considered especially sensitive to covert or unconscious aspects of behavior, it permits or encourages a wide variety of subject responses, is highly multidimensional, and it evokes unusually rich or profuse response data with a

(8)

L.K. Frank, Projective Methods, Illinois: Charles C. Thomas Publisher, 1948, p. 6.

(9)

Lindzey, Op. cit., p. 36.

(10)

Bell, Projective Techniques, p. 2.

minimum of subject awareness concerning
the purpose of the test."⁽¹¹⁾

The definition of projective techniques indicates that these instruments are designed to be sensitive to "covert or unconscious aspects of behavior". The subject projects or attributes his unconscious needs or feelings into an unstructured stimulus such as the Rorschach ink-blot or the semi-structured pictures of the Thematic Apperception Test (The TAT). This projection into the picture or stimulus is measured by analyzing the stories told in response to them. Therefore projective techniques assume to measure projection as such; however, the extent to which they do so is questionable.

PROJECTION IN CHILDREN

In studying projection in children, one is faced by the additional problems of child development especially in certain areas such as the development of the ego and the development of the perceptual processes. These two aspects which will be discussed more fully, are products of developmental trends or maturity as well as the unique characteristics of the child.

(11)

Lindzey, Op. cit., p. 45.

The child's ego is constantly changing or developing from one age level to another. Sometimes changes may occur within a month or two. A child who is four years old might project certain feelings and conflicts into a picture, while he might not project them again when shown the same picture in four or five months. Therefore, when dealing with a child one is working with a transitory personality, or a personality which has not been completely formed. Account must be taken of this factor (12) when considering projection in children.

Another aspect of the child's personality which is affected by maturity, is his perceptual processes. Simple examples of this can be cited from every day life. A child perceives many things around him as fit for putting in his mouth, chewed, or sucked. He might chew a newspaper, a toy or any other small object, whereas an adult treats these things discriminatingly, with their proper value and use in mind. (13)

Experimental evidence as well as every day examples point out to changes in perception from one age

(12)

A.I. Rabin, "Projective Methods and Projection in Children", in Projective Techniques with Children, by A.I. Rabin, and M.R. Haworth (Eds.), New York: Grove and Stratton, 1960, p. 6.

(13)

J.J.B. Morgan, Child Psychology, New York: Frarrar and Rinehart, Inc., Publishers, 1943, p. 259.

level to another. In an analysis of the perceptual functioning of children at different age levels between eight and seventeen, Witkin and his associates reported a change from one age group to another. Children between eight and twelve were noted to be greatly influenced by the surrounding field of an object when perceiving that object. On the other hand children from thirteen to seventeen showed more independence from the surrounding field of the perceived object. Those subjects above seventeen years again showed a susceptibility to the influence of the surrounding fields. (14)

These changes in the child, fortunately, are not haphazard. Studies of child development reveal more or less uniform sequential levels of development in children. (15) In broad terms, the basic development of the intellectual and emotional functions in a child are consistent from one child to the other. However, every stage of development in a child is affected by his unique characteristics and his unique environment. Therefore in studying projection in children two things should be kept

(14)

H.A. Witkin and et. al., Personality Through Perception, New York: Harper and Brothers Publishers, 1954, p. 150.

(15)

R.I. Watson, Psychology of the Child, New York: John Wiley & Sons, Inc., 1959, p. 34.

in mind: the maturity level of the child and the child's own individuality. At certain periods of his life, a child's maturation factors become so pronounced that it makes it difficult to discern his unique individual characteristics. (16)

Ames in her study of children's Rorschach responses, reported that maturational or developmental factors affecting Rorschach responses seem to be "extremely strong and rapidly changing in the early years of life". This is especially noticeable during the first ten years. (17)

In discussing and measuring projection in children, careful consideration must be given to the age factor. The tester should have a thorough knowledge of the typical projective responses of a child of three, four, or five. In other words, the developmental approach should be applied to the study of projection in children. Such an approach could serve two purposes: it could be valuable for studying the child himself and it could be useful for the clinician in assessing the behavior of the adult. (18)

(16)

I.B. Ames, Child Rorschach Responses, New York: Paul B. Hoeber, Inc., 1952, p. 2.

(17)

Ibid., p. 2.

(18)

Ibid., p. 2.

CHILDREN'S PROJECTIVE TECHNIQUES

There are a large number and variety of tests for measuring projection in children. Some of these tests, such as the Children's Apperception Test and the Blacky Pictures were designed specifically for children. Other tests such as the Rorschach or Thematic Apperception Test were originally developed for adults and yet can be profitably used with children.

In order to discuss some of the projective techniques for children it is necessary that they be grouped into several categories. Projective techniques for children could be grouped in several ways with the purpose of bringing out their similarities and differences. Frank proposed a classification based on the nature of response required of the subject. (19) Others such as Lindzey, have suggested other ways of categorizing these tests, based on the type of stimulus which the subject projects into. For our purposes, the classification suggested by Rabin will be followed. Rabin classifies the children's projective techniques into five categories. (1) associative techniques, (2) constructive techniques, (3) completion techniques, (4) choice or ordering techniques,

(19)

Frank, Projective Methods, p. 48.

and (5) expressive techniques.

The Associative Techniques include tests in which the subject responds to a relatively unstructured stimulus, with the first word, thought or image which comes to his mind. One of the well known tests included in this category is the Rorschach which is useful with subjects ranging from the nursery-school age and on. The Rorschach is a set of ten ink-blot to which the subject responds with the first thing that comes to his mind. (21)

The Constructive Techniques include a wide range of tests which require the subject to construct or tell a story in response to a picture. The subject is not required to report the first thing that comes to his mind, but rather to develop a certain plot. The most widely used constructive technique is the Thematic Apperception Test of Murray. It is made up of thirty cards of different degrees of ambiguity. Some of the cards are used for all subjects, whether male, female, adult or child, others are specifically intended for

(20)

Rabin, in Projective Techniques with Children, p. 8.

(21)

W.E. Henry, "Projective Techniques", in Handbook of Research Methods in Child Development, by P.H. Mussen (Ed.), New York: John Wiley and Sons, Inc., 1960, p. 604.

boys, girls or adult males or females. (22)

A number of modifications of the TAT have been devised for such subjects as children, negroes, etc. One such set, the Children's Apperception Test (CAT), was devised by the Bellaks specifically for children between the ages of three and ten. The CAT will be more fully discussed in the following section. (23)

The Blacky Pictures devised by Blum is another modification of the TAT. It is designed to elicit responses related to the psychoanalytic stages of psychosexual development. The test is made up of twelve animal pictures (dogs) in cartoon style depicting various scenes in the life of a dog called Blacky. (24)

Other constructive tests are: the Michigan Picture Test, Make-A-Picture Story Test, Four Picture Test and the Object Relations Test. (25)

The Completion Techniques present the subject with an incomplete stimulus which he is asked to complete according to certain instructions. The Sentence Completion

(22) Ibid., p. 604.
(23) Ibid., p. 624.
(24) Ibid., p. 624.
(25) Ibid., p. 624.

Test is an example of the tests in this category. Another test is the Rosenzweig Picture Frustration Test which was designed by Rosenzweig. The test presents the subject with a series of twenty-four cartoons depicting "potential frustrating circumstances". The subject is asked to complete the picture by filling in the response of the person who is in the frustrating situation. (26)

The Choice or Ordering Techniques. The subject is presented with a number of pictures which he is asked to rank or order as instructed by the examiner. The Szondi and the Picture Arrangement Test are examples of this category. (27)

The Expressive Techniques include tests which provide the subject with various objects or equipments to manipulate. Here consideration is given to both the end product, for example the drawing itself, block construction, as well as the actual process of manipulation. Under this category are play techniques, psychodrama, role playing and drawing or painting. Attempts have been made at modifications of these processes to maximize

(26)

Ibid., p. 605.

(27)

Ibid., p. 605.

the personality diagnostic evaluation elements, by
(28)
people like Machover and Buck.

The above classification was an attempt at calling attention to the variety and procedures of projective techniques for children. In the following section more details related to the development and description of one of the above mentioned tests, namely the Children's Apperception Test (CAT) will be discussed.

THE CHILDREN'S APPERCEPTION TEST

The Children's Apperception Test (CAT) was designed by the Bellaks in 1954. The test is made up of ten cards consisting of animal figures only. The authors assume that children whose ages range between three and ten identify more readily with animal figures than with human figures.

The CAT was designed to produce themes revolving around problems of feeding, sibling rivalry attitude toward parental figures, the child's relationship to parents, aggression, acceptance by adults, and punishment.

Bellak and Adelman present a brief description

(28)

Ibid., p. 606.

of each card accompanied by a description of typical
(29)
related themes:

Picture 1: This picture presents three chickens seated around a table with a large bowl of food. A smaller bowl is seen before each chicken. On one side of the picture, a large chicken is dimly outlined. Typical responses to this picture revolve around orality and sibling rivalry.

Picture 2: Two big bears pulling a rope with a small bear pulling on one side with one of the big bears. Themes of aggression and parental or sibling identification are made up here. Sometimes the child sees the picture only as a game.

Picture 3: The third picture shows a lion sitting on a chair and smoking a pipe with a cane next to his chair. A little mouse is seen in the right corner of the picture, peeping out of a hole in the wall. Typical responses revolve around father-son relationship. The child usually identifies with the mouse.

Picture 4: This picture depicts a mother kangaroo wearing a bonnet and carrying a basket with a milk bottle in it. A baby kangaroo is seen in her pouch. Beside her a small

(29)

L. Bellak, and C. Adelman, "The Children's Apperception Test", in Projective Techniques with Children, by A.I. Rabin, and M.R. Haworth (Eds.), New York: Grune and Stratton, 1960, p. 62 - 65.

kangaroo is riding a bicycle. Possible range of themes include those revolving sibling rivalry, origin of babies and flight from danger. At times the basket with milk bottle gives rise to themes revolving around feeding.

Picture 5: A darkened room with a large bed in the background and a crib in the front. Two baby bears are seen lying in the crib. This picture gives rise to themes revolving around the primal scene and the curiosity of the child about what is going on between their parents in bed. It might also give rise to themes of manipulation or child explorations.

Picture 6: This picture represents a darkened cave with two dimly outlined bears in the background and a baby bear in the front. Themes of primal scenes - jealousy or problems of masturbation are provoked here.

Picture 7: A tiger with bared fangs and claws is shown leaping at a monkey which is also leaping through the air. Fears of aggression are expressed here and the amount of anxiety associated with the aggression.

Picture 8: Picture 8 shows two adult monkeys sitting on a couch carrying teacups. In the front an adult monkey is sitting on a hassock talking to a young monkey. This picture gives rise to themes revolving around the child's role in his family, conceptions of the adult world, and themes of orality.

Picture 9: Shows a darkened room seen through an open door from a lighted room. In the darkened, a child's bed is seen in which a rabbit is sitting up. Common responses to this picture revolve around themes of fear of darkness, of being left alone, desertion by parents, or curiosity as to what goes on in the next room.

Picture 10: A baby dog is seen across the legs of an older dog in a bathroom setting. Themes around punishment, moral conceptions, and toilet training are aroused here.

Even though animals are universal figures, the CAT appears to be culture bound in some respects. This has necessitated its modification for different cultures. An Indian version was designed by Uma Chawdhury with the assistance of Guha and Bellak. The CAT was also adapted for Japanese children by Samiko Mauri. (30)

Administration and Interpretation of the CAT:

In administering the CAT, account must be taken of the general problems of child testing. The tester should be acquainted with the theoretical as well as practical aspects of this problem. As mentioned before the effect of maturation on the child's responses should be kept in mind.

(30)

Ibid., p. 87.

Before giving the test good rapport must be established with the child. This would be more difficult to achieve with the shy and the emotionally disturbed children. During the administration of the test a great amount of patience is needed with children who have a short span of attention and those who need constant encouragement and reinforcement to go on with the story. (31)

Whenever possible the CAT should be introduced as a game and not a test. In cases where a child already knows that it is a test, either out of sophistication or earlier experience with testing, it should be explained to the child that it is not a competitive test. (32)

The child should be instructed to tell a story about the picture shown. At different points of the story he could be asked what happened before or after a certain event. The tester may find out that much patience, prompting, and encouragement are necessary on his part. However, these should not be suggestive at any time. (33)

(31) Ibid., p. 68

(32) Ibid., p. 68

(33) Ibid., p. 68

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ANALYSIS SHEET

Name _____ age _____ sex _____ story # _____

1. Main Theme: (interpretive) (moral)

2. Main Hero (Heroine): age _____ sex _____ vocation _____
 interests _____ traits _____
 abilities _____ needs _____
 self-image _____ adequacy (✓, ✓✓, ✓✓✓)

3. Figures are seen as (✓):and are reacted to with (being) (✓):
 Figures are seen as (✗):and are reacted to with (being)(✓):

| | Parental contemporary junior | | | | | parental contemporary junior | | | | |
|-----------------------|------------------------------|---|---|---|---|------------------------------|---|---|---|---|
| | m | f | m | f | m | f | m | f | m | f |
| achieving _____ | | | | | | hostile _____ | | | | |
| acquisitive _____ | | | | | | instructive _____ | | | | |
| aggressive _____ | | | | | | untrustworthy _____ | | | | |
| autonomous _____ | | | | | | nurturant _____ | | | | |
| competitive _____ | | | | | | over-active _____ | | | | |
| compliant _____ | | | | | | passive _____ | | | | |
| demanding _____ | | | | | | punishing _____ | | | | |
| dependent _____ | | | | | | powerful _____ | | | | |
| devoted _____ | | | | | | powerless _____ | | | | |
| domineering _____ | | | | | | rejecting _____ | | | | |
| exhibitionistic _____ | | | | | | resistant _____ | | | | |
| fearful _____ | | | | | | supporting _____ | | | | |
| friendly _____ | | | | | | withdrawn _____ | | | | |

4. Hero identifies self with:
 father _____ mother _____ sibling _____ other figure _____

5. Figures or objects or external circumstances introduced:
 punisher _____ pursuer _____ benefactor _____ siblings _____ severity _____
 friend _____ reformer _____ teacher _____ weapon _____ indifference _____
 enemy _____ food _____ supporter _____ injustice _____ deprivation _____
 other _____ other _____ other _____ deception _____ other _____

6. Objects or figures omitted:
 (5. or 6.) imply need for or to: _____

7. Nature of anxieties:
 physical harm or punishment _____ illness or injury _____
 disapproval _____ deprivation _____
 lack or loss of love _____ being devoured _____
 being deserted _____ being overpowered and helpless _____
 other _____

8. Significant conflicts: (✓, ✓✓, ✓✓✓)
 between super-ego and: _____ conflicts between:
 aggression and reacts with _____ autonomy-compliance _____
 acquisition and reacts with _____ achievement-pleasure _____
 sexual desires and reacts with _____ other _____

9. Punishment for crime: (✓, ✓✓, ✓✓✓)
 just _____ too severe _____ lenient _____
 immediate _____ delayed _____ none _____

10. Outcome: (✓, ✓✓, ✓✓✓)
 happy _____ realistic _____ wishful _____
 unhappy _____ unrealistic _____ bizarre _____

11. Maturational level is:

| | | | | | | |
|-----------------------------------|-------|-----------------|-------|------|---------|---------|
| | above | consistent with | below | C.A. | or M.A. | or I.Q. |
| morally (supergo structure) _____ | | | | | | |
| emotionally _____ | | | | | | |
| intellectually _____ | | | | | | |

The pictures should be given one at a time in their serial order. The rest of the pictures should be kept out of the child's reach and sight. Any side activities or remarks of the child should be recorded. (34)

The CAT stories are mainly interpreted according to the psychoanalytic theory of personality. Each story is analyzed in terms of the categories listed on the analysis sheet (see Figure 1) in accordance with instructions provided in the manual.

Rationale for the CAT: Bellak and Adelman discuss the rationale for the CAT under three "basic propositions"; (35)

The first proposition deals with an assumption which is common to most projective techniques, namely that perception is a function of the total personality and that studying an individual's different perceptual responses would lead to an understanding of the subject's personality. (36)

The second proposition concerns the design of the pictures and their serial order. The CAT pictures were designed in this particular fashion, with the

(34)

Ibid., p. 68.

(35)

Ibid., p. 65.

(36)

Ibid., p. 65.

assumption that a certain picture will elicit a certain theme relevant to a child's problem. For example Picture 10 is assumed to elicit themes revolving around problems of punishment. (37)

Our main interest is the third proposition which concerns the assumption underlying the choice of animal figures rather than human figures. This assumption was made by the Bellaks on the basis of experience with children and available literature which was consistent with it. (38)

Bellak and Adelman assert that animals play a prominent role in children's "fantasies" and phobias, and are considered to be friends of children in stories and in reality. From the projective point of view it was assumed that children would ascribe their aggressive and other negative feelings more easily, for example, to an animal such as a lion than to a father figure. Moreover, animals provide greater ambiguity with respect to sex and age which would also facilitate more projection. (39)

Rorschach records of children show a high percent of animal responses with a relative absence of human

(37)

Ibid., p. 66.

(38)

Ibid., p. 66.

(39)

Ibid., p. 66.

responses. Freud, according to Goldfarb, found a close relationship between the psychodynamics of a child and the kind of animal predominating in the child's fantasy. Bellak and Adelman also cite supportive findings or observations by Bender and Rapaport who reported that animal pictures were more productive, and Olney and Cushing found that most of the children's books contained animal pictures. (40)

Further rationale for the assumption that children are more responsive to animal figures than human figures is statements made by Blum and Hunt. These statements are to the effect that dogs were used instead of human figures in the Blacky Pictures to facilitate freedom of personal expression where human figures might provoke inhibitory resistance. (41) Another evidence is a finding in a sociological study of the contents of comic strips. The findings indicated that animals occupy an important place in Sunday comics, appearing fifty per cent of the time. (42)

(40)

Ibid., p. 67.

(41)

G. Blum, and H. Hunt, "The Validity of the Blacky Pictures", Psychol. Bull., 1952, 49, 238 - 250.

(42)

M. Spiegelman, C. Terwilliger, and F. Fearing, "The Content of Comic Strips: A Study of a Mass Medium of Communication", J. soc. Psychol., 1950, 6, 291 - 293.

Even though there was no empirical basis for supporting this assumption, the Bellaks, nevertheless, consider the points mentioned above as adequate to support their third assumption.

The Clinical Value of the CAT: The clinical value of the CAT has been recognized by a number of people such as Herman, ⁽⁴³⁾ Holden, ⁽⁴⁴⁾ and Halpern. ⁽⁴⁵⁾ Duhn in Germany gave the CAT to one hundred problem children whose ages ranged between six and twelve years. He reported that the test is a valuable method for personality research with the additional remark that its validity and reliability have not been established yet. ⁽⁴⁶⁾ *

(43) H. Herman, "Review of the CAT", Amer. J. Psychiat., 1951, 108, 317 - 318.

(44) R.H. Holden, "The CAT with Cerebral Palsied and Normal Children", Child Developmt., 1956, 27, 3 - 8. (Abs.)

(45) F. Halpern, "Projective Tests in the Personality Investigation of Children", J. Pediatrics, 1951, 38, 770 - 775.

* As will be indicated in the footnotes, some of the studies discussed here were taken from the abstracts. This should account for their brevity.

(46) E. Duhn, "Experience with the CAT", Diagnostics, 1955, 1, 14 - 15. (Abs.)

The Japanese version of the CAT was given to eighty four children from Kindergarten and from reformatories for comparing their responses. Marui concluded that the CAT is a useful tool to investigate need, anxiety, and conflict in children. (47)

Inspite of the fact that the clinical value of the CAT has been recognized by the above mentioned research workers, it is not sufficient evidence for accepting the third hypothesis concerning the use of animal figures. Research workers both in the United States and outside it have put Bellak's assumption to the test and have reported contradictory findings.

REVIEW OF LITERATURE

Studies on the feasibility of the third assumption, namely that animal figures are superior to human figures, have reported contradictory findings, some of which supported the third assumption while others did not.

Supportive Studies: Bills gave ten cards with animal pictures and ten TAT cards to forty eight school children ranging from five to ten years old. The results

(47)

S. Marui, "A Study on the CAT: A Comparison of the Children in Reformatories with Home Children on their Responses", Bunko, 1957, 21 (1), 133 - 141. (Abs.) 7

showed a significant difference in the number of words in the story in favor of the animal figures. There was a significant difference in the number of refusals of cards as well: one animal refused to ten TAT refused. The animal stories were easier to formulate and had more coherence. ⁽⁴⁸⁾ The study has its limitations with respect to the criteria used in the dynamic interpretation of the results.

During the same year, Bills, Leiman, and Thomas, gave animal pictures and the TAT to eight children "selected" from the third grade. The results indicated that the animal pictures were on the same level as the TAT in manifesting needs and as valid as the TAT. However, the subjects found it easier to project stories into animal pictures than into TAT pictures. ⁽⁴⁹⁾

On the other hand, a number of studies have not supported the assumption concerning the superiority of animal figures over human figures;

Non-Supportive Studies: In testing the assumption that children identify more readily with animal

((48)

R.E. Bills, "Animal Pictures for Obtaining Children's Projections", J. clin. Psychol., 1950, 6, 291 - 293.

(49)

R.E. Bills, C.J. Leiman, and R.W. Thomas, "A Study of the Validity of the TAT and a Set of Animal Pictures", J. clin. Psychol., 1950, 6, 293 - 295.

figures than human figures, Biersdorf and Marcuse gave six CAT and six equivalent human pictures to thirty first graders. They found no significant difference between the two sets of pictures as measured by several criteria. (50)

A year later, Mainord and Marcuse gave the same two tests to a group of emotionally disturbed children. The results again indicated no significant differences between the animal and the human pictures. The judges rated the TAT stories as being higher in clinical usefulness. (51)

A very important criticism against these two studies was directed by Bellak and Adelman. The supposedly equivalent human pictures had much less ambiguity than the CAT animal pictures. This could have facilitated more responses to the human pictures. Bellak and Adelman remark the fact that in Picture 1 the shadowy figure was clearly a woman in the equivalent series. In Picture 2, a man is shown pulling a rope with a woman and

(50)

K.R. Biersdorf, and F.L. Marcuse, "Responses of Children to Human and to Animal Pictures", J. proj. Tech., 1953, 17, 455 - 459. (Abs.)

(51)

F. Mainord, and F.L. Marcuse, "Responses of Disturbed Children to Human and to Animal Pictures", J. proj. Tech., 1954, 18, 475 - 477. (Abs.)

a little boy on the other side. (52)

Furuya gave the same pictures used in the Biersdorf and Marcuse study to first, fourth, and sixth graders in Japan. He found that productivity was greater at every age for human pictures. The criticism against the earlier two studies of Biersdorf and Marcuse and Mainord and Marcuse applies to this study as well. Moreover, the test was given to children above ten years old. (53)

Another study of Japanese children between five and eight years old was carried out by Ōuchi. He reported that there was no significant difference between the CAT and the TAT stories. Ōuchi suggested a partial revision of Bellak's assumption concerning the superiority of animal figures. (54)

Armstrong in a fairly systematic study tested four hypotheses which were in favor of the human pictures. She used five CAT pictures depicting feeding situations, attitude toward parents, sibling rivalry, acceptance by

(52)

Bellak and Adelman, in Projective Techniques with Children, p. 67.

(53)

K. Furuya, "Responses of School Children to Human and Animal Pictures", J. proj. Tech., 1957, 21, 248 - 252. (Abs.)

(54)

G. Ōuchi, "A Study on CAT: II A Comparison with TAT", Bunko, 1957, 21 (1), 194 - 207, 204 - 265. (Abs.)

adult figures, and conceptions of punishment. They were selected by ten judges on the basis of their stimulus value in "evoking verbalization in children". These pictures constituted Series B. On the other hand, corresponding human pictures were drawn by an art student. These pictures were drawn ambiguous with respect to age and sex, and were designated as Series A. The two series were given with an interval of two weeks, to sixty boys and girls of first, second, and third grades. Their ages ranged between six years, two months and eight years, eleven months. The subjects were divided into two groups: one group was given Series A followed by Series B, while the order was reversed for the other group. (55)

The criteria used for measuring responsiveness were: reaction time, length of story, content of nouns, verbs and ego-related words and non-descriptive verbalization. (56)

The results showed that (1) girls give slightly but consistently longer protocols than boys, (2) there is no significant tendency for animal pictures to evoke longer

(55)

M.A.S. Armstrong, "Children's Responses to Animal and to Human Figures in Thematic Pictures", J. cons. Psychol., 1954, 18, 67 - 70.

(56)

Ibid.

protocols than human pictures, (3) a greater number of non-descriptive comments were given in response to human figures than to animal figures. An analysis of variance applied to several scores indicated that the difference between animal and human pictures with respect to the transcendence index^{*} is significant. The significance was in favor of the human figures. (57)

These results do not cover all of those reported by Armstrong, but only the ones which are pertinent to the present study.

Light criticized earlier studies as lacking the dynamic aspects of personality in their criteria for responsiveness. His study was an attempt to use the dynamic aspects of the personality to determine whether children were more responsive to animal or to human pictures. (58)

Using the group administration method, Light gave five TAT and five CAT cards to seventy five fourth

* Transcendence index is a measure which refers to words that go beyond mere description of a picture.

(57)

Ibid.

(58)

B.H. Light, "Comparative Study of a Series of TAT and CAT cards", J. clin. Psychol., 1954, 10, 179 - 181.

and fifth grade children whose ages ranged between nine years and ten years, six months. The cards were projected on a screen for seven minutes each in the following order: (the figures preceding the pictures indicate their serial order in their series) 2CAT, 1TAT, 3CAT, 2TAT, 7CAT, 3BM-TAT, 8CAT, 7GF-TAT, 10CAT, 12M-TAT. (59)

The stories were analyzed with respect to the number of words, feelings, conflicts, outcomes, themes, and figures introduced. The results indicated the superiority of the TAT over CAT significantly with respect to all the criteria except outcome and number of words. (60)

In summary the first section of this paper briefly discussed the process of perception and projection followed by a description of children's projective techniques with a special emphasis on the children's Apperception Test. The latter's third assumption, namely that animal figures facilitate projection in children more than human figures, was specifically emphasized.

Before stating the goals of the present study, certain cultural traits of the Lebanese children will be briefly surveyed for the purpose of relating them to the hypotheses of the present study.

(59)

Ibid.

(60)

Ibid.

SETTING OF PRESENT STUDY

Several research workers such as Chemali, Touma, Ayoub, Williams, and Dennis have studied Lebanese children. (61) Prothro in a very recent study of the five year old Lebanese child, explored several aspects of child rearing practices in Lebanon. His results indicated that the Lebanese community has definite patterns of child rearing which can be differentiated from patterns in such countries as the United States. (62)

Lebanese parents are eager to have children especially sons. The child is received with warmth, breast-fed from birth and weaned abruptly after a long period (14 months at times). Toilet training begins early. It is severe but not completed before the second year. (63)

The interviews carried on by Prothro showed that the Lebanese mothers discouraged any type of aggression even in self-defense. However, sibling fighting was reported frequently and was observed in Lebanese villages by such anthropologists as Williams and Ayoub. The

(61)

E.T. Prothro, Child Rearing in the Lebanon, Massachusetts: Harvard University Press, 1961, p. 23.

(62)

Ibid., p. 153.

(63)

Ibid., p. 153 - 154.

behavior of Lebanese children is controlled by punishment such as beating, scolding, and threatening rather than by praise or reward. (64)

Attitude toward sex in general is repressive. Mothers prevent their children from running around nude from infancy. This is more true with girls than boys. The children are not given any instructions on sex and if found masturbating they are punished promptly. (65)

Certain differences in rearing boys and girls were found among Lebanese children. Patai noted that boys were nursed for a longer period than girls. (66) Prothro's findings indicated that more boys were breast-fed for more than fourteen months than girls. (67)

Food occupies an important part in the Lebanese children's lives. This importance of food was revealed to a striking degree in the Uses Test (Dennis). Most of the objects were designated as instruments of food. For example, hands were to eat with and mountains to grow food on. (68)

-
- (64) Ibid., p. 154.
(65) Ibid., p. 154.
(66) Ibid., p. 74.
(67) Ibid., p. 74.
(68) Ibid., p. 81.

Lebanese children are not encouraged to keep pets nor are they subjected to them too often. Tabourian's study on story telling in child rearing, showed that only 31.9% of Lebanese children's stories are animal stories. (69)

SOME QUESTIONS TO BE EXPLORED

In view of what has been reported about Lebanese children, the question arises as to whether they would project any of their cultural trends into a test designed for American children, namely the Children's Apperception Test.

The present study will attempt to answer the following three questions:

1) Since the CAT studies reviewed in this chapter have shown that animal pictures are not superior to human pictures in the projection of children, and since our discussion of animals in relation to Lebanese children shows that they are neither exposed to them nor encouraged to have them as pets, the following question is raised; Will Lebanese children whose ages range between eight and ten years project more into human pictures than

(69)

R. Tabourian, "Story Telling in Child Rearing", Unpublished M.A. Thesis, American University, Beirut, 1962.

animal pictures?

2) Since observers and research workers have noted the Lebanese children's interest in food, will themes of orality be the most frequent themes in the stories of this age group?

3) Since there is a difference between the rearing of Lebanese girls and boys as reported, the question arises as to whether any differences will be revealed in the responses of boys and girls to Thematic pictures.

In summary, the following hypotheses will be tested:

1) Lebanese children are more responsive to human pictures than to animal pictures.

2) The most occurring themes in the stories told to the pictures, will be themes of orality.

3) There will be differences between the responses of girls and boys.

CHAPTER II
METHOD AND PROCEDURE

Subjects: Forty children who attended Juniors Two, Three, and Four mainly Rawdah High School were used as subjects in this study. The ages of the subjects ranged from eight years, five months to ten years, five months. The sample included ten girls and ten boys whose ages ranged between eight years, five months and nine years, five months; and ten girls and ten boys whose ages ranged from nine years, six months to ten years, five months. (Table 1)

Table 1
Number of Boys and Girls in Each Age Group

| Type of Sample | Age 8.5 - 9.5 | Age 9.6 - 10.5 | Total |
|----------------|------------------|-------------------|-------|
| BOYS | 10 | 10 | 20 |
| GIRLS | 10 | 10 | 20 |

All the children came from middle class families. The socio-economic status of the families was rated according to occupation, housing, education, and the general quality of home environment. These were the criteria used by Prothro in his study of problems of Child Rearing in

(70) Lebanon. The sample included an equal number of Christian and Moslem boys and girls in each age group.

The Test Material Used: Five pictures from Bellak's original CAT were selected on the basis of their stimulus value in an earlier study. (71)

The selected CAT cards were the following: Picture 1 depicting feeding situation which arouses themes of orality; Picture 2 is attitude toward parents; Picture 4 arouses themes of sibling rivalry and is named sibling rivalry, Picture 8 arouses stories revolving around how children regard the adult world, (acceptance by adult figures), and Picture 10 elicits stories concerning children's conceptions of punishment (conceptions of punishment). These pictures will be referred to as Series A. (See Figure 2).

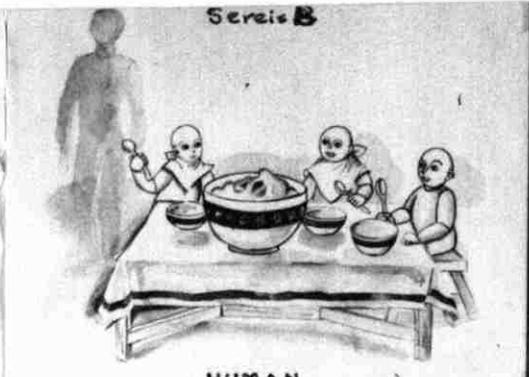
A duplicate set of pictures corresponding to the CAT cards were drawn by Miss Muna Bassili, an art student at the American University. These duplicate pictures, referred to as Series B, were equivalent to the CAT in every respect with the exception that they contained human figures instead of animal pictures. Both series were ambiguous with respect to sex and age. (See Figure 2).

(70)

Prothro, Op. cit., p. 38.

(71)

Armstrong, Op. cit.

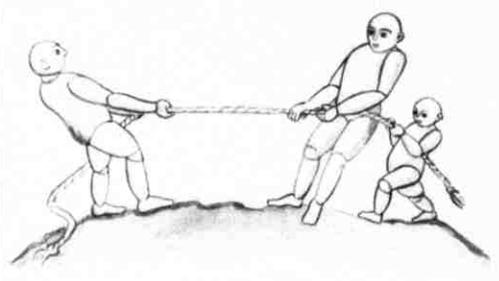


HUMAN



CAT

Picture 1. Feeding Situation



HUMAN



CAT

Picture 2. Attitude Toward Parents



HUMAN



CAT

Picture 4. Sibling Rivalry

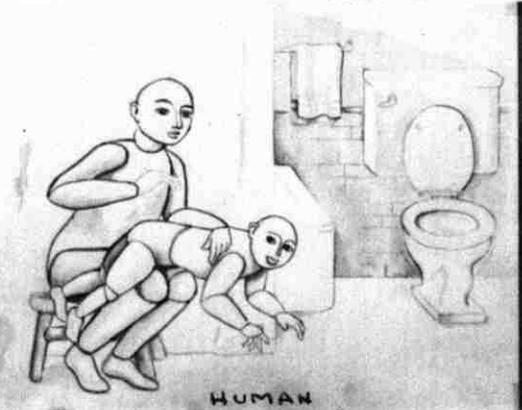


HUMAN

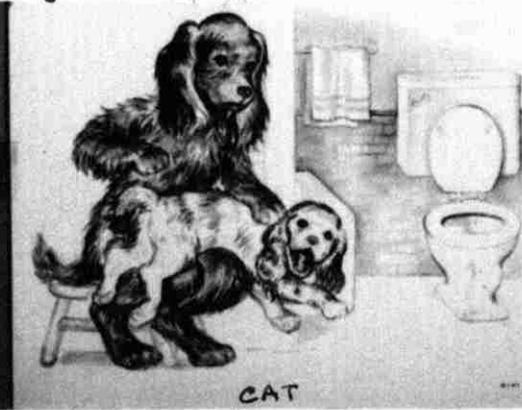


CAT

Picture 8. Acceptance by Adult Figures



HUMAN



CAT

Picture 10. Conception of Dirt

Figure 2. The CAT and Human Pictures Used in the Study

PROCEDURE

Series A, the CAT pictures were first given to an eight year old boy on a trial basis. More trial tests were given to another eight year old boy and to an eight year old girl, so as to decide whether to give the two series in one session or two sessions. The girl was given the two series in one session with an interval of two hours during which she ate and watched television. It was noted that she told the same stories to the human pictures that she had given to the animal pictures.

On the other hand, the boy was given the second series after an interval of one week. He recognized the second series as being similar to the earlier ones. It was thus decided to follow Armstrong's ⁽⁷²⁾ procedure and give the second series after an interval of two weeks.

The children were divided into two groups; Groups A and B. Each group consisted of ten girls and ten boys from each age group, thus equalizing the factors of sex and age in each group. (Table 2)

(72)

Armstrong, Op. cit.

Table 2

Distribution of Subjects in Group A and Group B

| Group | 8.5 - 9.5 | | 9.6 - 10.5 | | Total |
|---------|-----------|-------|------------|-------|-------|
| | Boys | Girls | Boys | Girls | |
| Group A | 5 | 5 | 5 | 5 | 20 |
| Group B | 5 | 5 | 5 | 5 | 20 |

To counteract the learning effects of initial testing, the two sets of pictures were not administered in uniform order. Using a test-re-test method, Group A was given Series A followed by Series B. Group B took Series B followed by Series A. In both cases the second series was given after a two week interval.

Administration: All the children were tested in their homes. Ample time, sometimes one whole hour was given to meeting the parents and the siblings in the presence of the subject before giving the test. This was found to facilitate the establishment of good rapport with the child. After meeting the family, the tester explained to the mother that her son might be shy to speak to the tester before her and thus will not be able to perform well. This was very fruitful in persuading the mother and the rest of the family to leave the tester alone with the child.

To further facilitate the establishment of good rapport, the tester spent a few minutes conversing with the child about lessons and his family. More time was spent with the shy children before commencing with the test.

Before starting the testing, each child was given the following instructions in Arabic. The same instructions were used with both sets of pictures;
*
"Now, I am going to show you five pictures. I want you to examine them carefully and then I want you to make up a story about what you see in the pictures. You have five minutes to tell the story, when your time is up, I will tell you so."

After the instructions, the pictures were handed to the child, one at a time and in their serial order. The child was allowed to hold the picture and was timed by means of a stop watch from the moment he started looking at it. The stories were spontaneously translated into English and written by hand. A conscious attempt was made to have a verbatim translation, when difficulties were found, the Arabic form of the story was taken down and translated later.

* These instructions were found to be most suited for the children during the trial sessions and therefore used for all the subjects.

The tester found it necessary to encourage some of the children constantly and to reinforce them by praising their efforts. At appropriate places in the story, the child was asked the reason for an action or about the events that took place afterwards. This was done within the five minutes allotted to the child. At the end of the five minutes the child was reminded of the time and instructed to end the story.

Analysis of the Data: The 400 stories obtained; 200 animal and 200 human stories, were analyzed with respect to the number of words in each story, themes, figures introduced, anxieties, conflicts, and outcomes. In analyzing the stories with respect to these six criteria, it was assumed that more responsiveness in a story means a long story which revolves around a particular theme, has figures introduced, reflects the child's anxieties and conflicts, and finally ends with an outcome.

1) Number of Words indicated the length of the story. The number of words in the English translation of the story were counted and recorded for each story.

2) The Main Theme: Each story was analyzed to find out the theme around which it revolved, such as a

* The data was analyzed according to the system described by the Bellaks in the Manual for the CAT.

theme of orality or sibling rivalry. A story could have more than one theme while another might have none. A ten year, 5 month old boy gave the following story in response to Picture 10 of CAT:

Picture 10 (CAT): Once there was a man engaged to a girl and he loved her. After a year they got married and they had a boy, Mickey. When Mickey was young, he always wet himself. Once when he wet himself and his mother had warned him not to do it again, he stood in a corner and hid so that she won't see him. His mother wanted to sweep and so told him to move. When he did she saw what had happened. She beat him, bathed him and then let him go play with friends and gave him his pocket money. This dog liked to go out in the open air and play because then it was spring. While walking he heard birds, saw flowers which smelled good. Then it was April 5th, Friday and that day was Father's Day. While walking he thought of what to give his father and nothing came to his mind because he had very little money to buy a present. He picked some flowers with green leaves, bought paper and wrapped them. He went home happy not caring what was before him, so fell ...
... but nothing happened to the flowers. His mother saw his dirty clothes and scolded him. He didn't care and went and gave the flowers to his father. His father gave him more money and made his mother treat him better.

This story has three themes; one revolving around toilet training (the first part), the other around getting a present for father (second part), and the third around punishment and reward (the last part).

3) Figures or Objects or External Circumstances

Introduced: In a way even the Bellaks are not sure about what to include under this category. At one point it is instructed to note down figures which do not appear in the story pictorially and on the other hand those which do appear plus those which do not. (73) In analyzing the data, both types of figures or circumstances such as food, punisher, etc. were recorded. In the story cited above the following items are figures or external circumstances introduced: punisher, friend, flowers, birds, present, Father's Day, reward.

4) Nature of Anxieties: A number of anxieties such as lack or loss of love, disapproval, physical harm or punishment were listed in the analysis sheet. Whenever one of these anxieties appeared in the story, it was noted down by checking the particular anxiety. Some stories lacked anxieties while others had more than one. The story cited in this section shows an anxiety about physical harm or punishment, and disapproval.

5) Significant Conflicts: Conflicts between super-ego and acquisition or sexual desires were also analyzed in the stories and indicated on the analysis

(73)

L. Bellak, and S. Bellak, Children's Apperception Test (Manual), New York: C.F.S. Co., 1958, p. 7.

sheet by a check mark. Again more than one conflict could be analyzed in one story or none as in the above story. The following story told by a ten year old boy shows conflict between autonomy and compliance:

Picture 10 (HUMAN): Once there was a boy who always went to the garden and came back dirty. His father always, always beat him. But he wouldn't stop. At last his father decided to send him to school. He registered him and everything. At school the boy would go there clean and come back dirty. His father beat him every night. Once the father had a party at night, around five o'clock. He told his son to come back clean from school. The boy put on a shirt, which was nice and clean. At night he came back with a tear in his pants and the corner of his jacket and his clothes were dirty. His father told him to go and take a bath, otherwise he would not join the party. The boy went into the bathroom and started reading and did not take a bath. His father came and ordered him to go to bed. The boy said he will not. His father beat him and put him to sleep.*

6) Outcome: Each story was finally analyzed with respect to its ending. Some stories lacked an outcome, whereas others had a happy, unhappy, wishful or realistic outcome. The story reported **here** has an unhappy outcome.

*The stories in this chapter as well as those in the following one are taken from the present study.

C H A P T E R III

RESULTS AND DISCUSSION

The findings of the study will be presented and discussed under four main headings: 1) animal versus human figures, 2) themes, 3) other selected features of the stories, and 4) differences between boys and girls which will also be discussed under the above headings.

ANIMAL VERSUS HUMAN FIGURES

One of the main goals of this study, as discussed earlier, was to find out whether Lebanese children are more responsive to human pictures than to animal pictures. The 400 stories obtained from boys and girls were thus analyzed with respect to the six criteria selected as a measure of responsiveness. These criteria were: number of words, themes, figures introduced, anxieties, conflicts, and outcomes.

The means and standard deviations of the number of words were calculated for boys and girls. Table 3 shows that there is no real difference between boys and girls, nor between animal and human pictures. An inspection of the standard deviations indicates a great variability in the length of stories by different subjects. One of the stories told by a girl in response

to Picture 1 was around 390 words long. On the other hand, another girl gave a story which contained only 32 words to the same picture.

There were, thus, variations in the number of words used by different subjects as well as those utilized by one subject for different pictures.

These findings seem to contradict Armstrong's results. She found that girls slightly but consistently tell longer stories than boys. However, they do agree with Light's (75) who found no significant difference in the number of words in the responses to animal and to human pictures. (74)

Table 3

Number of Words, Per Cent Themes, Figures Introduced, Anxieties, Conflicts, Outcomes by Sex for Animal (A) and Human (H) Pictures

| Criteria | Animal | | Human | | Mean (Boys+Girls) | |
|-----------------|--------|-------|-------|-------|-------------------|-------|
| | Boys | Girls | Boys | Girls | A | H |
| No. Words: M | 166.1 | 164.5 | 163.4 | 151.6 | 165.3 | 157.5 |
| SD | 76.4 | 86.6 | 62.2 | 78.1 | 81.4 | 70.5 |
| Theme % | 89 | 90 | 96 | 85 | 89.5 | 90.5 |
| Figs. Intrd*% % | 96 | 96 | 97 | 90 | 96 | 93.5 |
| Anxieties % | 74 | 79 | 77 | 72 | 76.5 | 74.5 |
| Conflicts % | 37 | 35 | 35 | 34 | 36 | 34.5 |
| Outcomes % | 92 | 93 | 91 | 80 | 92.5 | 85.5 |

(74)

Armstrong, Op. cit.

(75)

Light, Op. cit.

* Figures Introduced

Each one of the remaining five criteria, namely themes, figures introduced, anxieties, conflicts, and outcomes were analyzed with respect to their presence or absence in a story. For example Table 3 shows that 89% of the boys' animal stories had one theme or more.

An inspection of the results in Table 3 shows that there is no real difference between animal and human pictures. The tendency for animal pictures to exceed human pictures on all the criteria except themes is too slight to be considered real. We must conclude, therefore, that there is no difference (as far as these criteria are concerned) between animal and human pictures. 1

Table 3 shows further that girls respond more to animal pictures than to human pictures on all the six criteria. However, the differences are small and could have been obtained by chance. Boys, on the other hand, respond more to animal pictures in outcomes, conflicts, and number of words.

These findings do not agree with Light's results. With the exception of number of words and outcomes, he found ⁽⁷⁶⁾ that the children responded significantly more to human pictures than animal pictures.

(76)

Ibid.

However, Lebanese children introduced more figures such as friends, enemies, weapons, etc. into their stories than the children in Light's study. Light found that 44% of the animal stories had figures while 83% of the human stories had such identifications. ⁽⁷⁷⁾ In contrast to Light's 44% animal stories having figures, Lebanese children gave 96% animal stories containing figures (Table 3).

Light found that significantly more human stories (67%) than animal stories (19%) contained conflicts. ⁽⁷⁸⁾ Table 3 shows that Lebanese children had less human stories (34%) conflicts and more animal stories (36%) with conflicts than Light's children.

With respect to outcome, Light found no significant difference between animal (68%) and human stories (74%). ⁽⁷⁹⁾ Lebanese children had more animal (92.5%) as well as human (85.5%) stories with an outcome than Light's children.

In summary, our findings do not agree with those of Light, Armstrong, Biersdorf and Marcuse, and Mainord and

(77)

Ibid.

(78)

Ibid.

(79)

Ibid.

Marcuse, who demonstrated the superiority of human pictures over animal pictures. Nor do the results support Bellak's third hypothesis which states that animal figures are superior to human figures.

With respect to the first hypothesis of the present study, Lebanese children do not respond more to human pictures. Their responses to animal and human figures do not differ sizably. As will be discussed later, this could be caused by the itroduction of TV.

THEMES

All the stories were analyzed with respect to the variety of themes occurring such as themes of orality (stories dealing with general food and eating problems), sibling (sibling rivalry, jealousy, or cooperation), punishment, disobedience, etc. The frequency of each theme in the 400 stories was found and converted into a percentage of the total number of themes. This was done separately for boys and girls and for animal as well as human stories. (Table 4)

The analysis of themes revealed a variety of themes, some of which occurred much more frequently than others. Boys and girls in animal as well as human pictures mostly projected stories revolving around themes of orality, punishment, disobedience, sibling, and competition

in the order of most frequent to less frequent. (Table 4)

Table 4

Per Cent Different Themes in Stories by Sex
for Animal (A) and Human (H) Pictures

| Theme | Boys | | Girls | | Mean | | Mean Boys+Girls A+H% |
|--------------------------------|------|------|-------|------|-------------|----------------|----------------------------|
| | A | % H | A | % H | Boys A+H | Girls % A+H | |
| Orality | 20.4 | 13.4 | 22.8 | 14.8 | 16.9 | 18.8 | 17.8 |
| Punishment -) Disobedience) | 18.3 | 21.6 | 11.9 | 17.2 | 19.9 | 14.5 | 16.2 |
| Sibling | 13.9 | 20.6 | 11.9 | 9.9 | 17.2 | 10.4 | 14.1 |
| Competition | 17.2 | 11.3 | 13.0 | 14.8 | 14.2 | 13.9 | 14.1 |
| Aggression | 6.4 | 7.2 | 8.7 | 7.4 | 6.8 | 8.0 | 7.4 |
| Robbery | 0 | 4.1 | 7.6 | 2.5 | 4.1 | 5.0 | 4.5 |
| Taking Bath | 2.1 | 5.1 | 4.3 | 8.6 | 3.6 | 6.4 | 5.0 |
| Visitors) Gossiping) | 5.4 | 5.1 | 2.1 | 6.2 | 5.2 | 4.1 | 4.6 |
| Fear | 5.4 | 2.1 | 3.2 | 3.7 | 3.7 | 3.4 | 3.5 |
| Getting Lost | 0 | 1.0 | 4.3 | 2.5 | 1.0 | 3.4 | 2.2 |
| Parental Discord | 3.2 | 1.0 | 4.3 | 3.7 | 2.1 | 4.0 | 3.0 |
| Illness - Injury | 2.1 | 3.1 | 1.1 | 4.9 | 2.6 | 3.0 | 2.8 |
| Toilet Training | 3.2 | 3.1 | 1.1 | 1.2 | 3.1 | 1.1 | 2.1 |
| Picnic | 2.1 | 1.0 | 3.3 | 2.5 | 1.5 | 2.9 | 2.2 |

In his study of child rearing practices in Lebanon, Prothro pointed out the importance of food for Lebanese children

at the age of five: (80) The data supports Prothro's findings with the addition that this trend continues into the ages of eight, nine, and ten. However, pre-occupation with food might not be characteristic of Lebanese children only. Lehman in a study of the CAT responses of 40 American Kindergarten children reported that 53% of the total themes elicited were themes of orality. (81)

A closer inspection of individual stories revealed that orality themes were mostly projected into Picture 1 (feeding situation). If the stories given to Picture 1 were to be removed from the 400 stories, the frequency of orality themes would diminish considerably (from 17.8% to 5.7%). This, however, does not apply to orality themes only. For example, themes of competition were given only in response to Picture 2 (attitude toward parents).

The following story told by an eight years, five months old boy illustrates a typical story which revolves around a theme of orality.

(80)

Prothro, Child Rearing in the Lebanon, p. 14.

(81)

I.J. Lehman, "Responses of Kindergarten Children to Children's Apperception Test", J. clin. Psychol., 1959, 15, 60 - 63.

Picture 1 (CAT): One day a family got up early. Their mother had prepared them soup. There were three children, one old, one young, and one middle. The middle always grabbed food and put it in his mouth. The mother did not like this because he was teaching his brothers bad habits. One day the mother wanted to teach him a lesson. She heated the soup and made it very hot. She gave it to the middle and gave to the others good soup. The middle drank the soup and his mouth burnt. So he stopped eating fast and grabbing food and asked his mother's forgiveness. The mother said that he became a good boy and everybody said that they had good-mannered children and that they were a good family. The mother made the best soup for her children. The middle was still frightened of her making hot soup again. The mother explained that a mother doesn't hurt a good son. So he understood that his mother loved him.

Individual chi-square analysis of each picture on themes of orality, showed no significant difference between the responses of girls and boys. (The greatest chi-square value did not exceed 1.66). Analysis of Picture 1 showed that more boys had themes of orality to it. This, however, was not significant.

Another theme which occurs almost as frequently as themes of orality, is that of punishment - disobedience. This theme was mostly projected into Picture 10 and Picture 8. Most punishments mentioned were immediate and common procedures for punishments were beating and locking

up in the bathroom. This supports earlier findings by Prothro concerning common methods for disciplining Lebanese children. (82) The father was the punishing figure most of the time. For example, a ten year old boy gave the following story revolving around a theme of punishment - disobedience in response to Picture 10 (CAT).

Picture 10 (CAT): There was a dog and his son. His son always went into the bathroom and spoiled something, broke the flush, spoiled the toilet seat, and tore the towels. His father got mad. First he did not say anything but punished him by depriving him of playing in the garden. One day he went into the bathroom and flushed the toilet. It overflowed because it was stuck. He was happy and put his feet in it. The father went in and found the bathroom all spoiled. He came and told his son if he does it again he would punish him from playing for two weeks. The next day he went and did the same thing. His father came and saw what he did. He didn't say anything except that next time he will be punished for two months. The boy kept doing the same thing for a whole week. The last time he did so, the father beat him and he started crying and asking for forgiveness. The father punished him for two months. After that whenever he went to the bathroom and found something spoiled, he fixed it and his father was pleased with him.

The individual chi-square analysis of human and animal pictures for punishment disobedience themes revealed

(82)

Prothro, Op. cit., p. 105.

a significant difference between the responses of girls and boys on Picture 8 in the animal series ($\chi^2 = 6.40$, d.f.=1, $p < .05$) and on Picture 4 of the human series ($\chi^2 = 5.05$, d.f.=1, $p < .05$) at the 5% level. Boys tend to project more themes of punishment - disobedience into these pictures than girls do. Combining the results of the separate analyses by a procedure described by Maxwell,⁽⁸³⁾ no significant overall difference between boys and girls was found.

Analyses of the pictures on themes of competition and sibling showed no significant difference between boys and girls.

In summary, boys and girls projected themes of orality most frequently (17.8%) into animal and human pictures. The Lebanese children's pre-occupation with such themes supports earlier findings concerning their interest in food and eating. Therefore, the second hypothesis of this study namely that the most occurring themes will be themes of orality is confirmed.

Other less frequent themes are those of punishment - disobedience, sibling, and competition. There was no overall significant difference between boys and girls

(83)

A.E. Maxwell, Analyzing Qualitative Data, London: Methuen and Co. Ltd., 1961, pp. 75 - 77.

with respect to these themes.

OTHER SELECTED FEATURES OF THE STORIES

As with themes, figures introduced, anxieties, conflicts, and outcomes were further analyzed with respect to different types occurring in the stories. The frequency of each type was found and converted into percentages of the total number of types of each feature.

Figures and Circumstances Introduced: Figures or circumstances most frequently introduced were aggression (beating, killing, competition, punishing, etc.), food, and siblings. This finding is in accordance with earlier findings about most occurring themes. Table 5 shows that both boys and girls have a consistent tendency to make up stories introducing aggression, food, and siblings most frequently.

An overall inspection of Table 5 reveals no differences between the types of figures introduced by boys and girls into animal and human stories. However, it is interesting to note the difference between the food responses of boys to animal and to human pictures. They give more food responses to animal pictures (23.0%) than to human (13.7%) pictures; whereas girls give the same proportion of such responses to both.

Table 5

Per Cent Different Figures Introduced in the Stories by Sex
for Animal (A) and Human (H) Pictures

| Figures | Boys | | Girls | | Mean | | Mean Boys+Girls A+H% |
|---------------------------------|------|------|-------|------|---------------|--------------|----------------------------|
| | A | % H | A | % H | Boys A+H % | Girls A+H | |
| Aggression | 24.3 | 24.0 | 24.9 | 25.3 | 24.1 | 25.1 | 24.6 |
| Food | 23.0 | 13.7 | 19.2 | 18.8 | 18.3 | 19.0 | 18.6 |
| Siblings | 10.6 | 12.0 | 13.9 | 12.7 | 11.3 | 13.3 | 12.3 |
| Deprivation | 7.5 | 3.4 | 7.5 | 5.6 | 5.4 | 6.5 | 6.0 |
| Benefactor | 6.2 | 5.5 | 5.3 | 6.1 | 5.8 | 5.7 | 5.7 |
| Friend | 3.5 | 5.8 | 3.9 | 4.7 | 4.6 | 4.3 | 4.4 |
| Money - Gold | 3.1 | 7.9 | 2.8 | 1.9 | 5.5 | 2.3 | 3.9 |
| Tricks | 0.4 | 0.3 | 1.1 | 0 | 0.3 | 1.1 | 0.7 |
| School | 3.1 | 3.8 | 3.5 | 4.2 | 3.4 | 3.8 | 3.6 |
| Illness - Injury | 2.6 | 4.5 | 2.8 | 2.3 | 3.5 | 4.5 | 3.0 |
| Birthday - Gifts) Parties) | 2.6 | 2.7 | 3.2 | 3.3 | 2.6 | 3.2 | 2.9 |
| King - Palace | 1.4 | 0 | 1.8 | 3.8 | 1.4 | 2.8 | 2.1 |
| Neighbor | 0.8 | 2.4 | 1.1 | 1.9 | 1.6 | 1.5 | 1.5 |
| Relatives | 4.3 | 1.4 | 2.2 | 1.8 | 2.8 | 2.0 | 2.4 |
| Seller | 0 | 1.4 | 1.3 | 3.3 | 1.4 | 2.3 | 1.8 |
| Love - Marriage) Divorce) | 1.8 | 2.1 | 2.5 | 0.5 | 1.9 | 1.5 | 1.7 |
| Religion | 0.4 | 0.7 | 0 | 1.4 | 0.5 | 1.4 | 0.9 |
| Charity | 0.4 | 0.7 | 0 | 1.4 | 0.5 | 1.4 | 0.9 |
| Alcohol - Gambling | 0.4 | 1.4 | 0.3 | 0.5 | 0.9 | 0.4 | 0.6 |

Anxieties: Table 6 presents the different types of anxieties which occurred in the stories.

Table 6

Per Cent Different Anxieties in Stories by Sex for Animal (A) and Human (H) Pictures

| Anxiety | Boys | | Girls | | Mean | | Mean Boys+Girls A+H% |
|--------------------------------------|------|------|-------|------|------|-------|----------------------------|
| | A | % H | A | % H | A+H | % A+H | |
| Physical Harm) Punishment) | 30.3 | 34.1 | 34.5 | 32.9 | 32.2 | 33.7 | 32.9 |
| Deprivation | 14.7 | 10.8 | 21.2 | 17.0 | 12.7 | 19.1 | 15.9 |
| Being Overpowered) and Helpless) | 13.1 | 16.3 | 18.6 | 11.7 | 14.7 | 15.1 | 15.4 |
| Disapproval | 15.6 | 13.2 | 7.9 | 10.6 | 14.4 | 9.2 | 11.8 |
| Illness - Injury | 14.7 | 10.1 | 11.5 | 10.6 | 12.4 | 11.0 | 11.7 |
| Being Deserted | 7.4 | 7.7 | 4.4 | 10.6 | 7.5 | 7.0 | 7.2 |
| Lack or Loss) of Love) | 4.1 | 7.8 | 1.8 | 6.4 | 5.9 | 4.1 | 5.0 |

The most occurring anxiety for both boys and girls is physical harm and punishment. This is in line with earlier findings concerning themes of punishment - disobedience. Table 6 shows that girls have more anxiety about deprivation (19.1%) than boys (12.7%). On the other hand, boys have more anxiety about disapproval (14.4%) than girls (9.2%). An overall examination of Table 6, however, shows no sizeable differences between the two sexes.

Conflicts: Conflicts were also analyzed with respect to their different types. As seen in Table 7 the most common conflict for boys and girls in animal as well as human pictures is between autonomy and compliance. In other words, the children had a conflict mainly between obeying or complying with their superiors' orders or doing things on their own and being independent on the other hand. For example, the story on page 52 shows a conflict between autonomy and compliance. This again agrees with our earlier findings in themes as well as anxieties.

Table 7

Per Cent Different Conflicts in Stories by Sex
for Animal (A) and Human (H) Pictures

| Conflict | Boys | | Girls | | Mean | | Mean Boys+Girls A+H% |
|---------------------------------|------|------------|-------|------|------|-------|----------------------------|
| | A | % H | A | % H | A+H | % A+H | |
| Autonomy and) Compliance) | 57.1 | 63.9 | 52.9 | 62.5 | 60.0 | 57.7 | 58.8 |
| Super-Ego and) Aggression) | 20.0 | 19.4 | 23.5 | 21.8 | 19.7 | 22.6 | 21.0 |
| Super-Ego and) Acquisition) | 11.4 | 11.1, 14.7 | 6.2 | 11.2 | 10.4 | | 10.7 |
| Achievement and) Pleasure) | 11.4 | 5.5 | 8.8 | 9.4 | 8.4 | 9.1 | 8.7 |

It is interesting to note that both sexes project slightly more conflicts between autonomy and compliance into human pictures, the girls more so than the boys. The overall picture shows no differences between the two sexes in regard to the types of conflicts.

One of the conflicts indicated on the analysis sheet was that between super-ego and sexual desires. As seen in Table 7, none of the children projected this conflict into their stories. Strikingly enough, no mention of sex as such was made in any of the 400 stories. This might have been caused by the repression of sex in Lebanese children as reported by Prothro.⁽⁸⁴⁾ On the other hand, it might be a characteristic of this age group; the first being more probable as an explanation.

Outcomes: Outcomes were analyzed with respect to being happy, unhappy, realistic or unrealistic. One story could be happy and yet unrealistic, other combinations being possible.

Table 8 shows that both sexes end their stories with a happy outcome. As in the stories on pp. 51 and 52 most of the animal as well as the human stories have a happy ending. Examination of this Table shows no overall

(84)

Prothro, Child Rearing in the Lebanon, p. 154.

difference between the two sexes in the types of outcomes.

Table 8

Per Cent Different Outcomes of Stories by Sex
for Animal (A) and Human (H) Pictures

| Outcome | Boys | | Girls | | Mean | | Mean |
|-------------|------|------|-------|------|-------------|--------------|--------------------|
| | A | % H | A | % H | Boys A+H | Girls A+H | Boys+Girls A+H% |
| Happy | 70.6 | 68.1 | 73.1 | 76.2 | 69.3 | 74.6 | 71.9 |
| Unhappy | 20.6 | 18.7 | 15.0 | 13.7 | 19.6 | 14.3 | 17.0 |
| Realistic | 2.2 | 3.3 | 1.1 | 3.7 | 2.7 | 2.4 | 2.5 |
| Unrealistic | 6.5 | 9.9 | 10.7 | 6.2 | 8.2 | 8.4 | 8.3 |

In summary, further analysis of figures introduced, anxieties, conflicts, and outcomes revealed that Lebanese children make up animal and human stories which project mostly aggression, food, and sibling (Table 5), anxiety about physical harm and punishment (Table 6), conflicts between autonomy and compliance (Table 7), and a happy outcome (Table 8). There are no differences between the responses of boys and girls in any of the above mentioned responses.

DIFFERENCES BETWEEN BOYS AND GIRLS

In his study of child rearing practices, Prothro

reported certain differences in the child rearing practices of Lebanese girls and boys. One such difference was in the period of breast feeding. More boys were breast-fed for a period of fourteen months or more than girls. This could have caused a difference in the responses of themes of orality between boys and girls. However, our analysis, as was cited earlier (see page 51), did not reveal any significant difference.

Prothro also pointed out the Lebanese mothers' differing attitudes towards boys' and girls' going around naked. They were more strict with the girls at an early age than with the boys. The fantasy projections of both sexes showed no differences concerning their sexual behavior, mainly because there was no mention of sex throughout the 400 stories.

As discussed and pointed out earlier in this chapter, there were no differences between boys and girls in the length of stories. Although girls were expected to tell longer stories, the difference between the two sexes was not sizeable.

SUMMARY AND CONCLUSIONS

Reviewing the literature pertaining to the CAT's third assumption, namely the superiority of animal figures over human figures in children's projections, revealed that most of the studies did not support Bellak's third assumption. Instead they showed that human figures were superior to animal figures in the facilitation of projection.

The following hypotheses, which the present study set out to test, were then formulated on the basis of the review of the literature and after considerations of some aspects of the Lebanese children's cultural traits. Extensive reference was made to Prothro's study of child rearing practices in Lebanon.

In the present study which arose out of considerations stated in Chapter I, the CAT was given to 40 Lebanese children (20 boys and 20 girls) whose ages ranged between eight and nine. Our first hypothesis stated that Lebanese children would respond more to human pictures than animal pictures as measured by several criteria. The results set out in Chapter III did not support this.

The unexpectedly high response of children to animal figures might have been affected by the introduction of television in Lebanon. Children's programs on television show a number of cartoons, such as Mighty Mouse, with animal figures. It would be interesting to find out whether there is a difference between the responses of children who watch television and those who do not.

The second hypothesis was that the most frequently occurring themes in the stories would be themes of orality. This hypoth-

esis was substantiated by the analysis of themes.

The third hypothesis was concerned with differences between boys and girls and stated that there will be differences between the responses of boys and girls. Analysis of various criteria showed no sizeable or significant differences between the two sexes.

It is pertinent at this point to draw the reader's attention to limitations of the study. Considering the variability in the responses in a sample consisting of only twenty girls and twenty boys is inadequate. Larger samples would enable us to determine whether the differences obtained are true ones.

Another limitation of the study arises out of the pictures themselves. The CAT pictures which were designed for American children have certain features with which the Lebanese children may not be familiar. For example, in Picture 4 (sibling rivalry), most of the children had neither seen nor heard of a kangaroo before. This could have diminished the responsiveness to this picture considerably. The same applies to picture 8* where the method of punishment portrayed is not commonly used in Lebanon and hence should be changed to assure better responsiveness on the part of the children.

* This, of course, applies to the corresponding human pictures too.

The children's unexpected enthusiasm and responsiveness to the Children's Apperception Test suggests that further research in this area would be of great value and use. Certain suggested changes and the establishment of norms for the CAT would make it a more useful instrument for assessing the personality of Lebanese children.

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