

SOME EXPERIMENTS WITH PYSCHO-DIAGNOSTIC
TECHNIQUES ON SCHOOL-GOING CHILDREN

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" SOME EXPERIMENTS WITH PSYCHO-DIAGNOSTIC
TECHNIQUES ON SCHOOL-GOING CHILDREN "

By

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ABSTRACT

Six boys, intelligence above average, ages 7 - 11 years, middle-class or upper-middle class, living in a supposedly fashionable Lahore neighbourhood, attending European-type Urdu teaching schools, were put through six psycho-diagnostic techniques viz., Wechsler intelligence (Urdu), Murray's TAT, a local version of inkblots, two new projectives (Pickford's pictures and Rafi-Zaman's Visual-Apperception) and play in the GC clinic play room. The observations are digested as six personality case-studies, followed by a discussion of the techniques.

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PART I

THE PROBLEM STATED

Certainly something is wanting A series of abstractions or a recital of isolated facts is hard to make meaningful and still harder to relate to any individual child. (Lawrence K. Frank, individual development).

The present study is different from the usual run of student studies of this kind: it is not concerned with proving or disproving any hypotheses, nor is it concerned with discovering and measuring possible correlations; nor is it a survey of any kind, of, say, methods of study or of frequencies of some sort, and so on.

This study may be described as a report on a first encounter with the large and growing subjects of diagnosing child personality, in the context of Pakistan (or West Pakistan) and under our special conditions. It is designed to project opportunities and methods which are available, and the tools, instruments, and ideas which may be adopted or adapted by us in our own testing programmes; to project difficulties in any systematic testing of children or in any research on children undertaken in our country; and to suggest, if possible, the first steps which may be taken by us.

In Pakistan or at least in West Pakistan systematic testing has not yet begun though sooner or later it must.

When it does it must go through a preliminary confrontation between the testers, the tests and the testees. Inevitable as such confrontation is, it also happens to be valid for the present writer, for her circumstances and interests. Student studies in psychology are dependent on the instruments of study available, on the human material (the 'subjects') which can be got hold of, and not the least on the student's own predilections, interests and limitations (limitations of movement included). In child study the instruments are the accepted or available tests and techniques. We have several at the GC Clinic and Department in Lahore. "Subjects" are in short everywhere, and are especially short in Lahore; and not very student possesses the means or the contacts necessary for gathering subjects suited for specific problems. my "subjects" had to be such as I could find^y and these had to be school-going children in our neighbourhood. We decided to have boys only; for, as my supervisor Prof. M.A. Quraishi said, boys reveal themselves more easily, and especially so in play. There was difficulty to begin with to get the boys at appointed hours. There had to be some changes also. But we were able to adjust and eventually I found a group of boys who could be put through all my tests. The programme worked particularly because I happened to be interested in handling school-going children, also in testing and tests as such.

Subjecting a group of boys I could find, to a series of tests and techniques I could lay hands on, seemed natural and easy. The adventure could be trusted to reveal child nature to me, also teach me what the tests could or could not do. It could also be trusted to reveal significant points for psychological testing in general and for its adoption in our own country in particular.

Subjects

Consultations with staff - especially with our Professor and head Dr. Muhammed Ajmal and my supervisor Professor M.A. Quraishi settled the programme. There was to be a small group of children I could test and a variety of tests I could test them with. The children were to be children in our neighbourhood easy to invite, contact and to establish rapport with. For a possible comparison of their individual reactions to the tests it was also decided that they should be the same age. It turned out on door-to-door inquiry that we could count on about half a dozen children all eight or around eight years of age; these could be got at hours suiting their convenience and the convenience of their families.

The Tests

As for the tests it was decided that as we aimed at testing children as such we had to go largely for personality tests, such as are well-established in use and are available in Lahore, in our own department or elsewhere; at the University Institute of Education and Research, for instance.

It was also decided to look around for some new tests and add them to our list of instruments. It so happened that at least two tests which were new and which every one thought should be put on this occasion, were available. A trial of these tests with our children could be interesting and important; the inventors of both had worked in a Western environment and were interested in a cross cultural check. The use of the new tests could introduce us to something new, and could also reveal something of significance for the tests themselves.

We were also reminded that even the goal is personality testing, some tests not directly relevant to personality should be included in all testing programmes. We found no reason to deviate from this practice. In short, the following tests were selected for the purpose of this confrontation.

1. Intelligence test (children's Wechaler).
2. TAT (Murray's)
3. Inkblots (GC Clinic version)
4. Pickford's Pictures (a new projective)
5. Rafi Z. Khan's VAT '60 (also a new projective)
6. Play (at the GC Clinic)

Normal and full versions of tests were not used out of consideration for time. A selection of items was made. For Inkblots we used the series which has been in experimental use for many years, having been designed by Prof. M.A. Quraishi on the basis of unique experience. The play room and play instruments have become established at the clinic, which also is many years old and like the GC inkblots is the creation of Prof. Quraishi.

New Tests

The new tests, Pickfords Pictures and Rafi Zaman's VAT '60 were welcome accidents, Prof. R.W. Pickfords' pictures we owe to Professor Q.M. Aslam, Prof. Pickford's contemporary at Cambridge. Professor Pickford is Head of the Department of Psychology at Glasgow, UK and has a long record of work in colour-vision, art-analysis and personality testing. He has only recently made public his set of pictures (described more fully below) and is anxious to see them tested elsewhere. A set of

pictures and the accompanying manual had been received by Professor Aslam. What could be more natural and more welcome than to put the pictures to test with subjects here. Pickford's pictures are valid for use with children as with adults.

Rafi Z. Khan, Pakistani psychologist has had an unusual career, pioneering in important ways: as army psychologist in India and Pakistan, as psychologist to the Pakistan Public Service Commission, the first ever to hold such a position in our part of the world, as psychoanalyst, writer and traveller. Rafi Z. Khan now lives with his Pakistani family and American wife in US, working as clinical psychologist in a psychiatric hospital. A keen originator, he has developed a visual-apperceptive instrument which reveals personality (child as well as adult) through a subject's choice of colours. The test we used is called VAT '60 and has already been used with a large number of American subjects and can now be tested with subjects elsewhere. Rafi Z. Khan was on a visit home and when my study was being defined was working in the Government College, under the direction of our head Dr. Muhammad Ajmal. Dr. Ajmal decided to put Rafi Z. Khan's VAT through as many Pakistani subjects as possible.

One of my fellow students used it with 40-50 college-going girls. It fell to me to use it with my group of school-going boys.

The study seemed engrossing to begin with. It proved so throughout, in spite of set-backs, disappointments and confusions. Its unstructured character seemed tentatisting but inviting. Half a dozen school-going boys were to be put through half a dozen different kinds of tests, and with no special intent. The indefiniteness of the undertaking was relieved largely by Prof. M.A. Quraishi coming forward to bring out the psychoanalytic significance of the reactions of my young subjects. The results were not disappointing. A number of growing, normal, intelligent, enthusiastic, co-operative, good humoured children were brought into close and active touch with tasks which modern projective techniques set to their subjects; interesting consequences could be looked for and, needless to say, there were many such consequences. Indeed there were more consequences than I was able to record and formulate. What there was to observe was much more. Much of it I was to reduce to descriptions approved by test-fabricators, but much of it I was able only to observe. Much I must have failed even to observe. But everything I suppose went into building my insight into child personality.

An incident perhaps common in all such studies may be mentioned. One of my subjects -- very interesting and promising in certain ways -- had to leave Lahore before all my observations could be completed; the family moved to Karachi on the transfer of the father. My group of six became a group of five. The five who remained were able to go through all the tests including the last one viz., play in the play-room of the GC clinic.

Ages of subjects

Another important point to be mentioned relates to the ages of my subjects. Our idea was to study a small group of children of the same age. When we went from door-to-door, my mother and our excellent neighbour, Begum Salahuddin, explained that we were looking for children 8 years or near 8 years old, not for those such below or above. The latter were dropped and this was done in clear and careful consultation with their mothers. All this seemed clearly understood and accepted and we thought we were working with boys all more or less 8 years old. But when formal history came to be taken and the recorded dates of birth came to be demanded by me, it turned out that my subjects ranged from 7 to 11 years in age. Our original expectation -- it could hardly be described as our plan -- to treat the same age level to a variety

of personality and other tests was upset. How often do we take things for granted when we should not! Could I have asked to see the birth certificates of these boys before I accepted them? Would the certificates be produced? Would they necessarily be correct, had I been able to see them? These questions cropped up at once. Prof. M.A. Quraishi came to our reason. He decided that the range 7 to 11 was the latency period as understood in psychoanalytical theory and practice. So we could treat our study as a study of boys during their latency years, a welcome suggestion which seemed to make my study more meaningful than I was afraid it was going to be.

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PART II

HISTORICAL BACKGROUND

*"The historian seeks to explain how the past came to be turned into the present., to reveal the complexity (of a story) by telling it in detail."
Islamic culture in the Indian environment.*

An historical introduction is always legitimate; more so in a study of children. For, few studies are as full of vicissitudes as the study of children; from its beginnings with casual observations to the conscious responsibilities of a modern social sub-science. The story is interesting and full of significances both for child-psychology and for modern general psychology, theoretical and applied. A history of child-study with this in view has not yet been told and cannot be told except by some one specially gifted and devoted.

Last fifty years

What we can do, therefore, is to collect the important names which figure in the story and to string them in some order. Even from such an account it may appear that in the course of the last 50 years or so -- the time during which child-study has achieved its modern status -- child-study has been responsible for several major developments in psychology: for instance;

- (i) Child-study has brought to the fore the importance of child-nature as such; childhood is no longer an incident or a segment in the developmental history of the adult; it is a species of human nature important on its own account.
- (ii) Child-study though it began with children became the precursor of major developments in applied psychology. Intelligence testing began with children. Personality testing both with inkblots and with thematic material began with children.
- (iii) Child-study also initiated major developments in psychological -- largely behaviouristic -- methods.
- (iv) Child-study has focussed attention of administrations everywhere on the importance of a proper scientific care of children. Children are not to be left alone: even though they remain in the fundamental and benign care of nature, there is much the clinical psychologist and through him the community can do to help the child to develop his full mental, moral and social potential.
- (v) Child-study has promoted cross-cultural studies as a method. For nowhere do human culture differ more than in the treatment and up-bringing of children. No child-study can go far without

raising cross-cultural issues. No wonder, cross-cultural study is another of the major contributions of child-study to psychology in general.

The story of these developments cannot be told in any detail. But it is good to recall briefly and broadly the leading land-marks.

The Philosophers

To begin with, the philosopher Plato pioneered by stressing innate individual differences which it was important to spot early in childhood.

Another philosopher John Locks (1632 - 1704), on the other hand, stressed the highly plastic nature of children. Infants have minds which are blank tablets at birth, he said.

Yet another philosopher J.J. Rousseau taught that the child is born with an innate moral sense.

The philosophers, however, did not experiment; nor did they observe in accordance with any design; nor did they record systematically.

Child biographies

After philosophical observation, therefore, child-study passed into the hands of those concerned with the writing of baby biographies². Pestalozzi (1746 - 1827) published observations on his 3½ year old son.

At the same time children were coming into their rights as individuals and as human beings worth careful study for their own sake. The important relationship between child study and education was stressed by Froebel (1782 - 1852) and Herbart (1776 - 1841).

As time went by this original -- and superficial -- interest became more and more sharpened and more and more systematic. Evolutionist thinking³ stirred by Charles Darwin (1809 - 1882) stimulated experimental psychologists to take keen interest in children. Darwin himself published the biographical sketch of an infant. Child-study was included in courses, and children were subjected to experimental observation, at the Leipzig laboratory. Wundt (1832 - 1920) himself showed concern with child psychology, but children did not fit in so easily into the experimental frame of Wundt; so his contribution to this special field remained very poor. Wundt, however, tried to

work up a kinship between the mind of the child and the mind of the primitive; interest in this survived long after him.

Stanley Hall (1844 - 1924) a pupil of Wundt, carried Wundtian and other ideas with him when he went back to America to establish the first American psychological laboratory. His main contribution to psychology consists of his two journals; one of which the Pedagogical Seminary, spurred interest in child psychology, even though it contained only empirical work based on incomplete biographical data about children.

Hall pioneered in the use of the Questionnaire for the investigation of the contents of children minds. Hall published his two volumes on adolescence in 1910.

James Sully (in UK) doing something similar wrote Studies of children in 1896. Sully also founded the British association for child-study.

Preyer a physiologist described his son's mental development during the four years, founding the science of developmental schedule which have become so important since. Preyer's Mind of the child was published in 1890.

J. Drevor Sr. studied children's vocabularies (1919).

The rest of the story belongs to the last 50 - 60 years, during which time child-study has steadily become more and more systematic, scientific and subtle.

The developmental idea

A great leap forward was taken by those who chose to view children in the developmental context. Alfred Binet (1856 - 1911) in France and Stern (1871 - 1938) in Germany proved important in this unique advance.

Binet's work pertaining to the measurement of intelligence introduced the "testing spirit," in the world of psychology. Though his tests did not retain their original shape in subsequent years, they nevertheless survive as the background and base not only of all revisions, including the latest one, of Binet's own scale, but of all testing techniques invented since. Binet's researches were inspired by state educational authorities concerned to make state educational grades equal to the intelligence of children in those grades. His scale -- an age-scale -- and known as the Binet Scale was used only on children. The tests distributed

under each age level were designed to yield the mental age of a child, to display his intellectual capacity relatively to his chronological age. For example if a child of 5 could perform tasks designed for seven year olds his mental age was seven as seven compared with his chronological age of five; he was better in intelligence than his years. Binet's scale was applied individually; the focussing on child personality was inevitable.

William Stern, joined by his wife Clara also worked on children. His main contribution to method was his new way of calculating intellectual capacity. He gave us the concept of the Intelligence Quotient or the IQ. While Binet was satisfied with measuring the difference between mental and chronological age, Stern invented a formula and said that the IQ of a subject was obtained by dividing mental age (MA) by chronological age (CA). Moreover, he showed that this quotient (the IQ) remained fairly constant from year to year and was reliable as a personal quality. With some reservations now accepted as the result of more careful research, the IQ of a person is still thought to be one of nature's constants. The same person has the same IQ as child and man. William Stern had things to say about the diagnosis of personality.

Binet's work was introduced into America. . Terman worked with several thousand subjects and brought out his revision called after his university the Stanford Revision of Binet's scale. Terman also invented methods for the reconstruction of the childhood of the great men of history.

It soon began to seem that tests which had been so successful with children could be extended and elaborated; comprehensive versions could be invented so as to prove suitable for both children and adults. The development of the Wechaler-Bellevue scale was the result of this kind of thinking. It offered a variety of tests which covered a number of functions the successful performance of which determined the intellectual capacity of the subject tested.

Gesell working with more precise tools enlarged the conception of maturation and development, applying it not only to physical form, to parts of the body, muscles, bones, nerves etc., but also to behaviour patterns, attitudes, beliefs etc., Gesell's developmental schedule are respected alike by psychologists and parents; they will continue to be so respected for a long time.

Experimental child study

The experimental approach to child-study came next. It came through old type social psychologists, behaviourists, and recently through small group researchists.

Susan Isaacs observed the social development of children.

J.B. Watson observing infant fear and hunger by the conditioning technique recommended strict, cold, and impersonal treatment of children's emotion; the very opposite of the Freudian permissive, warm and personal treatment.

The Swiss, Joan Piaget, systematised the methods of observing children at play. He also designed experiments for the solution of important theoretical problem; also developed the clinical interview as a standardised device for testing children 2 - 14 years of age. He studied the different ways children employed in dealing with the world around them.

The Group Dynamics School under the leadership of Kurt Lewin introduced children as subjects in experimentally designed social situations and social

interaction. The distinction between authoritarian and democratic types of leader and personality became established through observations on children in such experiments. Kurt Lewin became the founder of small group research.

Wechsler brought intelligence and personality closer together, proposing to test both by the same test.

Bowlby brought out the significance of mother care and projected the scientific study of childhood on the attention of international mental hygiene and preventive mental medicine in time of war and peace.

Freud: projectives and psychodiagnostics

The great Sigmund Freud revolutionised child-study by teaching that childhood was the supreme revealer and determiner of adult personality. Subsequent developments in child-study stem from the work and teaching of Freud.

Rorschach and Murray working on Freudian foundations developed the first projective techniques. Their studies in the beginning were focussed on children. Rorschach fabricated his famous inkblots and Murray his pictures working with children.

The Murray Thematic Apperception Test (TAT) which came later asked the subject to make up stories about given pictures. It was noticed that in doing this the subject revealed his hidden desires and conflicts controlling his thought and actions.

A unique interest was created in the study of personality, including child personality; in the individual as a unique being, a person. Intelligence tests even as tests of intelligence were found also to reveal an examinee's personality; yet they remained tests of intelligence only. The discovery of "projective techniques" can be said to have met the need of personality testing as such. The work of Herman Rorschach (1884 - 1922) the Swiss psychiatrist who died young is the most monumental among the achievements of our century in the field of psycho-diagnostics. It also, results from interest in child-study. In 1911 Rorschach began a systematic exploration of the possible uses of inkblots of different types and forms. This led him into a comparative study of normal, neurotic, and psychotic subjects. The idea of using inkblots was not new. Leonardo da Vinci the Italian genius had noticed their significance before. During his work as a school teacher, a friend of Rorschach's had used

inkblots to stimulate his young pupils. Rorschach was impressed by differences in the children's responses to the same inkblots; he thought about the possible connection between inkblot responses and personality traits. Rorschach's study of these response resulted in a new and somewhat complicated perceptanalysis. Rorschach's work proved more far reaching and original than the work of any of his predecessors. It forms the backbone not only of Rorschach's own method but also of other similar methods and techniques invented since.

Two or three other more recent inkblot batteries have come to our notice. One is Molly Harrower's, Harrower, the author of Appraising Personality an interestingly written book on the subject; the other is by Wayne H. Holtzmann of the university of Texas. Both Harrower's and Holtzman's inkblots are commercially available. Both build on a modified Rorschach plan.

The Holtzman's battery, however, goes further than Harrower's in modifying on the Rorschach. It uses 45 cards instead of Rorschach's 10; it relies only on one response to each card instead of the many permitted and expected by the Rorschach. The classification of responses is claimed to be

more objective. Separate sets are used for explaining, for diagnosis and for gauging progress in therapy. Inkblots are generally said to cut across cultural and language barriers, more so perhaps Holtzman's. The Time writer (Time, May 4, 1962) commenting humourously on this said, 'a bat's head is a bat's head everywhere at least where there are bats'.

At the GC clinic we have our own battery of inkblots designed on the Rorschach principle with some modifications. A selection out of the GC plates (designed by Prof. M.A. Curajishi about 15 years ago and which has been in constant use since) was used in the present study.

When in 1921 Florence Goodenough published her 'Draw a man test', her purpose was to test a child's capacity of observation. The more correct a child was in showing the different parts of the human body and their relationships with clothing etc., the more observant he was. This was, so to say, a method of testing intelligence alone. But it was soon found that it was much more. No wonder, it was soon adopted by students of personality; its projective significance was so obvious. Soon after, painting became another tool for investigating personality. Finger-painting with small children and brush-painting with older

children and adults claimed a lot of attention. Alschuler's and Hatwick's analyses of personality gave substantial support to this idea.

Children's play had long attracted attention; it now began to be seen more clearly that in the play of children with blocks, with clay and miniature-life toys, the doll house, doll furniture, etc., the private world of these little creatures came readily to light. In the the very way of handling these toys the children projected their ideas about the people and objects around them. Emotional conflicts affecting the development of their own personality were acted out by and through the dolls and in this way the clinician was able to have a glimpse of the children's own deeper thoughts. Melanie Klein conducted systematic studies of play with her psychoanalytical, bias. Her work brought to light the diagnostic and therapeutic significance of play in the observation and analysis of children.

It is true that Freud had concentrated especially on infants and children in his theoretical approach; also that he had directed attention to neurosis in childhood. But psychoanalytic studies of children did not become numerous until the 1920's. It is because of this that the work of Anna Freud and Melanie Klein becomes especially significant. During the 1930's

psychoanalysis of children became a widely established field of observation and research. Study of play with a psychoanalytic bias was initiated by Melanie Klein. Klein used play as the context in which to view the personality of the child. The psychoanalytic way of thinking received great support from play. Its influence, spread to other approaches to the study of childhood: growth of behaviour patterns, emotions, dreams and fantasies. The entire literature of child psychology became coloured by psychoanalytic conceptions.

We at the GC happen to have a place in this phase of the story of child-study. We came into it about 15 years ago when the Government College Department of Psychology added its Clinical and Applied Section, thanks to the interest taken in its development by the then Principal, the late Professor A.S. Bokhari and the then Head, Professor Q.M. Aslam. The clinic was designed and equipped by Professor M.A. Quraishi, a practising psychoanalyst, who has been responsible since for practically all the child-studies made in the GC clinic. Fortunately we are going to have a systematic account of some of these child-studies in a book in Urdu prepared by Prof. M.A. Quraishi himself. My studies, it is true, have been made at home. But they have been supervised by Professor Quraishi and the play-part of the studies was held at the GC child

clinic; which means that a part of the Government College tradition of child-study may be said to be present in my study.

As I have said, the full child-study has yet to be written; scraps of information such as I have presented may be gathered from two recent books, viz., Robert I. Watson, Psychology of the child, and Mussen, Conger and Kagan, Child development and personality: also, of course, from the well-known texts, Gardner Murphy's History and Murchison's Handbook. The GC part of the story is common knowledge.

The contemporary scene

The contemporary scene in child-study, thanks to the developments taking place in projectives, is full of change and growing significance. This may be judged from the frequency of items registered in the Psychological Abstracts. The movement is spreading and growing and surprises may be in store every now and then. It is very important, therefore, to be watching. Some of this is indicated in our decision to present two projectives unknown to the literature on testing. Rafi Z. Khan's Visual Apperception Test (VAT) for instance. Rafi Z. Khan is a Pakistani psychologist. This projective of his -- VAT '60 to be exact -- is still at the experimental stage, part of the experimental investigation having been carried out in Lahore quite recently

under the auspices of the GC Department of Psychology. The other projective presented by us is Pickford's Projective Pictures; this has been through all the most rigorous examinations and checks and is now commercially available as a standardised personality test for children and adults. But even Pickford's Pictures is not yet a property of the text-books and the testing manuals. There was point, therefore, in presenting these new tests; if only to demonstrate the need of remaining alert and aware in a situation which keeps changing and pointing always to something new.

A brief description of the two:

Rafi Z. Khan's test originated in observations on the spontaneous drawings of patients in a US mental hospital. The significance of different colours in the expression of different moods seemed remarkable. Green and blue seemed correlated with cheerful moods, black with depression, red with anger, jealousy, etc., yellow with anxiety and so on. Accepting the idea tentatively, Rafi's problem was to devise a method for the measurement of the predominance of given colours in a subject's choices. Geometrical figures, squares, triangles etc., differently coloured (such as Lowenfield's) make use of area of ratios but this method, the author claims, is not suitable for

the measurement of colour ratios. Rafi proposes to use a larger variety of colours, adding purple, brown and white and to employ spaces between lines randomly drawn; the spaces to be filled in by colours freely chosen by subjects. The spaces on each plate are numerous and of all kinds of sizes and shapes. There are 12 plates in the entire series. The author claims regular relationship between colours and subjective moods and attitudes; at least on the basis of his American subjects.

Pickford's Projective Pictures consists of 120 pictures, each the size of a card, all vague and indefinite yet suggestive of many possibilities. The pictures -- simple line drawings -- show one or more children in as large a variety of everyday situations as possible. Sometimes the children are boys, sometimes girls. Not always is sex clearly indicated. Age also is intended to be indefinite. The scene depict ordinary activities, sometimes accidents, sometimes aggressive or friendly play. Children are present often in indeterminate relationship with adults. Bed-room and bath-room scenes are also included. Some scenes include fantastic and possibly dangerous or friendly animals. The pictures plainly drawn have great depth and variety of content. Professor Pickford claims they serve both diagnostic

and therapeutic purposes. A selection may be used as well as the whole series (We used a selection of 12) Professor Pickford is keen to know how his pictures turn out in a culture like ours.

Our interest is in tests which test personality; in psycho-diagnostic appraisal now achieved by means of standardised tests and techniques of many different kinds.

Diagnostic appraisal with the best of techniques takes a great deal of time. The aim of the psycho-diagnostician (also called the clinical psychologist) is as far as possible not to leave any part of the child's personality unobserved. The child is subjected to test after test and plate after plate. Clinical curiosity or responsibility impels the clinician to take just one more peep before pronouncing his diagnosis. This may seem excessive and wasteful. It is nevertheless agreed that no standard diagnostic examination designed to give adequate knowledge about a child can be without (i) a formal intelligence test and (ii) without some projective techniques such as the Rorschach and the T.A.T. forming the core.

Experiments with diagnostic techniques applied to children, therefore, have to include tests and techniques for the diagnosis both of intelligence and personality. We used selections wherever we found necessary and suitable.

PART III

CASE-STUDIES

*No matter how helpful a clinical tool it may be,
a psychological test cannot do its own thinking.
(Roy Schafer, Psychoanalytic interpretation in
Rorschach).*

Our case-studies, six in all, took many many hours each; in testing spread over several sessions for each subject, in collecting personal and family data (chart used is reproduced in Appendix) which proved delicate though interesting; and all of which had to be done according to schedules which changed now and then to suit the convenience of my subjects and their families.

Of my tests two, as I have already said, viz., Pickford's Pictures and the VAT, were provided by their authors. Of the rest, play is well-established as a technique at the Government College Clinic; so play could easily be observed at the GC. Inkblots - Quraishi's inkblots -- were also provided by the GC clinic. (These inkblots, designed for experimental and demonstrational use by alland sundry, are not so complex; they do not take a long time and prove somehow more stimulating in our culture, scope for apperception -- and interpretation -- becoming greater). For the thematic-apperception we wanted the

children's version called the CAT. We cast about all over Lahore but could not find. We wrote to Professor A.h. Alawi at Peshawar and he could not help. We therefore decided to use Murray's TAT pictures which are really meant for Western (and white) adults; relying only on a selection kindly made by Professor Quraishi.

A constant question, however, was this: how are psychodiagnostic test scores and test reactions to be interpreted? True, tests lay down their rules and criteria; but psycho-diagnostic curiosity (and responsibility) goes further.

It asks, what is the upshot of a whole series of observations on a whole battery of tests in terms of the individual who goes through them all? Again and again the truth of Schafer's aphorism came home:

"A diagnostic tool however perfect cannot do its own thinking".

This thinking has to be done by the diagnostician. In our case, the task of interpretation was taken over by my supervisor Professor Quraishi. Professor Quraishi's psychoanalytic convictions are well-known. Yet, as he would say, the interpretations must be set down as tentative; like all ideas in scientific work they stand until more adequate ideas can be found to answer the details as well as the total

pattern of our observations.

Now let us turn to the Case-studies:

Case-study No. 1 Furqan

Furqan is the youngest among my subjects, the only one who attends an Urdu medium school. At the time he was being tested he was 7 years and 1 month. He is also the youngest in his family. His eldest brother is 19 and the next one 13. He has no sister. My introduction to him came from my search for subjects, so my acquaintance with him and his family is new and my knowledge of his home atmosphere etc., merely what I could get out of the few questions (vide personal and family history chart) which his mother answered for me.

His home is more like what homes used to be in the past, in the time when our parents were children. A low middle class home, with the traditional peace and calm and general contentment; no brooding over lack of luck and no grouses of any kind. This is commendable in an age and in a neighbourhood in which money seems to be the pass-word. This obliviousness towards riches could be deliberate, the result of some sort of self-education. For, some awareness of social and economic differences did come out in the tests. Parents seem to have balanced views. Father is strict

and reserved but does not beat children. Mother is loving and understanding, and specially fond of Furqan who has never given any occasion for any stern punishment.

Furqan is average in height. He has always kept good health but has grown thinner recently and sometimes complains of stomachache. He is the mother's pet obviously because he still sleeps with her. He is loving helpful and co-operative, and fond of his brothers.

During the testing I noticed that he is very well behaved and neat and clean in his habits. He would always help to get the things together when the session was over; was very punctual and considerate.

His mother is all praise for him beginning with his docility during toilet training and ending nowhere. He does not fight with his brothers only now and then in play which is quite normal at his age.

At the tests:

At the tests Furqan seemed apparently free from anxiety; there were no signs of inhibition intellectual or emotional. He is very cheerful and can understand and enjoy a joke.

Weschler Intell. Scale (for children) or WISC

Furqan at the WISC proved a prodigy. His performance on the verbal scale, as his scores show, could not be better. He could easily compete with boys who are 2 or even 3 years older than him. His verbal score was 155 less 15, i.e. 140.

Note: *After considering the general run of scores in the verbal part of the WISC which on being translated into Urdu had become much too easy, we decided to subtract 15 points from the raw score of each subject.*

This reveals a very high verbal aptitude. There is no internal discrepancy between scores on the two sub-tests; score on the performance tests is also very high. This indicates absence of mental conflict and of any resulting anxiety.

His I.Q. on the performance scale was 125. This shows a discrepancy of 15 from the verbal IQ, but it is said that people with superior intelligence tend to do better in the verbal tests and when there is a discrepancy between their scores it is always in favour of the verbal tests.

His performance on the WISC was so good that my supervisor started having doubts about his age. But even if we grant a year or so to this doubt, Furqan

shows very superior well-rounded intelligence, with no indication of mental pathology or inhibitions at the mental level.

Just as one would expect he is 2 years ahead in his school grades. He is in the 4th class. His general information and vocabulary are high which is a compliment either to his school or his father's profession which happens to be newspaper printing.

Thematic Apperception Test

What we saw of Furqan at this test was quite different from what we saw at the WISC. Although the TAT was successful in drawing him out, yet one fact was clearly established that at present his repressions are very effective and he seems to be visibly free from the tendencies and traits that his stories have revealed. This is both a good and a bad sign; such complete repression at this age can have serious effects.

His stories show a very fertile imagination. Their interpretation proved difficult because there was constant reference to fantasies and symbols needing deeper analysis. This was out of question for us. Our aim being a general check on our tests with our six 'subjects'; intensive study of any one 'subject' was therefore ruled out.

The most important and conspicuous point in Furqan's stories was his repeated interest in money. This could have two interpretations. Money for him is a very important thing but money could also have acquired some unconscious significance for him and thus could point to an oral and anal fixation.

His relations with his father and brothers appear to be very congenial but his stories reveal a rather strong sense of hatred against them, which has however been successfully repressed.

One story, for example, (it was about the man with a sick face whom someone is holding from behind) went on to describe a very morbid murder. This was interpreted by us as his murderous fantasy which could be due to a repressed Oedipus complex. 7

He is strongly mother fixated and this comes out again and again. At times it is through simple reference to a 'woman' but in one story the desire to get rid of his rivals (brothers) and possess the mother was depicted symbolically by his fantasy 'conquering a country and establishing himself as master'. Another symbolic reference to winning his mother's love was in the story in which he buys a new house with the money he earns; and lives happily ever after.

He reveals murderous hatred for his brothers, which could be an extension of the Oedipus, and his attitude toward his father is transferred on to the brothers. The next point which becomes evident is his tendency to narcissism. His good qualities and praise for them seem to have awakened this tendency in him. There was reference to this in the stories. He is a good boy whereas the others are bad. Being narcissistic, he refuses to see any evil in himself; he keeps projecting on others. Further more because of his anal sadistic tendencies, he is likely to have murderous and destructive fantasies for others but there is also evidence for reaction-formation caused by the resulting sense of guilt. All this is revealed through a symbolic representation in his last story in which he has a fire put out, which threatened destruction. This reaction is that of a sense of pleasure at having mastered such a dangerous fire. The fire we imagine is his unconscious sadistic tendency and his success at putting it out is his successful repression.

The most prominent features of his personality revealed through his stories are his very strong attachment to mother and his over-consciousness of money. His attitude towards his father and brothers is hostile most of the time; he wishes death to them so that he can have the mother to himself.

Pickford Projective Pictures

With the Pickford Pictures, Furqan gave further evidence of what we had already discovered with the help of the TAT.

The main theme in all the stories is his great -- almost awe-inspiring -- conception of money. For him money is every thing, remedy for all evil, for all deprivations and troubles in general. His mother-fixation is also very clearly revealed. The idea that earning a lot of money will help him possess her also seems to betray itself in many stories. This is revealed so often that in spite of his high intelligence his responses tend to be stereotyped. Again and again there are references to this effect; reference which bring 'money and mother' together.

His sense of guilt can also be detected through repeated reference to being punished. Although his repression is rather successful, yet he seems threatened by Oedipus feelings and sadistic tendencies and hostility against father and brother.

His imagination at times shows great fertility and his fantasies are like fairy tales in their strangeness. The best example is the story about

the bears who possessed a tree and would not let any one come near it. However one man is successful in killing the bears and recovering the tree and reaping its fruits.

This seems symbolic of his hostility against all those who share his mother's love. He wishes death for them so that he can possess her and live with her alone.

Evidence of anxiety is less but it can still be discerned at places where 'losing his way' is mentioned. But in all such stories he emerges as victor: this may be due to his narcissistic nature; he could not bear himself being defeated.

Another story which was the one in response to the card showing a man with a woman in his lap, a boy watching. This story said

A man and a girl are sitting on a sofa and a boy is standing near them. After a while the boy goes away and plays outside but soon he feels thirsty and returns inside

This reveals anxiety through the fact that he felt thirsty while he was playing outside. He cannot bear separation from the mother and wants to be with her all the time. The physical tension felt when one is thirsty represents the tension caused by

separation from the mother when she was with another male, possibly father or one of the brothers.

The general impression we obtain from the PPP responses confirms the fear his responses to the TAT raised in us. Attachment to mother is very strong and hostility repressed is also stronger than what is present in a normal Oedipus situation.

Inkblots

Furqan's responses in this test showed first of all his obsessional trends. He could not give any response due to emotional inhibition and was interested in the details of the inkblots.

He makes one-word response most of the time. This is a result of 'colour shock' which he experiences, on all the three occasions. 'Colour shock' produces intellectual inhibition and the subject can only make one-word responses. Susceptibility to 'colour shock' is sign of anxiety.

His responses to the first inkblot show infantile interest in animals and fairy tales; his associations are stereotyped and descriptive; which is quite normal at his age.

The most striking thing is his abnormal fantasy of blue horses with (harmonicas) in their mouths. This

apart from indicating castration anxiety could also be regarded as a night-mare fantasy.

Anxiety is further revealed in his 'shadows' response to the first inkblot and 'fire' response to the second. In this response to the second blot he appears more disturbed; also reveals destructive tendencies. The number of responses is limited which is another sign of emotional disturbance and intellectual inhibition.

His responses to the third ink-blot however are very peculiar. His responses are few but -- symbolically -- a serious form of castration anxiety. 'Colour shock' is repeated and they are one-word responses but the location changes and they are 'D' responses this time. The first response is a jungle with 'trées of different colours, and light of the sun'. Then there is a bear, very old and bony; the bear has no arms; there are two dogs welcoming the bear.

All these responses need deep analysis but as deep analysis is not our concern, we may hazard the following interpretation:

As 'colour shock' is experience again and again and the red colour in the middle seems to create some vague fears in him, he appears to be preoccupied with sexual thoughts and the anatomy of the female sex seems to be creating the fear of castration in him

Furqan's case has interested Prof. Quraishi so much that he thinks it important to follow him if this is possible and see how he develops in years to come.

Visual Apperception Test '60

VAT '60 has revealed a predominance of green and blue, which is an indication of cheerfulness. This seems to contradict what the first three projective techniques have discovered. When we observe further the 'colour' which comes second is orange-red, the colour which indicates aggression. This then leads us to understand the contradiction. Furqan has shown two absolutely opposite trends, one in his intelligence test, the other in his projective tests. So the VAT seems a confirmation of the two opposites which exist side by side in Furqan. Although on a first view, he seems cheerful, yet just below the facade is an aggressive individual who reveals himself in the other tests; in the murderous fantasies and death wishes. Thus we cannot say that the VAT does not confirm our findings because it does confirm it and it even confirms the fact that so far Furqan has been able to repress successfully. How long he is able to hold against the murderous wishes, no one can say but in such cases the danger of a breakdown is always there.

Play

On the first day as one would normally expect Furqan became acquainted with the toys. Soon he saw the blocks and these attracted him: so he started playing with them. He built a double-storied house with a tall staircase reaching to the roof. He said he was going to live there with his parents, brothers and uncle. He played with pistol and bow and arrow-shooting at a target. He was very cheerful and joked about with the other children.

On the second day he was his usual cheerful self. Went about playing with the mechanical toys, helping the other boys in removing the cells from one and inserting them in another.

Then he tried his hand at building a bridge but did not quite succeed, so he left off.

He has a habit of joking and teasing which is sometimes resented by the other boys. He usually teamed up with Raheel and played with him for sometime. But his favourite play was again building a house with the blocks. This time he built it in the sand pit and called it a castle, then placed the bear in front and said "this was the king's pet".

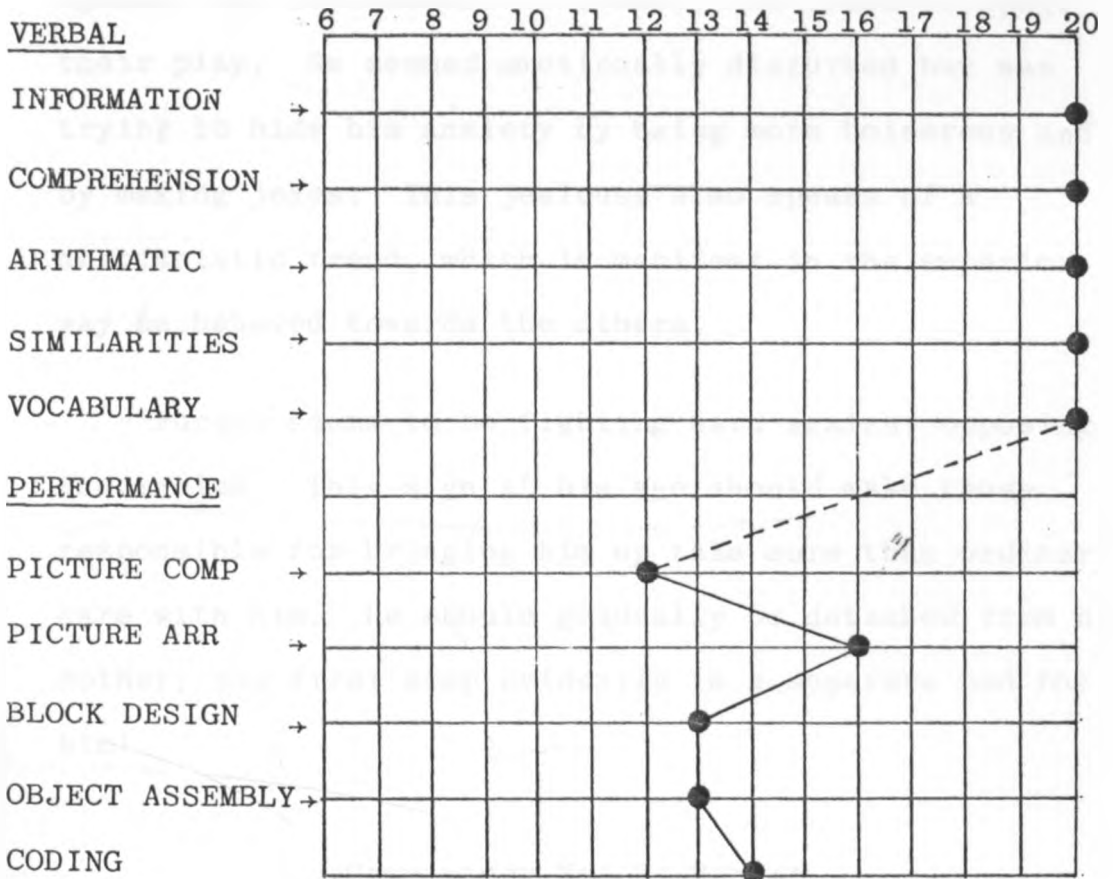
Afterwards he spent his time playing with the pistol and said he had shot the big bear at a hunt. On the third day his behaviour was different. He was very aggressive and boisterous. He played with Raheel most of the time or went about teasing the other boys, even trying to spoil their play. He even felt a little jealous of the beautiful road the other had made. He tried to build a similar road but could not make one as good as the others had; because he could not get hold of the road roller.

Furqan's behaviour at play was quite normal on the first day; it revealed high intelligence and synthetic ability. But his synthetic fantasies pertain to the selfish desire to possess and control the mother. As a reaction-formation to this he tries to be cooperative and sociable. This was indicated by his building a house where he wanted to live with his mother and brothers etc. His use of the pistol and show of aggression is normal at his age, but in his case because of other signs it is also a sign of sadistic fantasy directed towards the mother. His second day at play found his Oedipus fantasies active; only a sense of guilt prevented him from giving any clear expression to them. Instead, he manifested their aggressive aspect quite clearly which shows his regression to the anal level. This was indicated by his interest in the bear whom he called

SCATTER DIAGRAM (WISC)

SUBJECT: FURQAN

AGE : 7 YEARS



DIAGNOSIS:

the 'pet' of the master of the castle; later on he said he had shot it at the hunt. This continuous interest in the pistol reveals his aggression, a result of his sadistic fantasy. This was manifest even on the third day. The repressive forces, as a result of continued indulging in play, became lax; he became more and more sadistic in his attitude. He showed jealous feelings against the achievement of others, and tried to spoil their play. He seemed emotionally disturbed but was trying to hide his anxiety by being more boisterous and by making jokes. This jealousy also speaks of a narcissistic trend, which is manifest in the superior way he behaved towards the others.

Furqan seems to be fighting hard against opposing tendencies. This sign at his age should make those responsible for bringing him up take more than ordinary care with him. He should gradually be detached from his mother; the first step evidently is a separate bed for him!

Case-study No. 2: Raheel

Raheel will be nine next birthday in August. He has been in our neighbourhood for three years, but I have known him longer because he used to visit his maternal grandfather's house off and on before he came to live here from Peshawar. He is a well behaved and

apparently cheerful child, interested in school work and desirous of achieving good results. He has always attended an English medium school and is at present in the 5th class of St. Anthony's High School.

He belongs to a rich family. His father worked, in a bank once upon a time; he left this work and has since come to Lahore and joined his father-in-law in business.

Raheel in physical growth seems small for his age but is otherwise very active, anybody's equal and with no signs of ill-health.

He has two sisters, one older and one younger. The younger one is six years younger than him. Although he seems to have accepted the presence of another child in the home, yet one cannot deny the fact, that she is but a rival in the possession and love of the mother; joys he had hitherto had alone, being the youngest child and a boy at that!

Apparently Raheel shows great love and affection for his younger sister but he remained the youngest child for as long as 6 years; so it is easy enough to understand that he should find it difficult to accept his younger sister.

He started developing some anxiety on this score when he was 8; when according to accounts he became

more defiant and stubborn in his attitude towards his mother. Constant quarreling with his elder sister also showed hatred for her which could be due to an unresolved Oedipus; also a defence against the anxiety resulting from it.

At the tests

He was quite interested in the tests and both he and his mother were keen to obtain a good score in the intelligence test. This made his mother stay with him while the testing went on; which caused disturbance not only to me but also to Raheel who would at times ask his mother to go away.

WISC

Raneel was very enthusiastic throughout his work at the Wechsler scale, which takes about two to two and a half hours. He grasped the instructions quickly and made intelligent answers. His score on the verbal scale was quite high. He was poorest in the arithmetic, in which answers have to be given within a time limit. This point is interesting and worthy of note because this is one marked difference between the verbal and the performance scales and which sometimes (as in the case of Raheel) causes wide discrepancy between the verbal and the performance scores.

Raheel's IQ on the verbal scale was 140 less 15, i.e. 125.

(fifteen points deducted to compensate for the lenience of the test in Urdu)

Which is well above average but his IQ on the performance scale was only 100 which is just average. The discrepancy is large and cannot be unnoticed; so it needed some probing. According to Schafer quoted by Frank S. Freeman in Theory and practice of psychological testing (p.341) general discrepancy between verbal and performance scores is indicative of depression. Depression in children may be caused by various things but in the case of Raheel depression is best attributed to anxiety. This was confirmed later by his reactions to the projectives and the VAT.

In the performance tests the emphasis on the time factor and dexterous wielding of objects etc., need a very relaxed attitude. Raheel's anxiety disturbed him. This was most evident in the object assembly test where he would make silly mistakes out of panic. True, his mother was present but she was present throughout the testing, so that presence of mother cannot be responsible for his poor work in the performance tests.

His IQ on verbal and performance combined is 115, which is well above average and indicates good intellectual capacity; which is confirmed by school reports which speak of good work and all-round progress.

TAT

Raheel made spontaneous reactions. He was however not very fluent and showed hesitation at certain parts, especially when confronted with the picture in which a man and woman are shown together. He refused to say anything. On being cojoleed he remarked that this could not possibly be a picture of real people because 'this is not done'; excessively prudish because the picture does not show any thing which is not done:

Wherever his stories revealed difficulty in handling the Oedipus situation there were also points indicating normality and a tendency to resolve the conflict causing anxiety. Two stories especially reveal high intelligence resource-fulness and fertility of imagination.

His story describing the picture of man standing among stones shows this very clearly. According to him, the man is trying to think of a way to remove the stones. He arrives at a decision and has the grave stones removed with the help of a crane. His description of the very abstract picture was a very normal positive story showing a fertile imagination.

However the five stories taken together show mother fixation quite clearly. This, therefore, seems to be the cause of his hatred for his father and an attitude of defiance against his authority.

His unresolved Oedipus results in fantasies which in turn cause the castration anxiety:

Revealed symbolically by his saying that one party in a fight did not possess a helicopter.

The indication is clear; but there is indication also of a tendency to compromise with the father and thus overcome the conflict which is bothering him.

The falling down of the man is described; he is then picked up by his father who assures him that he (the fallen man) is not hurt.

Although his stories are in a way stereotyped, but this is more a result of inhibition due to emotional disturbance rather than to anything else. A difficulty revealed in one of his stories is his feeling of dependence and need for help.

The man (a king!) has to have the stones removed; so he asks his ministers about what he should do!

This, however, is normal. Only some tension which could be dissolved by more love from his father.

PPP

Detailed description of Raheel's reactions to this test reveals great overlapping between the TAT and the PPP (Pickford's projective pictures). This, needless to say, is very interesting; Pickford's Pictures being new could be said to be having a successful trial. A high degree of similarity between the results of PPP and a well-established test like the TAT is remarkable evidence of the validity of PPP. As the number of picture cards we used was much more than we used in the TAT our diagnosis becomes more weighty.

The interesting thing in Raheel's case is his desire to overcome the conflict resulting from his unresolved Oedipus; which he feels should be overcome and not 'nursed' as some serious cases of mother fixation would feel. His stories reveal hatred for father but only in one story does the hatred amount to a death wish. In the other stories he shows more faith in maintaining his father's love as a solution of the conflict. He even seems to accept his father's superiority and therefore feels that if his father were to take the initiative in showing love and thus wash out his anxiety of castration, he would start loving him in return and all would be well.

His younger sister also appears to him as a rival and he feels his mother has rejected him and taken a new love object. His reading of card No. 7 (a figure setting on a stool) is revealing:

He says this is a woman who is knitting for her baby girl she is carrying her and she loves her very much and has her in her lap.

He however regards his father as the greater challenge. There is some indication of guilt due to masturbation in one of the stories but it does not seem significant.

But the reactions altogether do not indicate any serious problem.

Ink-blots

When confronted with the ink-blot⁷ Raheel seemed at a loss and did not seem to see much significance in what he was being asked to do. But even so the test yielded some new revelations besides confirming castration anxiety and mother fixation. His initial response was that of "colour shock"; with the result that in spite of high intelligence he could not give any responses at first. This revealed a deeper sense of insecurity and anxiety. In the subsequent responses he gave clear indications of oral and sadistic tendencies and fantasies usual in severe anxiety.

VAT

The VAT did not seem to interest Raheel very much in the beginning. But after a while he started the activity. He took a long time to finish the twelve plates. According to Rafi-Zaman scoring, Raheel's choice of colours showed a marked pre-dominance of yellow; again an indication of anxiety. Anxiety according to the VAT can be the result of repressed aggressive tendencies. This may be so in this case as Raheel does not reveal aggression in most of his responses. This could mean that he represses this tendency more than necessary; which results in anxiety.

The other colours do not show any specific "secondary" tendency. However black and brown which indicate depression are used as compared to blue and green which being second highest in predominance speaks of the presence of cheerfulness. It shows that his anxiety is not very deep and cheerfulness can gain control with understanding cooperation by the elders.

Play

The importance of play as a diagnostic tool is a special discovery of psychoanalysis. Indulging in playful activity and enjoying it is indicative of an emotionally normal and well-adjusted personality.

Our play was spread over three sessions. Although common traits can be traced through the three sessions it is also true that play has a special quality about it. It cures at the same time as it reveals the weak spots.

Raheel enjoyed his play very much and remained cheerful throughout. But he was happiest on the third day when he seemed to be enjoying himself thoroughly. Returning on the third -- the last -- day he was the only one who asked me whether he was supposed to come again: he felt so immensely relaxed. Having been allowed to play with so many boys and friends had been a pleasant experience.

On the first day, as was to be expected, he went about exploring the vast array of toys. The first toy which attracted his attention was the train. Soon enough, with the help of another boy, he started playing with it and became quite absorbed in it. He was also interested in the blocks, and went about building his "sugar factory" with great attention.

He also tried his hand at the pistol, also bow and arrows.. The sand pit was not very inviting; he thought he would get his hands dirty!

On the second day he did not feel sure of himself as he should have been better acquainted with the environment. He followed the suggestions of his friend and did not take any initiative in the selection of any toys or play. After some time he stopped playing and went about joking and laughing.

On the third day he seemed absolutely relaxed. He played with his favourite companion Furqan (Case-study No.1) with great absorption. He became quite biosterous.

The pistol was again his favourite among toys. Raheel's play shows the normal healthy intellectual curiosity which a boy of his age and intelligence should possess. He expresses a desire to construct and fantasies pertaining to this desire seem to be behind his interest in building blocks.

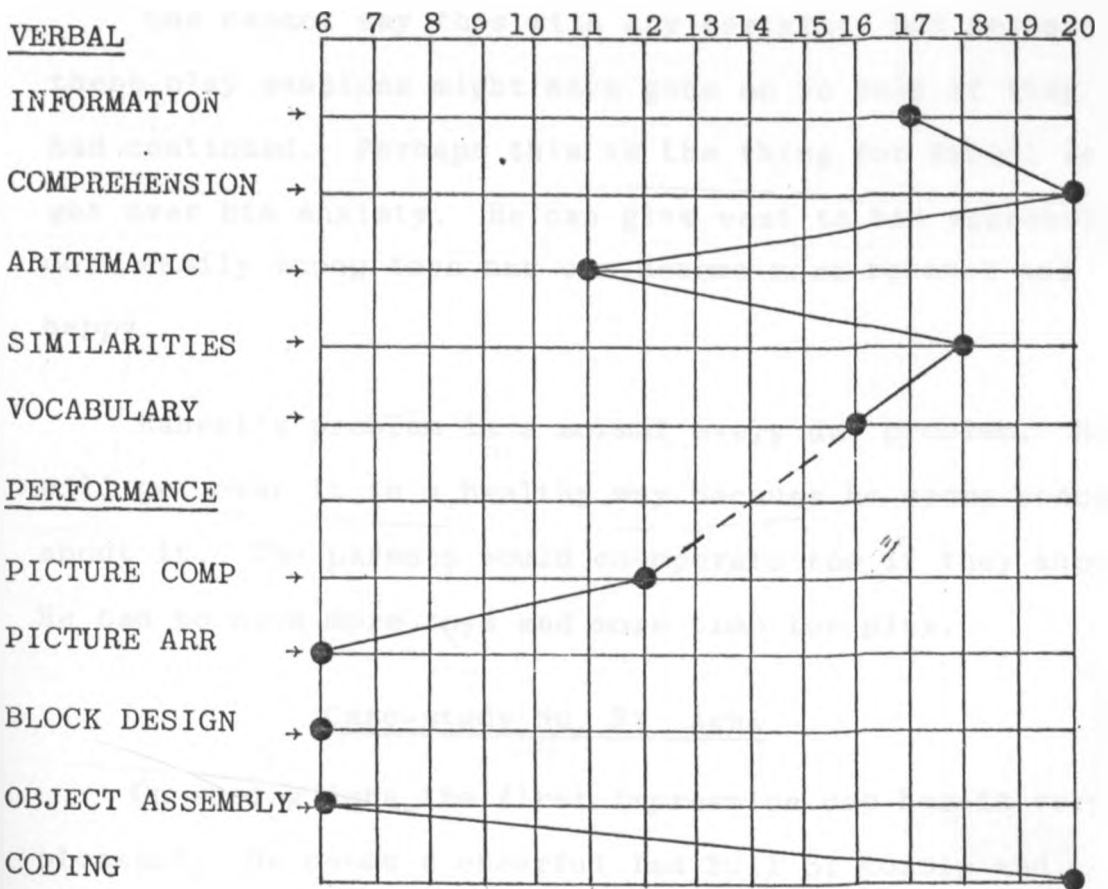
However his play also reveals his sadistic tendencies which he tries to sublimate. At times when he fails in this he becomes more aggressive in his actions.

His inhibition on the second day gives a clear indication of his sense of guilt and castration anxiety and his indecision confirms this. Later on when he abandons play altogether and resorts to verbal expression,

SCATTER DIAGRAM (WISC)

SUBJECT: RAHEEL

AGE : 8 YEARS 8 MONTHS



DIAGNOSIS:

he is suppressing his anxiety, the result of unconscious fantasies.

The third play session saw his anxiety disappear completely. He seemed to have taken control of the situation and felt interested once again in the toys around him.

One cannot say this with any certainty but perhaps these play sessions might have gone on to help if they had continued. Perhaps this is the thing for Raheel to get over his anxiety. He can give vent to his aggression more easily among toys and can become more relaxed and happy.

Raheel's problem is a normal every day problem. He will get over it in a healthy way because he seems concerned about it. The parents would co-operate too^y if they knew. He has to have more toys and more time for play.

Case-study No. 3: Agha

On seeing Agha the first impression one has is very pleasant. He seems a cheerful lad full of gossip and tales about every one. He is the eldest child in the family, has two brothers and one sister younger than him. The sister is the youngest and not yet two. Agha will be eight next birthday (in September) and is in class II which is normal for his age.

Atmosphere in their house is quite happy. The brothers play together laughing and shouting, parents sitting in a separate room. Their grandmother used to live with them but she died recently.

Agha's mother said Agha has been fit and healthy from early childhood. He was weaned very early at about 3-4 months, but went on sleeping with his mother till the next child came which was after a year. He was circumcised rather late at the age of three years, which according to experts is likely to produce anxiety in a child.

His behaviour is very good. He does not quarrel with his brothers and sister and is not stubborn in his demands. His father is very lenient, so it is the mother who is responsible for all the discipline that is there. However Agha in spite of being the eldest does not appear to be spoilt and seems to accept discipline.

One observation which I think worth making is that from the look of things it seems that Agha's mother is a domineering type and the father does not appear to hold the position of a normal father. This I think accounts for the apparently relaxed manner of Agha Sadiq; he does not consider his father a serious rival. This helps him to maintain his cheerfulness which would be difficult with what goes on in his mind. This is

an interesting and happy sign because if such a thing can help alleviate a child's anxiety there is nothing wrong in it.

WISC

Agha worked at the tests with great enthusiasm. One marked difference which I saw in his nonchalance. A wrong answer did not worry him and even he made a silly answer his manner made it seem to be correct. He felt right about every thing he said or did.

His score in the verbal tests was quite high. His IQ on this scale was (137-15) i.e. 122. This is well above average. There is no internal discrepancy in the sub-tests.

His score on the performance scale gives him an IQ of 96. Although this is a little below average, yet it is not very poor. Discrepancy between his score on the verbal scale and his score on the performance scale is fairly big and therefore cannot be ignored. It could be due to his anxiety. Low scores in block-designs and object-assembly reveal lack of concentration of attention. He seems inhibited while working on the performance sub-tests. This could be due to hyper-activity of thought processes and his preoccupation with ideas other than those pertaining to the problem in hand. This takes up his time and because the time factor is so

important in the performance tests, he loses points.

His IQ on the scales taken together is 110, which is above average.

TAT

The most important thing which was revealed by Agha's responses to the TAT was his Oedipus complex. His complex is definitely sexual in nature. His wish for the mother's love is rather incestuous; it is more than the ordinary wish to win the mother's love.

His first story in response to the picture, which shows a sick looking man whom someone has caught from the shoulders, shows that basically he is very aggressive in attitude, the aggression directed against the father.

He relates a story in which there is a terrible fight between two enemies. The enmity resulted from a car accident. One of the two intrudes into the others house, gets the worse out of the fight and ends up with bleeding nose and eyes.

This is all symbolic. The owner of the house is of course the father and Agha is the intruder. The reference to the car accident is reference to the fantasy of the primal scene. The fight of course is what he unconsciously desires; the outcome is castration. This sort of fantasy always leads to anxiety and fear because of the sense of guilt accompanying such desires. This

story can therefore be clearly described as a sexualised fantasy of an Oedipal nature.

The next story, about the man standing among gravestones, is also basically similar in nature. Being imaginative he has used a different setting. The fact that the fight between the magician (Agha) and the owner of the house (the father) takes place in the house indicates the Oedipus nature of the theme; this, because the house is a mother symbol. There is repetition of a show of aggression against the father. Agha wants to avenge his deprivation -- loss of the mother. He mentions money which reveals his anal fixation, and shows that he attaches too much importance to money.

The third story is again an incest fantasy. All theft fantasies are incest fantasies. The picture shows a boy climbing with a rope. Agha's interpretation of this reveals his anxiety due to the Oedipus fantasy. Castration anxiety is very visible. He refers to other symbols; like boats and water which indicate the sexual nature of his fantasy. There is of course constant evidence of his aggressive nature.

The fourth story which he gave in response to the picture which shows a man and woman was a repetition of his usual fantasy. He reveals his hatred for the father because he has sexual relations with the mother.

This is again a true picture of the Oedipus situation. He himself is the enemy who enters the train and kills the man.

The fifth story is even more symbolic. The picture is abstract and can easily be described as the subject pleases.

The snake is the bad father, and the fish (although usually a male organ symbol) has been inverted into the female symbol. In this fantasy the mother and father unit against the child. This fear of retaliation from the parents has been instigated by his unresolved Oedipus fantasy. (Ultimately, however, in this he succeeds in castrating the father (killing the snake).

PPP

His stories on the PPP cards were really very strange. He gave long responses but so strange that they did not seem to refer to the cards at all. The card just set the fantasy going and then he went on and on. At times his stories showed repression of the real fantasy which he seemed to be hiding. However on closer observation they could be interpreted and were found to be really fantastic. The symbols are sexual most of the time. His aggression is as clearly revealed in almost all responses. There is no story where serious fighting does not take place or

where people are not killed. His aggression is of oral-sadistic nature. He talks of poisoning people or biting them. He presents himself frequently as a monkey. There is also abundant reference to magic and magicians.

Although the Oedipal nature of his fantasies is evident in almost all the stories, yet to me one was a very clear presentation. This is in his story response to card No. 111:

Agha describes a chief constable who somehow gets inside the skin of a man he kills. He seeks help from his subordinates in his attempt to get out. The subordinates however plot among themselves and decide to leave him there, so that one of them can take his place.

This describes his position very clearly. He wants to take the position of the father to possess the mother. The father in this story is referred to as a guilty person; he has killed an innocent man. This means Agha's own castration anxiety. Agha wants to justify his murderous tendencies against the father by calling his aggression against the father rationalised.

One thing however is very surprising. From what we see in his responses we find that Agha is pre-occupied with sex fantasies. This should cause more anxiety in him than we really see. Why is this so?

Perhaps because of his self-confidence and bravado he succeeds in justifying and rationalising his aggression. This helps him to retain his cheerfulness. He does not feel as guilty about the whole thing as an ordinary child would. Another reason might be the point I have mentioned before. It seems that Agha's mother is the domineering type. Because of this the father occupies a secondary position in the house. Agha therefore does not in his heart of hearts regard him as a really dangerous rival and feels that he has succeeded to a certain extent in keeping him away from the mother. Even in his TAT responses we saw that in one story he succeeds in castrating the father. This also indicates his sense of partial success in defeating the father as a rival.

Ink-blot

7

His responses even in this test were strange and different from what we had seen in others.

He seemed more anxious and consequently more inhibited in his responses. Although he gave long lists of them yet they were more repetitions. The first inkblot seemed to have produced a severe colour shock in him. His responses naming different colours indicated anxiety which resulted more as a reaction to his attempt to overcome the shock. In spite of

high intelligence he could not give descriptive responses; he just saw colour and nothing else. This obsessional trend was also visible as he did not give a single 'W' response but 'ddd' responses most of the time.

However what could be seen even in these so-called undescriptive responses, confirmed our diagnosis of him.

One thing which was very clear was the frequent repetition of 'red colour'. Red means blood and blood is a result of injury. This is a result of anxiety. Anxiety in children as we now know results from their Oedipus fantasies. The stronger the sexual nature of the fantasy the greater the anxiety.

Some responses were symbolic and represented sexual responses, water and wood being mother symbols, statues without legs meaning castration, wall a barrier meaning the incest barrier which frustrates his desires. Some colour responses too had a deeper meaning. They were not just the name of a colour, what was said was a "splashing colour" or some such thing. "Splashing colour" means spoiling, disfiguring, mutilating, destroying. This is therefore a condensed representation of castration and killing or murdering. These responses reveal his anxiety and his murderous

desires for the father.

The next two responses showed a persistence of colour shock. The shock was in a way reinforced because his responses were more vague and confused. There was repetition of his fantasies and the responses did not reveal any thing new or significant.

VAT

His responses on the VAT were not different from the other subjects. He did not worry about neatness etc. He just went on colouring carelessly. He did not seem to take it seriously. As always, so now, he was completely self-confident; convinced that what he was doing was right.

According to the scoring there is a predominance of green and blue which means cheerfulness. The colour second in order to choice rank is red-orange which means aggression. From what we saw of Agha in the other tests aggression should have been first. Somehow he seems to have succeeded in presenting his aggression behind a cheerful mask. This cheerfulness results from his confidence in himself. When aggression seems just and timely to him he cannot feel anxious about it, so he feels lighter and less concerned.

Play

Agha at play was a picture of aggression. Though he was as new to the surroundings as any one else, he was the first to feel at home. He did not waste much time in trying to get acquainted with the toys and the general atmosphere of the play-room. He made a quick choice and his choice was a pistol. He did try his hand with the other toys but his main choice was a pistol or the bow and arrow. He was the first to discover the rocking horse and the sand.

When he was building with the blocks he could not think of any specific thing he was building. He played without absorption and on my query he said, taking the hint from another boy, that he too was building a factory.

He was the first to discover new toys and the only one who made comments about what he was doing without being asked. He gave ideas to all the others and helped them to carry blocks where they were needed.

He started piling sand in the water and said the Indians were doing this to ground Pakistani boats. He also said that the Indians were hiding bombs in the sand.

He was cheerful throughout the session.

From his choice of toys one can see that his main interest was the weapons of aggression -- the pistol and bow and the arrow. This reveals his sadistic fantasy. His hostility is directed against the father and he played it out in the form of one enemy country trying to harm another.

He has shown sibling jealousy in his fantasy also and got rid of potentially dangerous things (bombs) by burying them in the sand and rendering them useless.

He seems quite assertive and aggressive and wanted to control others. Being intelligent he did this by suggesting ideas to others and by ordering them about.

The second day found Agha more sure of himself than before. The strangeness of the environment was over and he was quite at home with every thing. He could not however decide on a toy but was at the pistol again. He aimed at different objects with it. He played with the sand today and built a road and used the roller on it to level it. He was more aggressive today and exchanged hot words with almost every boy. While he was playing in the water he said that a crocodile was trying to over-turn the boat.

The only game which absorbed his attention was the road building; otherwise time and again he was back at the pistol.

On the second day Agha again played out his hostility towards the parents. Building roads, using the roller indicates his sex fantasy which seems to be followed by castration anxiety.

He seems to imagine the father's penis inside the mother (crocodile in the water) which would castrate him if he attempted sexual union with her.

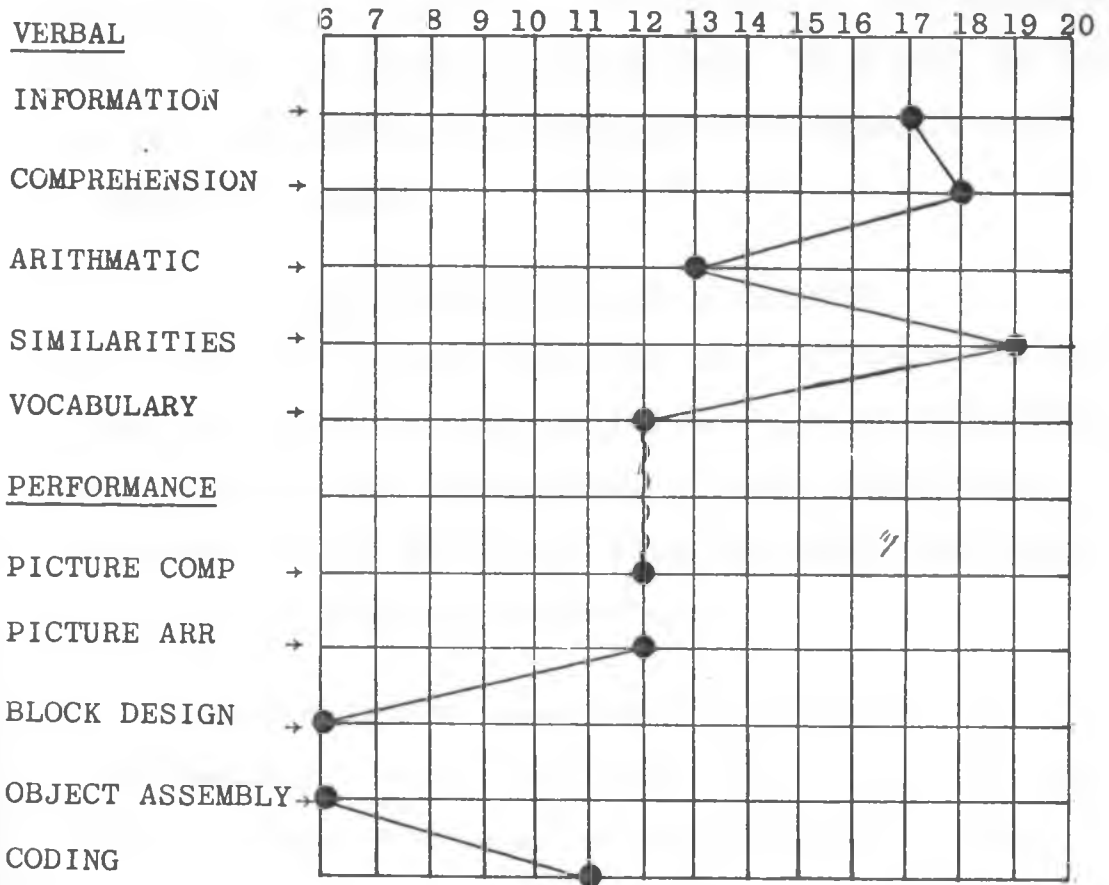
On the third day he seemed decided and sure of himself from the outset. He immediately teamed up with Sajid and Zahid and started building a road. They were very systematic in their game. He was the leader and ordered the others and gave them instructions. The other two carried the buckets and sand. The three of them became quite absorbed in their play and when the other two boys tried to interrupt and spoil their game, Agha retaliated. He asked me to scold them. He was quite talkative and boisterous and had little quarrels with almost every one else. When his road was completed he left it and started playing with something else.

In the third day's play he seemed to have some control over his hostile fantasies. He cooperated

SCATTER DIAGRAM (WISC)

SUBJECT: AGHA

AGE : 7 YEARS 7 MONTHS



DIAGNOSIS:

with the other children but with the idea of leading them. His own fantasy (building the road, working the roller etc) was of a sexual nature; when he had played it out he felt quite-relaxed and he left this play and looked about for something new.

Although there are indications of abnormal fantasy in Agha, yet his general cheerfulness is very encouraging and leaves us optimistic about him. He should get rid of all the difficulties through his confidence and optimistic nature.

Case-study No. 4: Sajid Zaheer

Sajid is second among his seven brothers and sisters. They are three brothers including Sajid and four sisters all younger than the brothers. He has three step brothers one of whom stays with them while the other two stay with their grandmother.

Sajid's father stays away in Kuwait and is a rare visitor. Sajid, his mother and his brothers and sisters, stay with an uncle and his family. These conditions are different from the home life of my other subjects. This could be very significant for growing children who need the presence of both parents to help them grow up properly. Sajid, however, does not show any sign of being 'different'. His mother is pleased with him in every way. He seems a little

retarded in school. He is nine but in the second class. He seems very quiet but his mother says that his behaviour at home is not strange. He plays and quarrels with his brothers like all children and is stubborn too, but it is never anything serious.

Mother says he looks after himself very well. He is clean in his habits, and does not give occasion for punishment and the use of the rod 'very often'. Parents are not very strict, but as father is away, his mother once in a while does resort to beating.

My acquaintance with Sajid is recent. I have visited their house only in connection with this testing programme. Although he was very co-operative, yet he and his family did not show the enthusiasm which others did. This may be a personality trait; because Sajid is quiet and reserved and does not ever volunteer to say anything; only answers when spoken to.

At the tests: WISC

Sajid showed interest in the WISC and paid attention to what I said. He understood the instructions fairly quickly and answered in his usual manner, always afraid lest he might be wrong. He has a questioning expression in his eyes which he retained throughout the testing; in spite of my effort, I was not able to persuade him to talk much.

He did not do badly in the tests. But his manner and his score pattern give clear evidence of anxiety. He would give correct answers to more difficult questions after he had failed to answer easier ones.

In the verbal tests he obtained an IQ of 120 less 15 i.e. 105, which is above average. He was poor in vocabulary and information, poor for a child of nine especially when he attends a good school. But in our culture the father is the transmitter of knowledge. He is one who keeps in contact with the outside world. The mother stays at home hardly aware of what goes on outside. So we can in a way blame the father's absence for this; perhaps with him in the house Sajid would be better informed. His score in the other tests was not bad.

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Sajid did much better on the performance scale. With the exception of 'picture arrangement' his scores were very good. This was quite surprising. Perhaps his perception of relations is not good, and perhaps it was just temporary intellectual inhibition caused by anxiety. He seemed more confident while handling objects or pictures etc., and often gained points on the 'time bonus'.

His general IQ was found to be 117; which means he possesses above average intelligence. This should

however place him in the 4th class. But as he is retarded in his school work it shows clearly that his anxiety is not negligible; it is enough to block his normal flow of intelligence.

TAT

The TAT confirmed our apprehensions about Sajid. As we went from story to story we saw that he was being troubled by something.

With the very first response we found that the Oedipus conflict is quite active in him. While this would produce anxiety in most children, Sajid because of his timid nature, feels insecure in addition. Repressed hatred for the father tortures him in two ways. His wishes for his mother are not just wishes to be loved but are stronger. His superego is also strong and consequently the conflict becomes more serious. This was revealed symbolically, for instance 'entering someone else's room with the instance of stealing'. Soon the superego is activated and he tries to defend himself by saying 'that he was just passing by the house, and had not really come with the intent to steal'. Not satisfied with this he lets himself get caught.

His second story was confused. This confusion was the result of emotional interference with his

observation. He could not see what those stones around the man stood for and once the idea of wood came into his head he failed to get rid of it and did not succeed in making a good coherent story. His last line 'about the man who died because he went on working' is significant. Sajid does not seem to enjoy school work which could be the result of harsh treatment by the teachers or parents; he is above average in intelligence and school work should not be such a burden. He seems to lack resourcefulness and initiative and shows a tendency to depend on others.

His third response repeated his desire to steal the parents' love but this time aggression was more manifest and the reaction of the superego was more severe; consequently punishment is also more severe. The thief this time is killed; the rope by which he was hanging is also confiscated. This of course is castration anxiety which accompanies his desire to revolt against parental authority and his repressed murderous wishes against them.

Castration anxiety is an essential feature wherever the Oedipus is found to be active. In his next response Sajid gave clear evidence for his desire to possess his mother. He does not seem to accept the presence of the father as a casual visitor. He hates the father for this and becomes the monkey which comes and bites

the man. His oral sadistic fantasies are also revealed here.

The number of children in the family also seems to be bothering Sajid. The abstract picture in our selection is best for provoking the subject. Sajid took the challenge well and gave a fantastic response. While the picture cannot be described in any way, he gave us a story which was obviously a symbolic expression of his repressed wishes. His fantasy was more destructive this time and his father dead. He feels jealous of his siblings who share the mother's love. His Oedipus situation awakens the symbolic memory of the primal scene, (water, fish in the water, windows with broken panes etc) along with the child's urethral sadistic fantasy, 'the house falls down in a storm'.

The superego again comes to rescue and the restoration fantasy, in which 'the only child earns for the parents and makes a stronger house for them', comes as a reaction formation. This is the defence mechanism of an obsessive and involves the pattern of doing and undoing.

PPP

Sajid was not very fluent in giving responses to the pickford Pictures. His anxiety was very obvious. His hatred for father is also very obvious. In all

the pictures where there was any reference to the father figure, he expressed it openly. He hates his father which is the usual attitude towards fathers when the Oedipus feeling is active. Sajid's reaction however is different. Whereas in other cases the hostility is balanced by the presence of the father, in his case he cannot adjust to his father's casual presence. The anxiety and guilt resulting from this activates the superego and he wants to win his father's love in order to dispel his anxiety and resolve the conflict.

This most significant response was the one he gave to the picture card which shows a man hugging a woman and a child watching them. In this story he reveals his anxiety which he experiences because he thinks that the father ill-treats the mother during their union. He says the woman is protesting and asking the man to leave her and the child also asks the man to 'let go his mother'.

Another significant response revealed is the presence of the obsessive pattern of doing and undoing. He describes the breaking of the wheels of a perambulator and then fixing them up, first doing something wrong and then confessing to the mother.

The other personality traits which become evident in his stories confirm our finding on the TAT. "He seems undecided and unsure, and not energetic enough to cope

with the conflict in his mind. In his response to the card which pictures a figure setting on a stool, he says that "it is a baby bear who is planning something; he goes on thinking and then falls asleep". Obviously the baby bear is Sajid himself who, because of his lack of self confidence, just does not know what to do.

His jealousy of his brothers and sisters is indicated in the previous test and feels that there should be fewer children. He indulges in fantasies pertaining to sexual matters which gives him the anxious look he wears all the time. At times he feels like rebelling against the existing state of affairs, but his timid nature does not let him resort to aggression even on the level of fantasy. As a result, aggression is not very visible in his responses.

Ink-blots:

A casual glance at his ink-blot responses shows that most of his responses are not only 'd' but 'dd' and very often 'ddd'. This reveals his obsessive nature. He is more concerned with details. This is also evidence of his sexual curiosity which is further confirmed by the nature of the responses. There is a constant repetition of responses symbolic of the male sex organ, to babies inside the mother, etc. He seems to be very curious about such matters and is preoccupied with obsessive thinking on these lines.

This produces anxiety and inhibits the normal functioning of his observations etc.

In the first response 'colour shock' seems to have inhibited his imagination. He could only see symbolic representations of the sex organ, which reveals his constriction anxiety. Vague responses like 'colour on the ground' and 'blue map' indicate the presence of depression.

His responses to the second blot were also distorted. They convince us of his preoccupation with Oedipus fantasies. He seems to be quite curious about his mother's inside where he imagines there are more babies. He expresses this symbolically by seeing 'fish in water'. 'Hills' which are a mother symbol occur again and again in his responses. In fact his responses to the third blot are a repetition of his previous ones. This seems to be the result of rigidity because of which he cannot change his imagination in spite of a change in the stimulus.

VAT

One difference which was rather conspicuous was that he did not bother to colour the whole of a figure. He left certain spaces uncoloured, empty. The total empty area was however always less than the coloured area. Apart from the diagnosis which we make after calculating the predominance of the yellow, the above mentioned fact could also be significant as evidence of anxiety. Sudden inhibition must be the result of anxiety which does not let him finish the colouring process.

The colour predominance which is our main concern confirms the presence of anxiety in him. Yellow is far and above all other colours while colours for depression and cheerfulness are second. This oscillation between moods could be an outcome of his obsessional trends.

According to the VAT scoring aggression comes nowhere near the predominant mood. This is true of course and we have seen it in Sajid's other responses.

Play

On the first day, he tried to get acquainted with the toys. He showed more curiosity than the others and while the others just looked or touched the toys about them, he ventured to open boxes to see what was inside them. He tried many toys but what interested him most was a strange toy which had rockets hanging from it and which made noise. Time and again he returned to this toy and would play with it. Of the other toys the train seemed to interest him too and he also played with it.

The sand pit did not seem to invite him, though he said he liked playing with sand. When he was playing with the blocks he built a big house with windows. Throughout he was quiet, but helped others and was co-operative

Up till now we had become quite used to his quiet and reserved manner. What was striking about his play was that he revealed sexual curiosity. His opening of boxes reveals this.

His mother-fixation is quite strong and does not signify more desire for love from her. It goes further and can be described as incestuous. The choice of toys and play is all symbolic. Sajid's choice of the toy with the rockets and his building a house with emphasis on the window, all betray his sexual fantasies.

On the second day he seemed unsure and undecided. He went from toy to toy and was soon at his favourite toy again. His general pattern of play was the same. He would show interest in the other toys but would eventually come back to his rockets. His interest in this was very conspicuous. As on the previous day he helped the others also in their game and would carry blocks for them. He showed intelligence in the manipulation of toys and fixing things. One can however see clearly that he lacks confidence and initiative. He is not a leader. He tends rather to follow and is even ready to help. He seems to be preoccupied with sexual fantasies almost compulsively which he cannot get rid of. Indication of masturbation is supported to a certain extent by this obsessive or compulsive preoccupation.

On the third day, however, even Sajid appeared more at ease but he was still quiet. While he was still fiddling with toys trying to decide what to do, he saw Agha and Zahid building a road. He joined them and worked with great absorption, carrying the blocks and working the roller. The road complete, he played alone with other toys.

It is obvious he is anxious and depressed most of the time. Because of this he is unable to take initiative in any play and always plays the passive subordinate role. He is cooperative and joins hands with others but not as a leader. His interest in activities like road building and working the roller reveal his masturbatory tendencies.

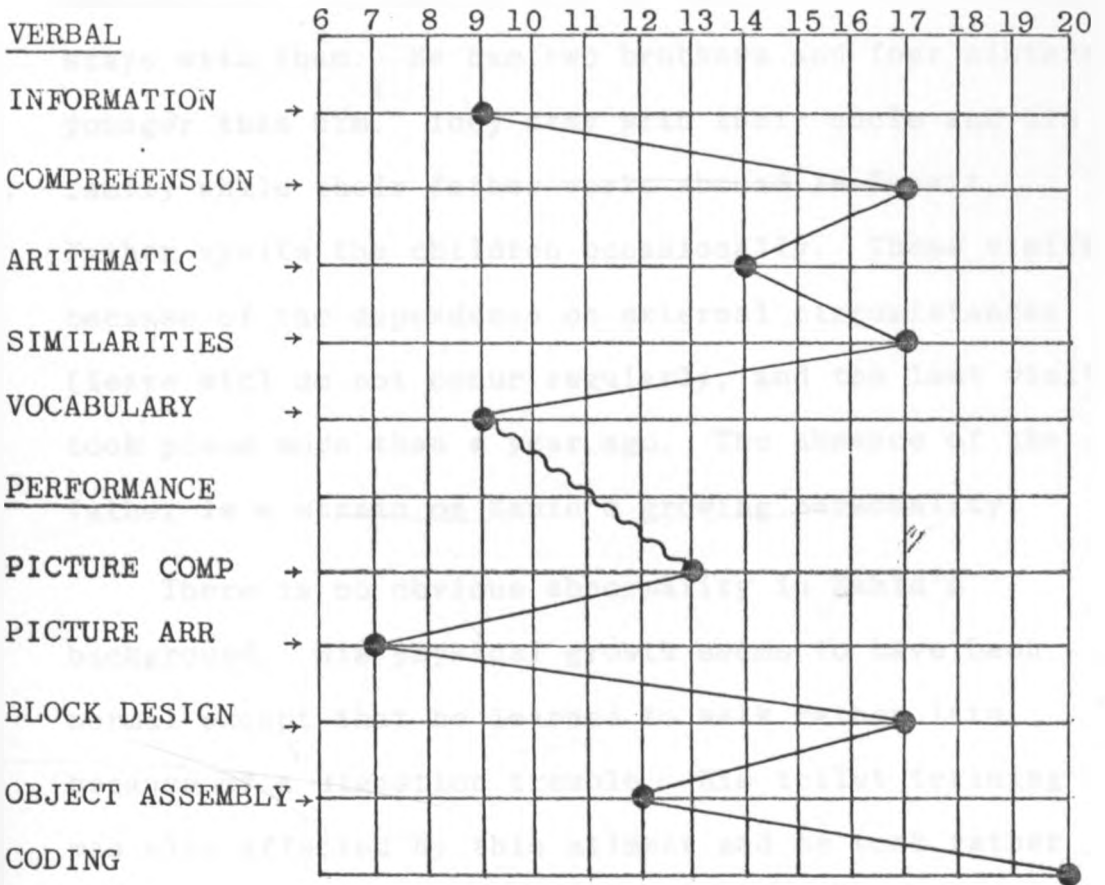
These activities work in a vicious circle. He tries to get rid of his anxiety through masturbation which on the contrary increases it through the guilt attached with it. Sajid, therefore, seems to be surrounded by anxiety. He needs reassurance from his father which would help dispel some of his tension at least. The carelessness of the parents it seems, has provoked sexual fantasies in him, which should disappear with age.

Sajid's problem is not serious. The mere presence of the father in the house could work wonders with him. But care should be taken he does not witness any scene

SCATTER DIAGRAM (WISC)

SUBJECT: SAJID

AGE : 8 YEARS 11 MONTHS



DIAGNOSIS:

which could drive deeper some of his misconceptions about sex. His fears and anxieties need to be alleviated and this make him more cheerful and confident.

Case-study No. 5: Zahid Zaheer

Zahid is ten years old. He is the eldest among his brothers and sisters but has three elder step brothers one of whom, a year or two older than Zahid, stays with them. He has two brothers and four sisters younger than him. They stay with their uncle and his family while their father works abroad in Kuwait. Father visits the children occasionally. These visits because of the dependence on external circumstances (leave etc) do not occur regularly, and the last visit took place more than a year ago. The absence of the father is a strain on Zahid's growing personality.

There is no obvious abnormality in Zahid's background. His physical growth seems to have been normal except that he learned to walk rather late because of a digestion trouble. His toilet training was also affected by this ailment and he took rather long to adjust to toilet discipline. The next child came after a year, so he could not get attention for a long time.

Nevertheless on the whole his circumstances do not show any serious ground for the formation of psychological symptoms; except of course the absence

of the father which makes the Oedipus situation worse. Also because the conflict stays unresolved over a period of time the personality of the child starts showing signs of maladjustment. The mere presence of the father dispels many imaginary fears, as a result of which the child feels more secure and happy.

Zahid is quiet and reserved. He was not very keen about the tests specially the TAT and the PPP. He worked very fastidiously at the VAT where his responses were quite different from the responses of the other subjects.

WISC

His score at the WISC gives him an IQ of 101. This is just average but he is far behind age in his school grades. He attends the HKG class at St. Marys School which is the equivalent of the second or third class. He should normally be in the 4th or 5th even with his intelligence.

His scores on the verbal and performance scales do not show any discrepancy. His IQ on the verbal scale is 93. There is no significant internal discrepancy either except his rather low score in the vocabulary, is a sign of a lack of interest in things around and of the desire to know more about them. With his quiet and reserved nature Zahid, perhaps is content within limited fund of words which seem enough to him.

At the performance tests he showed better results and his IQ according to this scale was 108. He was poor in the Picture Arrangement and Object Assembly sub-tests. This is the first indication of anxiety. These tests demand concentration of attention and an ability to perceive relationships. His gestalt sense seems to be poor, which could be due to anxiety.

TAT

Zahid was not interested in the test as such, but asked questions about its purpose and from where I had procured the pictures etc. In spite of the longer time I gave he failed to make long responses and seemed in a hurry to finish. His responses reveal his anxiety which is the basic trait seen in him.

His first response (the stimulus picture, being the one with the sick looking man whom some one is holding by his shoulders from behind) was the usual theft story symbolic of the incest fantasy which accompanies the Oedipus. The Oedipus conflict seems to be quite active in his imagination. His sense of guilt is likely to make him depressed.

The super-ego seems strong and is projected on to the police who try to deter him and catch him. He is caught and punished. The punishment of course in the Oedipus situation is castration and therefore anxiety underlying this story is really castration anxiety.

His stealing fantasy could be the mother's love. Basically he appears to be very anxious and nervous due to the repression of this fantasy.

His second response again reveals anxiety. This time the fantasy is more hostile. Zahid's image of his father is not what it should be. At his age the father usually has become the ego ideal and lost his earlier bad image, which springs from the Oedipus situation. Zahid regards his father as a 'Jinn' and as some one who continually nags him in the form of his super-ego. This creates depression, which is rather strong. From this response he seems a very disturbed child and this seems to be due to his abnormal relations with father. His father stays away most of the time and his absence seems to be the cause of his fears. If he could have his father with him all the time and experience his love and affection it would help alleviate the bad image and change it into a good one.

The third story which describes the boy climbing with a rope also reveals his fantasy. He wants to steal his father's love. His fantasies are hostile and aggressive. This causes a sense of guilt in him. He also seems to be anal-fixated and attaches undue importance to money.

The fourth picture shows a man and a woman. This is primarily meant to provoke fantasy which is sexual

in nature. Zahid's response is very revealing. He visualises sexual relations between his parents. The train journey is a symbol for this and he imagines that the father hurts the mother during the union. He himself seems to be a masochist and identifies himself with the mother in his fantasies. Such fantasies sometimes mean that the child has witnessed some primal scene in his early childhood, which has left traces in his memory.

The last story was also sexual in nature. The image of the bad father seems to be very active in his mind. His fantasy about intercourse between parents has revealed symbolically (the stick which changes into a snake, the holes which let in light etc). He seems to have been frightened in childhood due to the carelessness of the parents. His masochism is likely to make him a 'homosexual', if it has not already made him one.

PPP

We usually view the PP responses with the idea to know how far they tally with responses to the TAT which is older and more often used in diagnostic appraisals. With the PP we found the same things which were evident in the TAT responses. The main difficulty which troubles Zahid is his anxiety resulting from his bad image of his father. This makes him very depressed. He

represses his hostility against him and wants love from him. Because of his homo-sexual trend he identifies himself with the mother. What he imagines about his mother (that the father ill-treats her during intercourse) he extends and takes it as his attitude towards him also. Perhaps the presence of the father could wash these fears away.

His responses were less sexual than his TAT responses. But even here one could see Zahid's basic anxiety. What appeared to me as his most significant response was about card No. 85. This shows a man with a woman in his lap, a child watching them. Zahid says about this:

A man is sitting on a sofa. A woman and her child come. The man catches the woman and makes her sit in his lap. The child does not say anything. The woman chides the man and then goes away.

There the characters are the usual characters of the Oedipus drama. The father who appears a stranger to Zahid because of his occasional visits is the man who almost forcibly takes the woman in his lap while the child who wants to give vent to his anger at this just keeps quiet.

Further more we can see more evidence for his anal fixation. Money is important for him and he mentions it where it could easily be avoided. In one of his responses (card No. 72) he describes the washing

of a floor. The washing is so thorough first with a disinfectant then with soap and water that the anal-fixation can be detected in it. Some of his stories are the usual ones revealing castration anxiety, aggression and the ensuing sense of guilt. His homosexuality is further established by the fact that the child in his stories is alternatively a girl or a boy. His response to card No. 11 where two human figures are seen with a perambulator also seems significant.

There the quarrel is between two women according to Zahid. One woman breaks the wheels of the other's perambulator. The woman feels sorry and cries and goes to a police man. He catches the guilty woman and puts her in jail....,

One of the women is Zahid, possibly the aggressor, because he wants to damage the pram (where there is a baby, so in reality the baby). Because of the activity of the super-ego which is again in the form of a policeman (a father) he is caught and sent to jail. So we can say that PPP cards are successful in projecting repressed and unconscious fantasies and enabling us to diagnose the subjects.

Ink-blots

Zahid's responses to the ink-blot were short one-word responses most of the time. His reaction time was also short. He went on looking but failed to make any response, spent 5 minutes just looking at a plate saying one word here and there.

His first response was a 'W' response, for the three blots. Then there were 'd' responses occasionally, a 'd' response but never a 'ddd' response.

His responses to the first blot indicate average intelligence with inhibited imagination. This inhibition could be due to strong castration anxiety and passive stimulation. The symbolic expression of castration in the form of seeing snakes, tortoises and woolves etc; indicates anxiety and a sense of insecurity which is likely to be manifested in passive homosexuality.

His first 'W' response shows the bad devouring mother, whom he sees as a witch. Other responses (fire , head of a pig etc) indicate his repressed hatred for her and his destructive fantasies. One word responses of animals show regression to the lower level of imagination anxiety.

The first response to the third ink-blot seems to have produced a colour-shock in him with the result that he became anxious. This anxiety inhibited his imagination and he resorted to one word responses (statues, stones, faces of dogs etc). Such responses indicate anxiety and depression.

VAT

Zahid's responses in the VAT were absolutely different from all the other subjects. The instructions said that the subject could colour the plates as they wished; just colour them or colour the parts which resemble something etc. Zahid went about his colouring very systematically. He even concentrated more on colouring spaces which reminded him of objects. This way he coloured a very small part of the figure and ignored the rest. The objects he saw in the figures however showed his imagination. He said one of his edler brothers painted and we might say that the talent existed in Zahid also.

His choice of colours revealed that anxiety is his predominant mood. He used yellow most of the time. The colour he used next was black-brown which is indicative of depression. We have seen that Zahid does undergo depression moods. It is seen that where superego activity is strong a sense of guilt is accompanied by depression.

It was remarked during the interpretations that Zahid's anxiety and depression are more than what can be coped with easily. If nothing is done to help him get over it he might develop anxiety symptoms later on.

Play

Zahid was quite passive all through the play hours. He could not decide for himself; so he followed Raheel when Raheel started playing with the railway train. He was quiet most of the time and played without uttering a word. When Raheel left the play he persisted and played alone with great absorption.

Then he went away and started playing with little plastic pieces which are joined and made into a house. You could almost feel he was not there. He played with the boat and then with the gun. The toy which attracted him most was the boat. Even though he played with other toys (blocks - where he built a tower) the boat was his main interest. He carried it in the dumper for repair.

Zahid's play reveals lack of initiatives. Because of his passiveness he preferred to play a subordinate role. His depression could be due to destructive fantasies towards the mother. In his play these fantasies changed into restoration fantasies. His repairing the boat and playing with it illustrate this above mentioned fantasy.

On the second day again, Zahid was interested mainly in the boat. This day he was not in two minds regarding his choice and he was at it straight-away.

Today he played with sand too. He built a castle in it with blocks and put the gun on the gate for protection.

He cleared the sand pit, removing all the surplus bricks and toys and after completing it, stood and watched it persively. After this he spent some time with other toys and then returned to the sand pit where he made sand pies.

His interest in the boat (which is a mother symbol) indicates his attachment with his mother and preoccupation with sex fantasy. The other part of his play reveals his desire to possess the mother and protect him from the father. His orderly habits and neatness refer to his anal-fixation; they are supported by his repressed sadistic tendencies towards the parents.

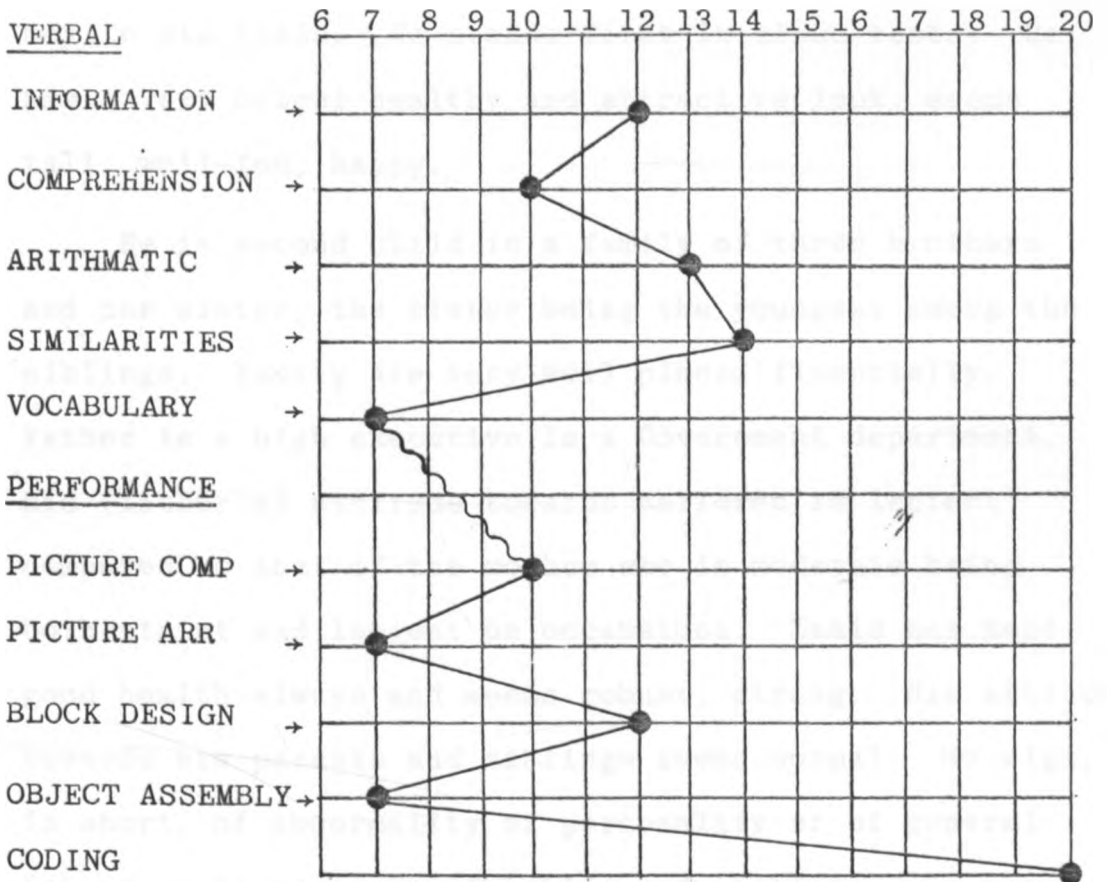
On the third day he was quiet as usual but slightly more at ease. He helped Agha and Sajid in road building and did a lot of work in it. When they finished the game and went to play with other toys, Zahid stayed on and played alone patting it, putting it right at places. Towards the end of the play hour he went to the other toys for a short time and played with the drum, beating it and making noise.

He seemed less depressed in his play on the third day. But he showed his usual subordination to others. Today constructive fantasies were more active in him than destructive ones. He tried to give vent to his emotions by beating the drum.

SCATTER DIAGRAM (WISC)

SUBJECT: ZAHID ZAHEER

AGE : 10 YEARS 1 MONTH



DIAGNOSIS:

On the whole he appears to be a lost child with no self-confidence and no motive. He definitely needs help.

Case-study No. 6: Zahid-Rafique

Zahid Rafique 11 years old is the oldest among my subjects. He goes to St Marys School and is in the 6th class. His school reports show him to be the best boy in his class. He stands first in class tests. He has a very bright healthy and attractive look, seems tall, well-fed, happy.

He is second child in a family of three brothers and one sister, the sister being the youngest among the siblings. Family are very well placed financially. Father is a high executive in a Government department. His (father's) attitude towards children is lenient compared to that of the mother who is moderate being both strict and lenient on occasions. Zahid has kept good health always and seems robust, strong. His attitude towards his parents and siblings seems normal. No sign, in short, of abnormality of personality or of general behaviour at home, or of habits and pastimes.

At the tests: WISC

Was genuinely interested in working the intelligence test. This test has one great advantage over the projectives: it provides a straight-forward and convincing

answer to the subject's usual question: What are you going to do? For children of his age testing and measuring intelligence has both meaning and importance; scores obtained and differences between score and score are significant. Zahid, therefore, worked with great zeal throughout the test, he also obtained high scores on both the verbal and the performance scales.

Although there is no glaring discrepancy between his verbal and performance tests, his score on the verbal subtests tends to be high. This is true perhaps of almost all boys and girls of his age in our country. This is the time when boys and girls in our country come in touch with books and pictures; their reading, information and vocabulary all go up. So, his relatively high verbal score could be due to his age and our cultural pattern.

There is internal consistency in the verbal subtests; which shows that he worked with a relaxed mind, therefore, without apparent inhibition of any kind. His IQ on the verbal scale was 141 less 15 i.e. 126.

His score on the performance part was not as high as on the verbal. His IQ on this scale was 111 which though low relatively, is yet above average. There is no internal discrepancy even in this scale. His score is lowest in the picture arrangement and highest in the digit symbols or coding as it is called in my Wecheler manual.

There was no indication of anxiety or emotional inhibition at the test; Zahid showed obvious signs of delight at success and pulled a face when anything went wrong, all in a happy cheerful way, taking nothing to heart.

TAT

His responses in this test made some revelations. It is astounding what even a child is capable of hiding behind a cheerful face. It is astounding as well as disturbing because outwardly he showed no signs of any such thing. It is true I never saw him apart from the time he was at the tests. I never saw him in his home with mother, brothers, sister etc. The testing session, whatever one may do, remains a "business session"; so the behaviour of the subject cannot be 100% natural.

The main thing revealed through his first two stories is his sadistic attitude towards his mother. In his first story he describes a man prisoned by his enemies. There is an indication of jealousy and hatred for his brothers; taken symbolically it could be said to reveal oral sadistic fantasies against his mother's breast. This could be due to the weaning trauma. Evidence is not clear but it seems he was weaned at a late age, definitely later than a year. His second story is about a buried city and tombs; which again may be symbolic of curiosity; curiosity to know more about

his mother's inside and also hatred for her. It shows a depressive type of fantasy, itself a reaction to the sadistic fantasy which upsets him.

He attaches considerable importance to money which one does not expect in an affluent household. It could therefore be explained as a symptom of anal fixation which emerges when money becomes over-important. There is apparent confirmation of this in the very next story in which he depicts a quarrel scene. Because of anal fixation he tends to be short-tempered and quarrelsome. This results in murderous fantasies which of course he tries to suppress and sublimate. Through successful sublimation he becomes sympathetic and friendly. His apparent sociability could be a reaction formation against the fear and guilt to which these fantasies give rise. So a story about three or four persons, some quarreling and one among them making peace, is symbolic of his own inner life, his conflicting tendencies. His intelligence and self-confidence are revealed in his story about the boy who reached a mountain top, in spite of the fact that the task at first seemed impossible: a very normal response which speaks of his ambition and aspiration to rise high in life. He has flights of imagination, but these flights are controlled by his unconscious mind. He describes a time machine which goes into the past. But he finds stones where ever he goes. This shows as if hostilities encountered in the past are stored in his

unconscious; as if he has not had a very happy childhood. He sees stones only; which shows a stone - like attitude on the part of his parents who do not seem to appreciate his demands. He has repressed his past successfully so far, with the result he seems a normal child.

PPP

Zahid's responses in this test confirmed the fact that his image of the mother is not benevolent. There seems to be a constant threat of separation from the mother. The mother is a person who:

refuses to give more toys to her child, who threatens to send her servant away from her house and who says she cannot provide chains for the swing.

This indicates that the child has been through a weaning trauma; he must continue to think of the mother who refused to appreciate his demand.

The attitude of the mother raises sadistic fantasies in him directed against his mother's breast. When Zahid talks of the "bear who began to eat two children" he can be referring to his own sadistic design to eat off the mother's breasts. This kind of fantasy must produce a sense of guilt and fear and these, in turn, anxiety. At times in the stories, there is some one who tries to stop him from fighting etc. This shows fear which at times deters him from indulging in his fantasy.

His over-consciousness of money confirms his anal-fixation. He attaches great significance to money and even when he is talking of doing well in examination or working for some one, the money element always comes in.

One thing is clear and obvious; that the repression so far is successful and that apparently he is in possession of a normal, cheerful disposition. His stories are at times very positive and depict every thing in a normal manner. His relationship with his father seems very congenial. Nowhere does one find any obvious hostility directed solely at him. At times when he talks of broken wheels and broken dolls and swings without chain one can trace an element of castration anxiety in him but it is in no way his foremost problem.

Ink-blots

Zahid is 11 years old and therefore passing through early puberty. This age is notable for strange and at times even abnormal responses. Interpretation is hard and requires great care and discerning ability to differentiate between normal and abnormal responses.

Zahid did not make any 'W' response. He seems to be interested in details and indulging in sex fantasies. His story responses had not revealed much on this score but in inkblots it seemed very marked. His responses to inkblots, few altogether, were clear in their symbolic significance.

We took 35 seconds to make his first response on the first ink-blot. His responses -- hills, water, fish in water, beak of a crow and snakes -- all reveal his preoccupation with sex fantasies. This is proper to his age. At eleven physical changes begin to manifest themselves and it is very difficult for growing children to reconcile themselves to these changes immediately. So it seems with Zahid. With the second series of response castration anxiety becomes very evident. "The 'rising sun' and 'lions face' are father images and the 'detached foot of a monkey' are symbols revealing this. With this form of anxiety comes a sense of guilt. This guilt leads to depression which is shown by his indefinite responses such as 'darkness' 'clouds' etc. The presence of 'ghosts in darkness' is indication of fears and passive stimulation, which usually accompany depression. In his responses to the third inkblots his castration anxiety becomes more evident and there is also a clear indication of conflict resulting from sexual fantasies. 'Red, green, and blue flames of fire which surround a monkey'. 'The monkey has his hands on the fire, and the hands get burnt'. This total drama betrays his anxiety and fear of castration. The sun, symbol for father, points to the Oedipus.

The presence of anxiety pertaining to the Oedipus gives cause for thought. At eleven Zahid should have got over this and become friends with his father. There

was not much evidence for castration anxiety in the TAT but the PPP showed signs of it and the ink-blots showed these signs developing into clear indications.

VAT

The VAT colour scoring shows Zahid's tendencies in this order: cheerfulness, aggression and depression. The presence of cheerfulness is always a very good sign. In Zahid's case it shows that this repression is successful and he has to a certain extent buried his aggression and depression underneath his cheerfulness.

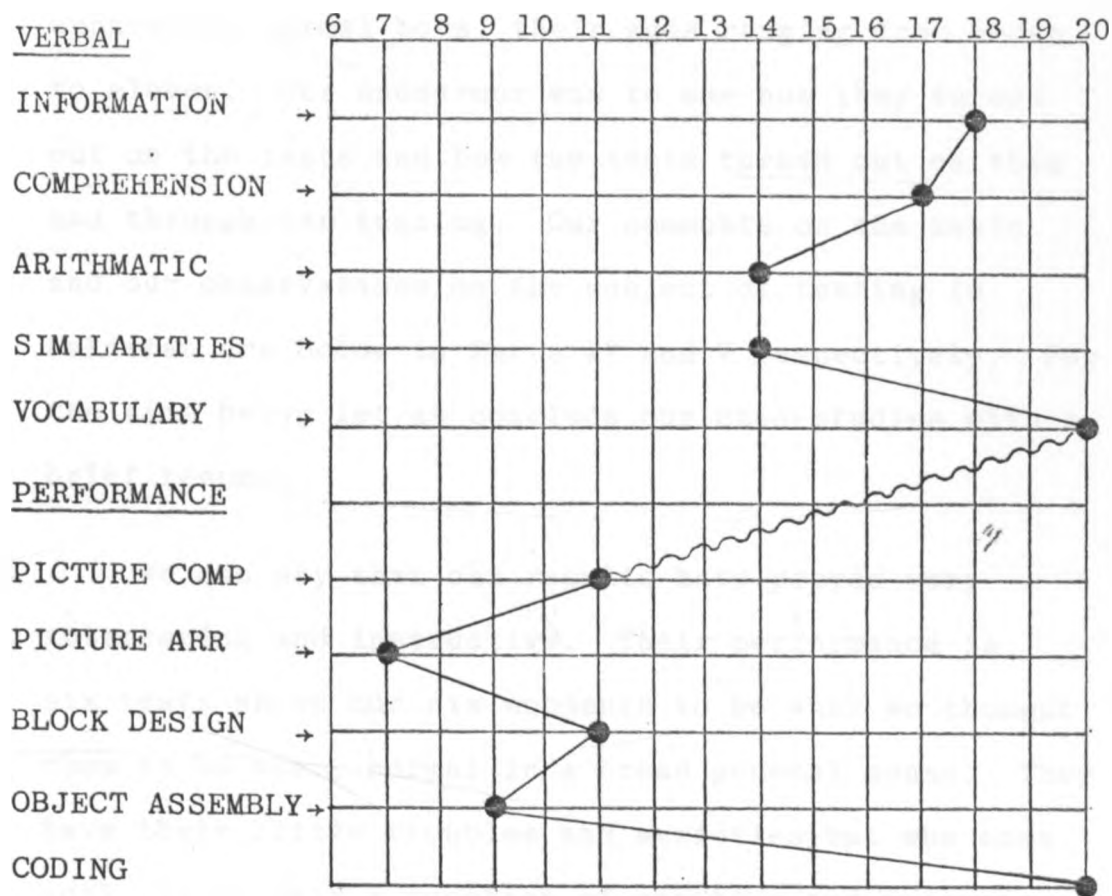
One very prominent difference between his responses and those of the younger subjects was that he had a tendency to colour larger portions of the design in the same colour whereas my younger subjects would fill smaller spaces with a variety of colours; due rather to age difference than to anything else.

Zahid-Rafique is the subject who had to leave Lahore before completing the full schedule of tests we had planned. It is a pity we could not see this interesting subject at play. This would have given us further insight into his personality. We would have seen him in -- for him -- a new environment. He was the one who did not know the other five and was unknown to them the other five live very close to one another and play together in the evening. His behaviour during play would have shown his reactions to strange company.

SCATTER DIAGRAM (WISC)

SUBJECT: ZAHID RAFIQUE

AGE : 10 YEARS 11 MONTHS



DIAGNOSIS:

Any way, we have to be satisfied with what we saw of him at other tests. He is an intelligent boy who seems to have control over himself. Most of us have our troubles. Why not Zahid who is passing through a significant time of life.

A synopsis

When we set out on our adventure we chose six apparently normal boys, their ages ranging from seven to eleven. Our endeavour was to see how they turned out on the tests and how the tests turned out on them and through our testing. Our comments on the tests and our observations on the subject of testing in Pakistan are below in Parts IV and V respectively. For the time being let us conclude our case-studies with a brief resume.

We can say that our results have proved very interesting and instructive. Their performance in six tests shows our six subjects to be what we thought them to be viz., normal in a broad general sense. They have their little troubles and anxieties but who does not? It is only a question of spotting and measuring and becoming aware. Our subjects are passing through a crucial time of their lives. The way they and their parents attend to their troubles now will set the pattern of their development for the future.

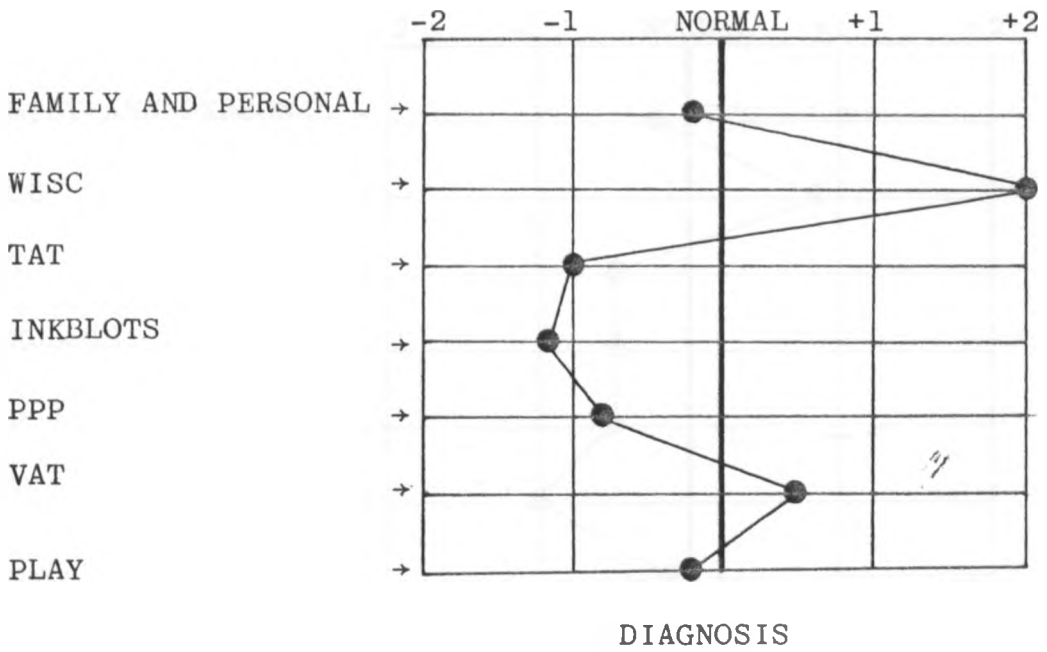
Even in their normality, however, their individuality is discernible. This is nature's mystery. There are differences within similarities. Individuals apparently alike turn out to be very different on scrutiny. All the children are physically healthy, of average or above average intelligence, sons of normal parents, happy at home and broadly successful in school work. All except two have shown that they are tackling the tasks of life as well as they might and that they will not make a serious mess of their lives as they grow up. The two who are different from the other four are very different from each other. One is the most intelligent of them all, the other is the least. The former is only seven years old, the other ten years old. The intelligent one Furqan, has a very common problem. He is mother-fixated to a high degree and is facing the repercussions. He is jealous of his father and his siblings and is unconsciously preoccupied with the usual hostile wishes. He is lucky in one respect; his parents are affectionate and understanding. This coupled with high intelligence has enabled him so far to repress his hostile wishes successfully. But what can we say of the future? Conditions can change and he may have to face life without his mother. He is in a tight corner at the moment. A serious trial might mean a break-down.

The relatively unintelligent, Zahid-Zaheer, is nevertheless of average intelligence. His living conditions could be better. He has step brothers and his father stays away from home and visits them only occasionally. Zahid-Zaheer's problem is to adjust to these conditions. His apprehensions are not dispelled because of the absentee father and because of the many (six) brothers and sisters who will not let him have his father's attention to the full. He is ten now; yet has fears and suspicions about his father. He has symptoms of anxiety. Later if things become worse instead of better his symptoms may become worse too.

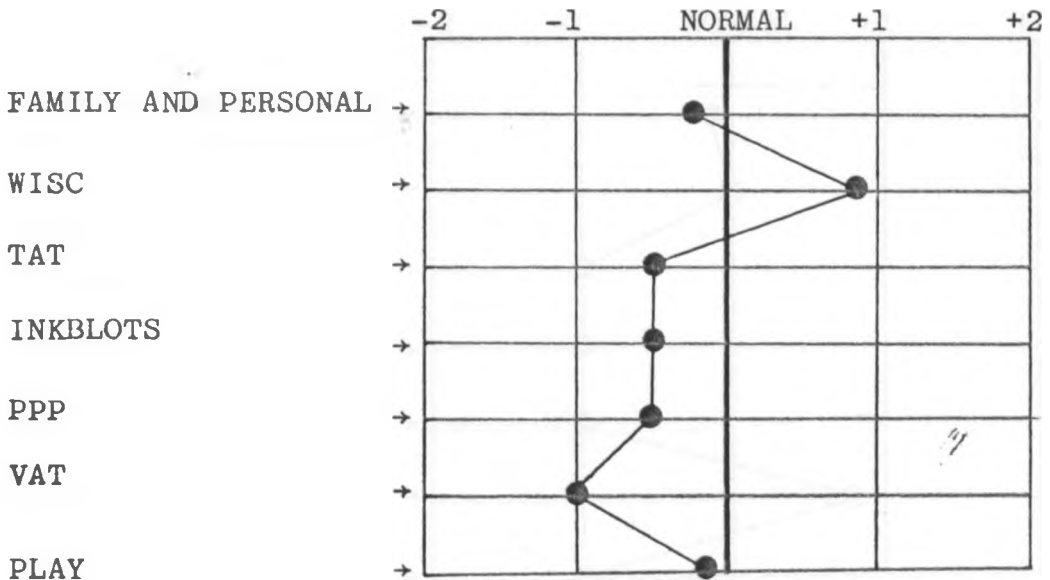
The other appear to be all-right. They have their own differences, however; one rather aggressive, the other cheerful, the third prone to moods, the fourth stepping perhaps awkwardly into adolescence. But they are all within safe limits. They are all above average in intelligence which will be a great help to them in the future. One could say they will retain their normality and emerge victorious in the struggle of life.

A glance now at the total general profiles on the seven dimensions may be interesting.

TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
FURQAN

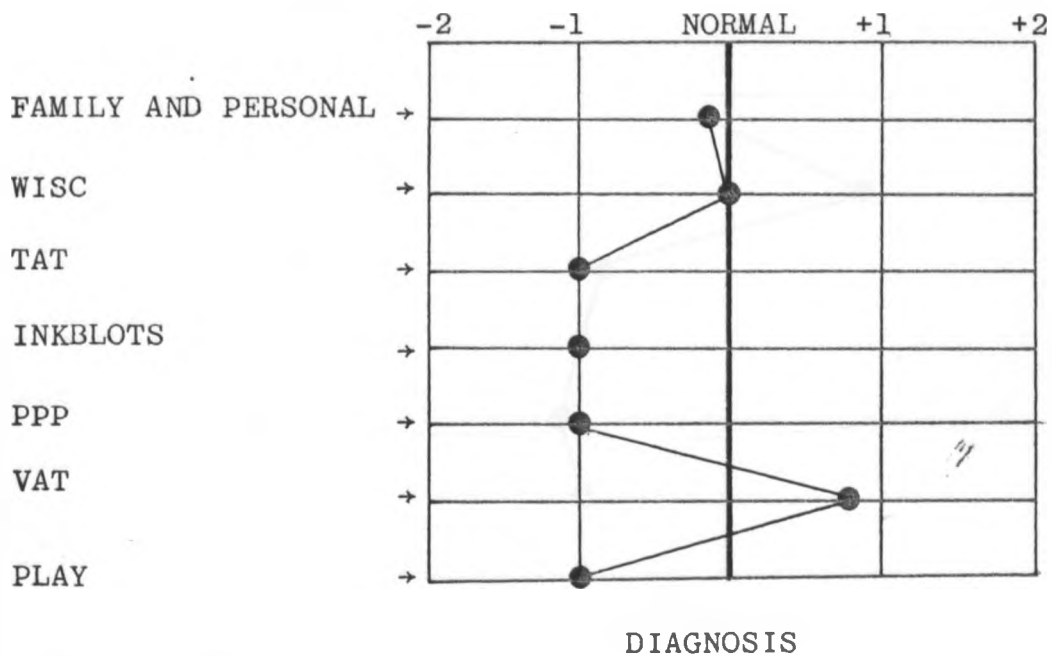


TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
RAHEFL

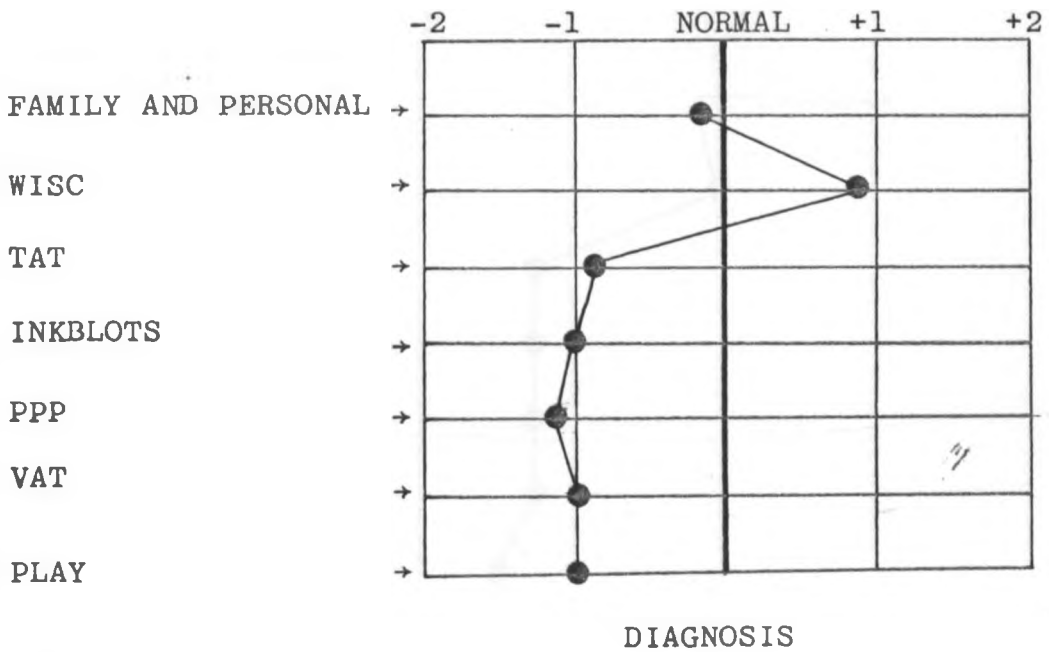


DIAGNOSIS

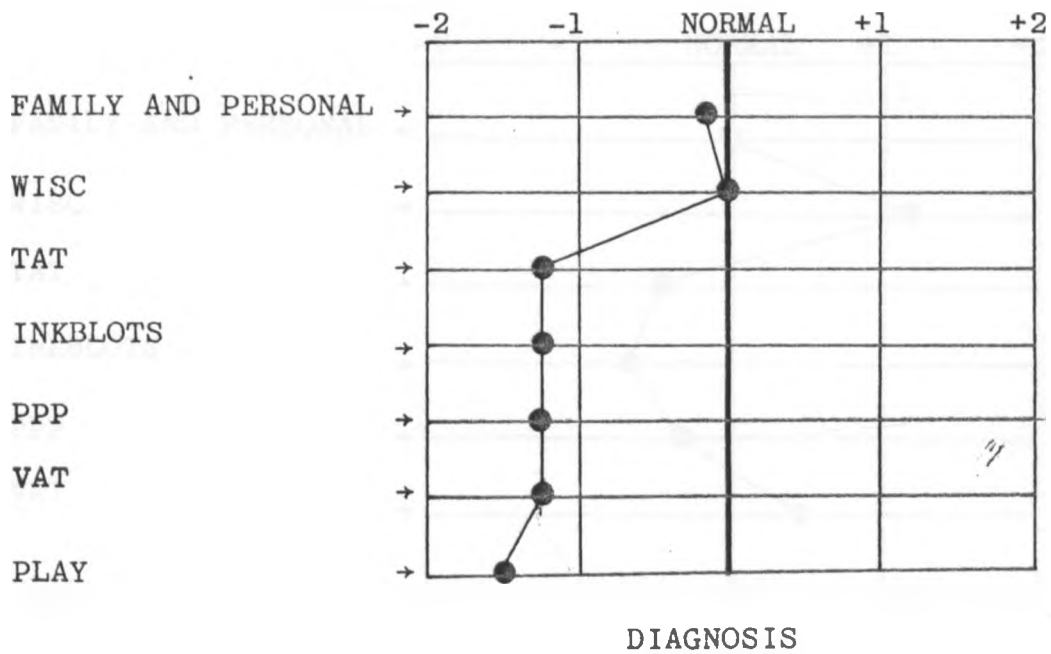
TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
AGHA



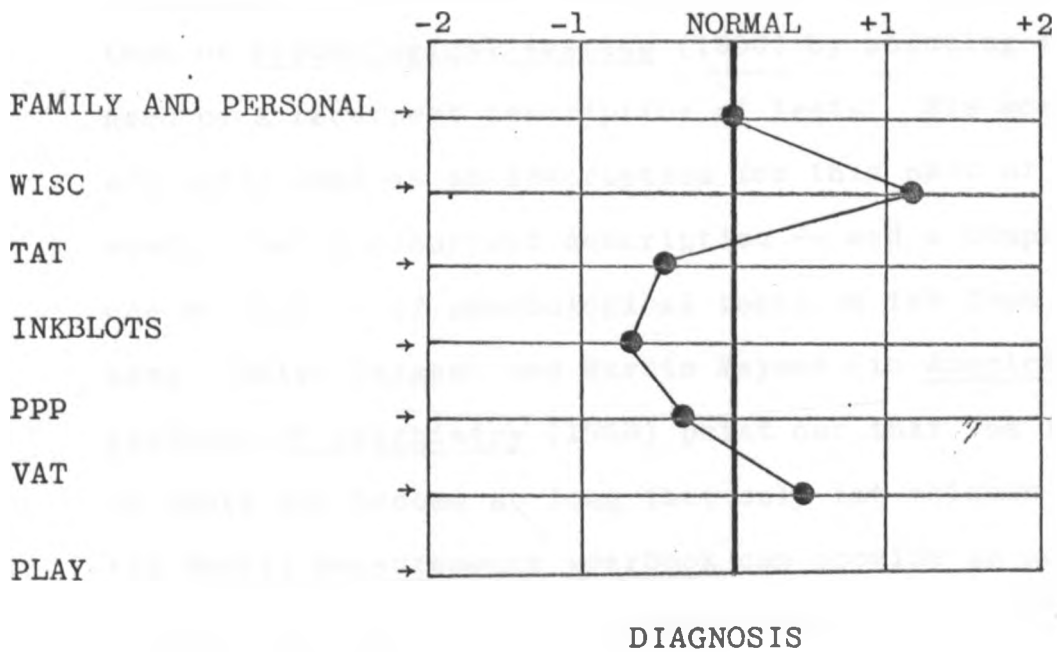
TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
SAJID



TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
ZAHID ZAHEER



TOTAL GENERAL PROFILE OF SEVEN DIMENSIONS OF
ZAHID RAFIQUE



PART IV
DISCUSSION OF TESTS

In the developing scientific field of psychological testing, there is recurrent need for periodic presentation of comprehensive descriptions of tests. (Frank S. Freeman, Theory and practice of psychological testing).

Experiments with diagnostic tests and techniques are interesting in themselves. They also serve to keep technical devices in use and to lead their constant improvement. Frank S. Freeman defends his excellent text on Psychological testing (1950) by pointing to the need of a recurrent description of tests. His words are aptly used as an inscription for this part of our study. But a recurrent description -- and a comprehensive one at that -- of psychological tests is far from being easy. Helen Sargent and Martin Mayman (in American handbook of psychiatry (1959) point out that the list of tests has become so long that only fat volumes like the Mental measurements yearbook can provide an adequate exposition; and yet who can really profit from such a handbook unless he is already an expert on the subject. What we need is a recurrent total picture of the tests such as would interest all ordinary man. True, such pictures are presented in general texts and in experimental studies of specific problems. But at the level at which we in Pakistan or in countries similar to Pakistan are situated, what we need is a check on the

established tests and on tests aspiring to become established, in terms of our own special context. Our own experience with tests is bound to be specially relevant to us and to our needs. But it may be found relevant also by all others interested in testing. Our selection of tests, as we have said before, was broadly determined by criteria kept in view in the making of a test battery. One criterion is that a battery of tests interested in personality diagnosis must include an intelligence test. Therefore, our list of tests begins with one. The range of choice is not very large here.

WISC. Our choice was the WISC which seemed to suit us in every way. The administration is not hard. It is a semiperformance scale covering a great variety of abilities, consequently giving a global picture of a subject's intelligence as well as a breakdown of it in the form of a scatter diagram. We gave the full scale, i.e. five verbal subtests (we eliminated the maze test here) and five performance subtests.

As far as the reliability and validity of this scale is concerned there is little doubt. But we had to adapt the verbal part to our own language and environment. All the items had to be turned into their Urdu equivalent. Dollars and cents had to be replaced by rupees and paisas and Washington and New York changed to Lahore and Karachi. In certain items in the information test and the Vocabulary

test items had to be transformed altogether, for lack of suitable equivalents. This tampering with the tests affected the level of difficulty and we obtained exorbitant scores on the verbal scale. M.A. Quraishi, my supervisor therefore, suggested that we subtract 15 points from the verbal IQ of every subject to make the scores more acceptable. We interpreted our results according to these scores and calculated the discrepancies between the verbal and the performance scales on the basis of scores obtained after the subtraction.

The score-pattern of the subject is used as a diagnostic tool, though it can be so used only with a certain amount of reserve. What we see of the personality from the score patterns needs to be confirmed by tests which are personality tests primarily.

The TAT, of personality tests we had several (two of them very new). We had the famous TAT, for instance. The original and complete TAT consists of 30 pictures. Usually a selection of twenty cards out of these is given to a subject in two sittings. The selection is made according to the age and sex of the subject. Professor Quraishi selected five pictures for my use. I did not set any time limit and some of the subject went on for as long as 4 or 5 minutes. But even this proved useless because there was a tendency to repeat; the longer story failed to give a wider view.

The TAT is meant for Western, white adults. We really need a Pakistani version, one for adults, one for children. This can be done very easily because the original scenes have to be retained with the faces and the dress changed to our own (as been done in the negro version of the TAT). While working on this test I noticed that my subjects invariably wanted to give names to the characters, to go on with their stories. They would use such names as George or Mary, or Memsahib etc. These innovations did not seem to affect their responses in any important ways; yet the need of naming did give them some exercise. The original TAT is based on the principle that the greatest identification occurs when there is the greatest number of symbolic elements in the picture relevant or common to the subject examined. Hence if a picture does not reflect the experience and culture of the examinee there will be little or no identification. "The test will yield only simply descriptions or will become an exercise in imagination". (Freeman, 1950, p.434).

PPP. We met almost the same difficulty with Pickford Projection Pictures. Whereas in the TAT the account is more on faces and people, the PPP shows scenes in every-day situations (see sample in Appendix). Everyday situations depict local culture rather more. So the need of adaptation is made clearer.

The dress was again Western; there were other things besides this which seemed foreign to our children. For

example if a man and a woman in Western dress are sitting on a sofa they do not mean the same thing as when a man and a woman in our dress are seen sitting on a charpai. The woman scrubbing the floor with water and soap is not the same thing as a woman sweeping with a 'Jhareo'. So with the conventional tests which make use of pictures or sketches have to be adapted with great care to suit our subjects.

The inkblots are far less structured and far more culture-fair. But even so there is something foreign in them. The least we can do is to fabricate our own inkblots. We have been using Prof. M.A. Quraishi's inkblots and not the original Rorschach or Harrower's. One question about Rorschach inkblots is about their symmetrical formation. Why do they always have two sides? Two out of the three inkblots we used were symmetrical but one was ²different. It was in cloudy formation after, William Stern's suggestion. Stern suggested the use of cloud pictures which were as meaningless, but were even more un-structured (Freeman 1950 p.435). The interpretation of inkblot responses is a very complicated business. We confined ourselves largely to the content of the responses and interpreted them analytically and symbolically. Our interpretations thus based were, therefore, all symbolic, possibly more subjective than the Rorschach interpretations usually are. The subjective element, however, cannot be rubbed out however hard we may try.

Altogether the inkblots test is in a process of rapid development. At least three other versions have come to our notice, all based on interesting variations, viz., Harrower's, Holtzaman's and Stern's. We must continue to watch the development of other versions of the inkblot test.

The VAT seems to be culture-fair along most dimensions. But in our country where testing is as strange as flying saucer, children fail to become involved in such tests. This has its other side also. Where testing is very common and tests and test-themes are well-known, children tend to acquire a sophistication, so to say. As insects begin to refuse to react to strong insecticides like the DDT., so children may fail to open up in response to a test too frequently used and too well known. This is where the need for newer tests arises. The VAT is one of the newer ones. But the colour criterion which is the basic indicator of the predominant mood can easily be fooled. As soon as it is known that yellow means anxiety, yellow begins to be avoided. This was not my difficulty, however, my subjects knew nothing of the sort. The criterion of content is still under study; so we may have repetition of the old story, symbols and their Freudian explanations!

Play as such is the least structured of all projective techniques and it suits a child best. Playing with toys without fear of punishment or unnecessary rebuke is a

paradise on earth for a child. Here he rises above all restraints and barriers and begins to speak in his language, thus revealing his attitudes and moods. Here according to A.G. Woltaman (Progress in clinical psychology Vol. III p.184) special factors, movement, acoustics, selection, duration, intensity and verbalisation take the place of grammar, syntax and vocabulary.

I noticed one thing more about play: that the presence of the observer however friendly, does inhibit the child to some extent. The best way would be to leave the child alone and watch him and hear him without making your presence felt. When the child is all alone with his little world of people (dolls and things) he would feel absolutely free to do what he pleased. One way screen, therefore, can be very important. Another thing about play is that it cures while it diagnoses. So play is seen to be important in more ways than one. It educates, it helps find a child's difficulty and it cures; while all the time the child is enjoying himself because it is just play. This feature of play diagnosis passing on to therapy is apparently also captured by the Pickford Pictures. Writes Professor Pickford (p.5).

From the point of view of diagnosis alone, the pictures may be assumed to be much like other sets of diagnostic material and ... the first dozen or so or as many as the psychologist likes to use may be employed to elicit and sample aspects of unconscious and conscious conflicts within the personality. If sufficient pictures are used ... diagnosis becomes fused with therapy and merges imperceptibly into it.

PART V

OBSERVATIONS

As we ... focus our investigations upon the many ways the individual exhibits his uniqueness we may discover how in families and in schools and colleges we can foster the individuality we cherish. (Lawrence K. Frank, Individual Development).

When all is said and done it remain true that in science as in ordinary life we look for practically useful results when we look at any thing new. So in tests and in testing children, research can have little significance unless it holds the promise of improvement; improvement in child care and child development. Work with tests should result not only in better insight, but also in better resolutions. Are there any practical observations, therefore, which we can make on the basis of our study? observatins relevant to Pakistan, observations ^{not} concerning tests and testing as such (which indeed we have already made), but observations about the general situation in Pakistan, or West Pakistan, with reference to tests, their improvement, use and development?

1. The first and foremost thing in this connection is that existing psychology department, clinics, institutes, agencies, are too few for the country and the few are too ill-equipped in test instruments and test material. We could have liberal grants, therefore, so that we can assemble in more than one or two or three centres all the well-known and well-established tests, along with all the related literature.

2. The next thing is to prepare adaptations of as many tests as we can; such as would be suitable for experimental and other use in our own country. These could be unstandardised to begin with.

3. Newer and newer tests keep coming; so we must arrange to get hold of them as they become available.

4. A major improvement needed is in public awareness and public attitude. It so happens that psychology in general and clinical psychology in particular, does not have a very good image in the mind even of the educated public in our country. There are one thousand and one misunderstandings which need to be cleared. Unless this is done psychological work will receive neither encouragement nor cooperation. Some practical steps may have to be devised.

5. While I went about in my neighbourhood trying to enrol suitable subjects I had to face difficulties. One thing which struck me most and which is most relevant to testing is the ignorance, real or feigned, of most mothers regarding the ages of their children. There would always be two or even three opinions about it and decision would not be reached without reference to diaries or notebooks. But even after diaries had been consulted one could not be certain whether the age arrived at was correct or not. In many cases the officially recorded

date-of-birth could not be trusted. At the time of sending a child to school it is usual for the parent to put back the child's date of birth. Wrong or uncertain age figures must make testing and testing-research pretty meaningless. One mother told me that her child was born when they moved in to their new house. One could get the correct date of birth, therefore, but only if one could find out when the house was built and when the family moved into it!

6. Mothers need a lot of general education in the purpose and use of testing. Even educated mothers continue to ask silly questions. Would testing entail physical strain? Was it necessary or any use at all to ask children to write stories and colour spaces which made little or no sense? I had to give long explanations which did not always work. I had to explain that testing was not for the mentally sick only but also for mentally normal healthy children. I could see that even harmless words like psychology and testing raised the image of a mentally sick person; to say nothing of abnormal or clinical psychology. This stereotype must change. A psychological clinic should not mean necessarily or only a place where the mentally sick are handled. 'Clinic' and 'clinican' should be concerned rather with the appraisal and evaluation of the mental qualities of human individuals, sick or not. If our schools had their psychologists, who

could be seen with children every day in the school, the image of the psychologist would change as it should. He would become a sympathetic every-day helper rather than a doctor who comes in only when some one has developed some serious trouble.

7. Play was one thing which needed least explanation. The parents and the children themselves were enthusiastic about it. This made me think that play would be the best and the most convenient clinical tool to be introduced in our schools. Sand, water, building blocks and some toys are all we need and of course a teacher with some knowledge of the technique of play. Teachers, therefore, during training, should have instruction in this. Observation of play is not an easy and simple matter. But it is good to remember that play is wholesome and therapeutic; so no harm in introducing it even without full professional checks.

8. Experience with real children is necessary for those who will supervise play in schools. For this purpose psychology departments should have clinics and their own schools attached to them so that post-graduate and research-students can come in contact with live human material and see for themselves how children behave in different situations. This would lead psychology to shed much of its fearful significance and become a part of every-day life.

9. Simple but scientifically sound literature pertaining to children should be available for the public, to stimulate their interest and faith in the clinical psychologist and his vocation.

10. Popularisation of psychology on the Radio, TV, and in the Urdu press should be planned and pursued more seriously.

11. We could begin with a national committee to look into the matter and report on it, to review the work already done and propose the next steps.

12. A great deal is happening in countries apparently as undeveloping as we are; Iran, Turkey, UAR and so on. A great deal could be happening in India. All this we must know through visits on the spot. The problems of these countries are pretty similar to our own.

13. We could also have a national council to take care of test-making in the country and to promote application of psychological knowledge to the various problems of children.

To summarise, child care and child-study in Pakistan should become the concern of the nation as a whole and of the profession of psychology as a body.

APPENDIX

- (i) Photographs
- (ii) Personal and family data
questionnaire
- (iii) WISC (Urdu)
- (iv) PPP (Sample)
- (v) VAT (Sample)
- (vi) Sources and texts consulted

7

EXPERIMENTS WITH PHYCHO-DIAGNOSTIC TESTS

"SUBJFCTS" WHO PARTICIPATED



FURQAN

SAJID

ZAHID Z.

AGHA

RAHEEL

SUBJECTS AT PLAY



ZAHID

ATTENDENT

SAJID

RAHEEL

FURQAN

AGHA

EXAMINER

WISC: VERBAL: URDU

حصہ اول

عام معلومات

- ۱ - تمہارے کان کتھے ہیں ؟
- ۲ - اس کو کیا کہتے ہیں (انگوٹھا دکھا کر)
- ۳ - کتھے کی کتھی ٹانگین ہوتی ہیں ؟
- ۴ - ہم کس کس جانور کا دودھ پیتے ہیں ؟
- ۵ - پانی اہالط ہو تو کیا کرتے ہیں ؟
- ۶ - آلو خریدنے کس دکان پر جاتے ہیں ؟
- ۷ - پتوں میں ٹسے پیسے کتھے ہوتے ہیں ؟
- ۸ - ہفتے میں کتنے دن ہوتے ہیں ؟
- ۹ - پاکستان کس نے بنایا تھا ؟
- ۱۰ - ایک درجن میں کتنی چوہین ہوتی ہیں ؟
- ۱۱ - سال میں کتنے موسم ہوتے ہیں ؟ ان کے نام کیا ہیں ؟
- ۱۲ - انار کا کیا رنگ ہوتا ہے ؟
- ۱۳ - سورج کس طرف غروب ہوتا ہے ؟
- ۱۴ - جب کھانا پیٹ میں پہنچتا ہے تو کیا ہوتا ہے ؟
- ۱۵ - پانی میں تیل ڈالو تو تیل پانی کے اوپر کون رہتا ہے ؟
- ۱۶ - ہمارا قومی ترانہ کس نے بنایا تھا ؟
- ۱۷ - ۱۲ اگست کا دن ہم کون مانتے ہیں ؟
- ۱۸ - ہمارے ملک میں ڈی۔ سی۔ کسے کہتے ہیں ؟
- ۱۹ - پاکستانی لسے قد کے ہوتے ہیں یا امریکن ؟
- ۲۰ - شہر کلکتہ کس ملک میں ہے ؟
- ۲۱ - ایک من میں چھٹانگین کتنی ہوتی ہیں ؟
- ۲۲ - افغانستان کے دارالحکومت کا نام کیا ہے ؟

- ۲۲ - لاہور اور کراچی کے درمیان کتنا فاصلہ ہے ؟
- ۲۵ - چھٹی میدان کب منائی جاتی ہے ؟
- ۲۶ - امریکہ کس نے دریافت کیا ؟
- ۲۷ - درمیں کیا چیز ہے ؟
- ۲۸ - سیتا کس راجہ کی رانی تھی ؟
- ۲۹ - پولین کون تھا ؟
- ۳۰ - پنشن کسے کہتے ہیں ؟

حصہ دوشم

عام سمجھ بوجھ

- ۱ - کھیل یا کام میں انگلی کٹ جائے تو کیا کرنا چاہئے ؟
- ۲ - تمہارے دوست کی گیند تم سے کھوجائے تو کیا کروگے ؟
- ۳ - گہل رشی خریدنے جاو اور دکاندار کہے کہ اس کے پاس ختم ہوگئی ہے تو کیا کروگے ؟
- ۴ - ایک بہت چھوٹا لڑکا تم سے لڑنے لگے تو تم کیا کروگے ؟
- ۵ - تم دیکھو کہ ریل کی پٹری ٹوٹی ہوئی ہے اور اس پٹری پر ریل آرہی ہے تو تم کیا کروگے ؟
- ۶ - ایٹھوں کا گھر پھوس کی جھونپڑی سے کیوں اچھا ہوتا ہے ؟
- ۷ - جرم کرنے والوں کو جیل میں کیوں ڈال دیتے ہیں ؟
- ۸ - ہر حادثے یا مصیبت میں عورتوں اور بچوں کو سب سے پہلے بچانے کی کوشش کیوں ہوتی ہے ؟
- ۹ - نقد رقم ادا کرنے کے بجائے اکثر چیک کیوں دیتے ہیں ؟
- ۱۰ - یہ کیوں کہا جاتا ہے کہ فقیروں کو کپڑے نہ دو ان کے بجائے کسی یتیم خانہ یا ہسپتال میں چندہ دیدو ؟
- ۱۱ - گورنمنٹ کی اونچی نوکریوں کے لئے امتحان کیوں لیا جاتا ہے ؟
- ۱۲ - کپڑا بنانے میں سوٹ کیوں استعمال ہوتا ہے ؟
- ۱۳ - ہمارے مندر کیا کام کرتے ہیں ؟
- ۱۴ - وعدہ پورا کرنا اچھی بات ہے کیوں ؟

حصہ سوئم

حساب

- ۱- اگر سیب کو آدھا آدھا کاٹ دین تو کتنے ٹکڑے بن جائیں گے ؟
- ۲- عارف کے پاس چار آنے تھے۔ اس کی امی نے اسے دو آنے اور دسے کل کتنے آنے ہو گئے ؟
- ۳- بشیر کے پاس آٹھ گولیاں تھیں چھ اس نے اور خرید لین کل کتنی ہوئیں ؟
- ۴- ایک شخص کے پاس بیچنے کو بارہ کتابیں تھیں جب پانچ بک ٹگین تو اس کے پاس کتنی رہ گئیں ؟
- ۵- ایک پنسل کی قیمت سات پیسے ہے تین پنسلوں کی کیا قیمت ہوگی ؟
- ۶- ایک دکان میں پچیس تیل کی بوتلیں تھیں۔ گیارہ بک گئیں تو باقی کتنی رہ گئیں ؟
- ۷- بہتر گولیوں کو چار لڑکوں میں برابر تقسیم کرنا ہو تو ایک ایک کے حصے کتنی گولیاں آئیں گی ؟
- ۸- ایک شخص نے کل چھتیس روپے کمائے ہیں اگر ایک دن کے چار روپے ملتے ہیں تو اس نے کتنے دن کام کیا ہے ؟
- ۹- ماٹھے ایک روپیہ فی درجن ملتے ہیں اگر تین درجن ماٹھے لے کر دکاندار کو پانچ روپے کا نوٹ دو تو وہ واپس کیا دے گا ؟
- ۱۰- اگر تین بھائیوں کے پاس گولیوں کے برابر کے حصے ہیں اور دو کے حصے ملا کر چھتیس گولیاں ہوں تو تینوں کے پاس ملا کر کتنی ہوگی ؟
- ۱۱- اگر تین پنسلوں کی قیمت چار آنے ہے تو بیس پنسلوں کی قیمت کیا ہوگی ؟
- ۱۲- ٹیکسی واپس کرائے کا حساب یوں کرتا ہے پہلے آدھے چل کے چار آنے اور اس کے بعد ہر آدھے چل پر دو آنے اگر اس ٹیکسی میں دو چل سفر کریں تو کیا کرایہ بنے گا ؟
- ۱۳- مجید اور حمید دونوں کے پاس ۲۷ - ۲۷ روپے ہیں۔ پہلے روز مجید اپنی رقم کا تیسرا حصہ حمید کو دیتا ہے دوسرے روز بچی ہوش رقم کا تیسرا حصہ دیتا ہے اور اسی طرح تیسرے دن پھر بچی ہوش رقم کا تیسرا حصہ۔ بتائیے مجید کے پاس کتنے روپے رہے ؟

حصہ چہارم

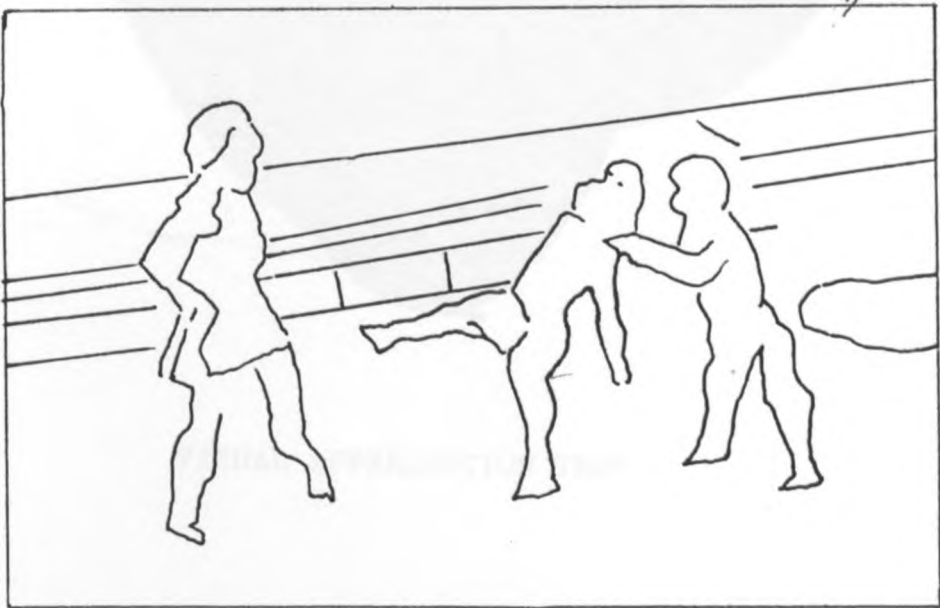
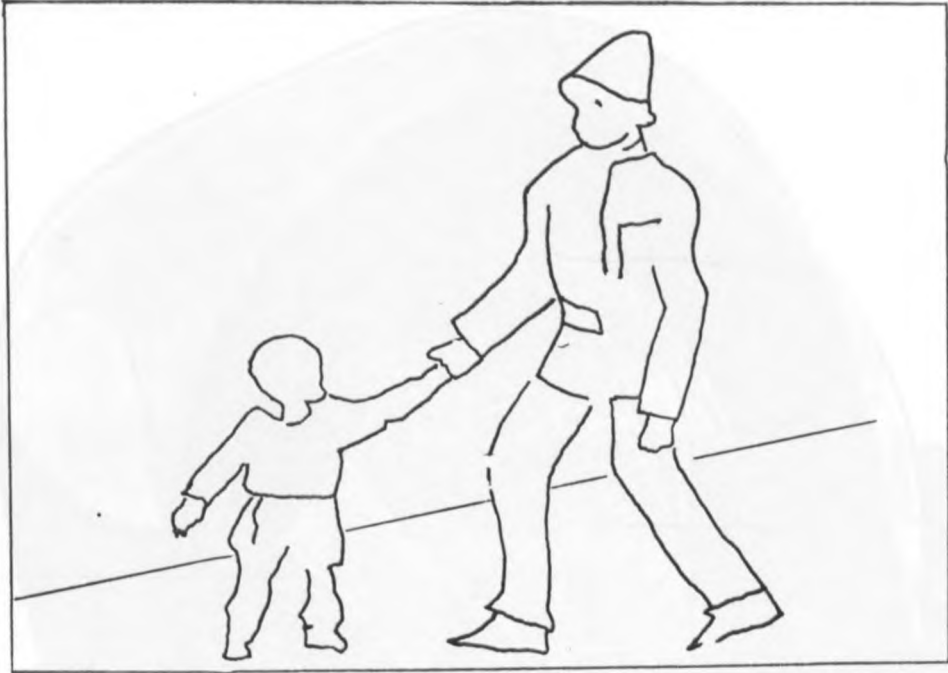
مشابہتیں

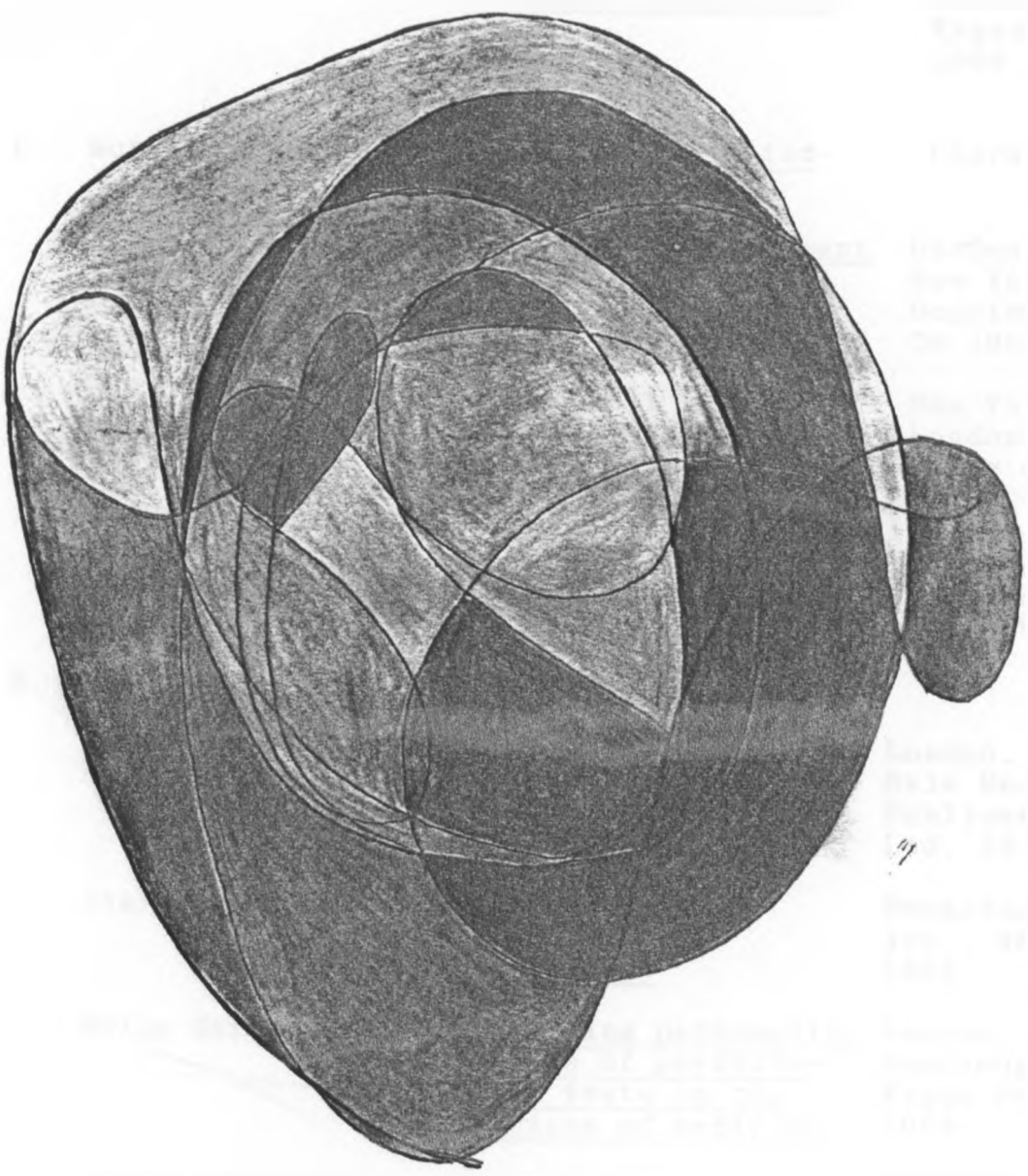
- ۱- نبرو کھٹے ہوتے ہیں لیکن چینی کیسی ہوتی ہے ؟
- ۲- ہم چلتے ٹانگوں سے ہیں لیکن کیند کس طرح پھینکتے ہیں ؟
- ۳- لڑکے ہڑے ہو کر مرد بنتے ہیں - لڑکیاں ہڑی ہو کر کیا بنتی ہیں ؟
- ۴- چھری اور شیشہ دونو ہاتھ کو کیا کر دیتے ہیں ؟
- ۵- ناشپاتی اور سوپ کس بات میں ایک جیسے ہیں ؟
- ۶- ہلی اور چوہا کس بات میں ؟
- ۷- کوکا کولا اور سکویش ؟
- ۸- ستار اور ڈھولک ؟
- ۹- کافز اور کوئلہ ؟
- ۱۰- سیر اور کر ؟
- ۱۱- قینچی اور کڑاہی ؟
- ۱۲- پہاڑ اور دریا ؟
- ۱۳- نلک اور پانی ؟
- ۱۴- انصاف اور آزادی
- ۱۵- پہلا اور آخری ؟
- ۱۶- ۲۹ اور ۱۱۱ ؟

حہ پنجم

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۲۳ - فہر	۳ - ٹوہی
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۳۴ - اشارہ	۱۴ - بھلا
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۳۸ - تاخیر	۱۸ - جوا
۳۹ - تحفیر	۱۹ - بارود
۴۰ - بہتان باندھنا	۲۰ - خورد بین

PICKFORD PROJECTIVE PICTURES
(sample of 2 cards out of 120)





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