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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN EXPERIMENTAL STUDY TO DETERMINE PERCEPTUAL REACTIONS TO CONFLICT IN CONTROLLED SUB-GROUPS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

DOCTOR OF PHILOSOPHY

BY

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Norman, Oklahoma

1965

AN EXPERIMENTAL STUDY TO DETERMINE PERCEPTUAL REACTIONS TO CONFLICT IN CONTROLLED SUB-GROUPS

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TO MY WIFE, JUANITA

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CHAPTER I

Introduction and Problem

In recent years, study in the field of mental retardation has shown that retardation is not the exclusive heritage of the poor and less intelligent segment of our society. The traditional and stigmatic assumptions of retardation are no longer being accepted as totally valid principles. Parents of retarded children are no longer willing to accept the concept that they should be ashamed of having a retarded child. The historical values in the treatment of retardation are also being questioned by workers in the field of subnormality. Experimental research in the field has established sufficient evidence to cast doubt upon some of the hypotheses upon which practices in the field of subnormality are still based.

The historical stigma and treatment of the retarded are representative of the original meaning of the term "idiot" which is used today in the description of severely handicapped individuals. The term is derived from the Greek work idiotas or idios which implies a peculiar individual, "hence one to neglect or get rid of."[1] Greek and Spartan parents followed

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[1]Samuel Kirk and G. Orville Johnson, Educating the Retarded Child, (Cambridge: The Riverside Press, 1951), pp. 69-70.

this dictum and shortly after the birth of a handicapped child, they exposed him to the elements to perish.[2] This practice continued until the Middle Ages when the retarded children, while allowed to live past infancy, were exploited as jesters and fools for the amusement of the lords and ladies of the nobleman's courts. The advent of the Protestant Reformation did little to change the plight of the retarded. During this period in history, most people thought the retarded child was possessed of the "Devil" and the most common treatment was to beat the "Devil" out of him.[3] Despite this type of treatment, the church was the first organization to provide some type of humane care for the handicapped individual. Although they made no effort to treat or educate him, they did provide him with a safe and secure sanctuary.[4]

The unfortunate status of the retarded during this period was a direct result of the philosophy of the professional people of that time. Prior to 1800, the nature philosophy predominated the thinking of the professional world. Education or training for the retarded was not considered feasible because of the belief that retardation was hereditary and, therefore, incurable. By the early

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[2]Robert Warnock and George Anderson, The Ancient Foundations, (Chicago: Scott, Foresman and Company, 1950), pp. 95.

[3]Lloyd Dunn, "A Historical Review of the Treatment of the Retarded," Mental Retardation: Readings and Resources, J. Rothstien, ed. (New York: Holt, Rinehart, and Winston, 1961), pp. 14.

[4]Kirk and Johnson, op. cit.

1800's, the nurture philosophy, which stressed education and environment as the determining factors in mental development, began to predominate. Education and training of retarded individuals were started, and the famous "nature-nurture controversy" on development was initiated.[5]

The controversy concerning the basic premises is still present, though modified, in the literature of today. The basic assumptions of the nature philosophy are extremely clear.[6]

> Mental deficiency is basically a physically or constitutional defect. Abnormal, incomplete or arrested growth of certain cells results in the crippled arm, the crippled leg. Similarly, although not always as outwardly apparent as in the instance of the crippled leg, deficiencies in brain structure or defects of somatic organization result in mental deficiency. Mental retardation is thus a symptom of some constitutional disturbance or defect....Mental deficiency exists from birth or early age...is incurable and irremediable....The general consensus at the present time seems to be that 50 to 60% of mental deficiency are of an hereditary nature.[7]

The position of the nurture philosophy is less clear cut in the literature. The position of the environmentalist is stated by Blatt.

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[5]Dunn, op. cit.

[6]Samuel Kirk, Early Education of the Mentally Retarded, (Urbanna: University of Illinois Press, 1958).

[7]I. Goldstien, "Implications of Mental Deficiency," American Journal of Mental Deficiency, Vol. 53 (1948), pp. 208-09.

> The position of the environmentalists within broad limitations is that nurture is an important underestimated factor in the causation of mental subnormality.... not all mental retardation exists from birth or an early age....the development of children is significantly affected by the kinds of early rearing experiences.... to explain all changes in intelligence as being due to erroneous original diagnosis is only to beg to know what conditions promote certain increments in intelligence in children....children who are approximately normal at an early age may later become retarded because of their cultural environment.[8]

Each philosophy, in an isolated form, is unduly restrictive to the field of mental retardation. The term mental retardation is a descriptive term describing a large group of individuals. It includes many individuals who do not exhibit evidence of brain injury or of a central nervous system disorder. It also includes individuals who do not exhibit any signs of neurological problems and have had excellent environmental backgrounds. While biologiaal factors are more readily found in low-grade defectives and psychological factors more readily discovered in high-grade defectives, there is more to be considered than merely the psychological or biological causes. Both are at work and both demand their respective consideration.

Subnormal individuals are by no means a homogeneous group. Generally speaking, no one has found any specific

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[8]Burton Blatt, "Some Persistently Recurring Assumptions Concerning the Mental Subnormal," The Training School Bulletin, Vol. 57 (1960), pp. 52.

personality characteristics among the subnormals that are not also found in the normals. Consequently, it is extremely difficult to group subnormals into homogeneous groups. An individual who scores in the subnormal range on an intelligence test does not automatically assume all of the characteristics of other individuals who score in the same range. He is still unique unto himself in his mode of behavior, efficiency of intellect, physical characteristics, socio-economic status, cultural background, and development.[9] This is to say that he is still as much an individual as he would be if he had scored in the normal range of intelligence.

As a general rule, mildly retarded children closely resemble rather than differ from normal children.[10] They follow the same behavioral patterns of personality development that apply to normal children. While they are inately slower in the maturational processes, indluding those which are necessary in order to learn to read, to write, and to do arithmetic, they do experience the same feelings and emotions.[11] They also want and seek, sometimes aggressively, positive relationships with other people. They are aware of

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[9]Seymour B. Sarason, Psychological Problems in Mental Deficiency, (New York: Harper and Brothers, 1959), pp. 1.

[10]Howard Potter, "The Needs of Mentally Retarded Children for Child Psychiatry Services," Journal of the American Academy of Child Psychiatry, Wol. 3 (1964), pp. 352-73.

[11]Robert Cromwell, "Selected Aspects of Personality Development in Retarded Children," Journal of Exceptional Children, Vol. 28 (1961), pp. 44-51.

failure to meet the expectations of others and react to this realization, not as a stereotyped group, but as individuals. Sarason comments on this aspect of the subnormal in the following passage.

> It cannot be emphasized too strongly that a low I. Q. score does not enable one to state in what ways a particular individual is different from others with an identical score, what his differential reactions are to a variety of situations, his attitudes toward himself and others, what effects he will produce on what kinds of people in what kinds of situations, and the relation of the foregoing not only to the presence or absence of central nervous system impairment but to the familial-cultural background in which he developed as well.[12]

The basic need for affection, acceptance, and approval exists in the child whether the I. Q. is 30, 70, or 150; by the same token, it exists whether the child is physically beautiful, physically awkward or handicapped, or whether he has no distinguishing feature to mark him as different. The retarded child, not unlike any other child, is comfortable and secure when he knows that he is accepted and liked by those around him; likewise, he is uneasy when he senses that he is rejected by those with whom he is associated. The intelligence quotient that he possesses does not define his adaptive behavior in coping with either of these situations.

All children develop according to their own individual capabilities and growth patterns. They are not homogeneous

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[12]Sarason, op. cit., p. 2.

when they are grouped by measures of learning according to their intelligence. They may be grouped by measures other than intelligence, such as reading achievement, and still be individual in their development and perception of the learning situation.

Poor readers are found at all levels of intelligence, even though there is a high positive correlation between intelligence and reading ability in the general population.[13] A low I. Q., accompanied by low reading achievement, does not necessarily indicate cause and effect. Studies of reading disabilities using the Thematic Apperception Test have shown that this may be an indication of a remediable emotional condition.[14] Neither the I. Q. nor low achievement, in itself, shows the intellectual patteras or perception of the ppor reader. Poor reading achievement may be a result of numerous factors and must be considered as a part of the total perception of an individual. While Gates estimates that seventy-five per cent of the children with reading disabilities show emotional problems, it cannot be assumed that the emotional disorders involved are the same for all individuals. The experiences of many workers in the field, however, have led to the opinion that consideration of the emotional status of the child is of primary

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[13] G. Pearson, "A Survey of Learning Difficulties in Children," The Psychoanalytic Study of the Child, (New York: International University Press, 1952), Vol. 7.

[14] Edward L. French, "Psychological Factors in Cases of Reading Difficulties," The Exceptional Child, J. F. Magary and Jr. R. Eichorn, eds., (New York: Holt, Rinehart and Winston, Inc., 1960), pp. 427-36.

importance, whether or not the emotional disturbance is cause or effect.[15]

All children with emotional difficulties tend to react to threatening stimuli with similar negative responses. Their experiential background is responsible for the developing of erroneous concepts and since perception is the sum of all past experiences of the individual plus the present stimulus, the resultant behavior is distorted.[16] Poor readers, normal and subnormal children who have distorted perceptions, are not to be considered homogenous as a group, but they may be considered as homogenous in resultant behaviours which are due to distorted perceptions. In esse, they may be considered as homogenous in poor adjustment patterns.

Adjustment studies concerning unhappy children are usually limited to relatively fixed factors such as chronological or mental age related to some area of achievement in the learning process. A child's perception of the learning process of his adjustment behavior as a result of his perception is seldom made the focus of attention. MacMillian, in a study of the adjustment of adult retardates, suggests that there is a definite need to study retarded individuals with normals in homogenous sub-groups within the population.[17]

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[15]French, op. cit.

[16]Joseph Rosenstein, "Concept Development and Language Instruction," Journal of Exceptional Children, Vol. 30 (1964), p. 338.

[17]M. B. MacMillian, "Adjustment and Process" A Neglected Feature of Follow-Up Studies of Retarded People," American Journal of Mental Deficiency, Vol. 67 (1962), pp. 418-23.

The present study indicates, by using an experimental projective picture series, whether or not the ineffective handling of stimuli is similar in sub-groups controlled for perception of self within the population. Sarason and Gladwin suggest that there is no a priori basis for rejecting the possibility that ranges of differences in problem-solving behavior observed cross-culturally may be found between and within certain groups of our culture "if a representative sample of their problem-solving was obtained."[18]

The purpose of the study was to determine whether or not certain individuals who have been classified as having poor adjustment according to the results of their responses to selected Thematic Apperception Test cards will project the picture that is different on the Picture Series Test in a similar manner. The experiment was designed to determine whether or not there is a difference between poor readers, normal and subnormal subjects in their projection. Furthermore, the experiment was intended to show how they project the picture that is different, how they rate the Thematic stimulus from happiest to unhappiest, and how they see the relationships of the areas they name to the Picture Series Test.

With modifications, an experimental instrument used in a previous study and selected stimulus cards from the

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[18] Seymour B. Sarason and Thomas Gladwin, Psychological Problems in Mental Deficiency: Part Two, (New York: Harper and Brothers, 1959), p. 425.

Thematic Apperception Test were utilized in the study. The stimulus cards were matched to the stimulus areas of the Picture Series Test.

Review of Literature

The basic assumption in using an experimental projective Pictures Series Test for determining conflict reactions is that the individual responds to the whole structure of the stimulus. Teska, is using a picture series to determine strong and weak attitudes in regard to money, concluded that the subjects may have differentiated on characteristics other than attitude strengths toward money.[19] Watrous, in 1960, used this theory in comparing college students who were reversers and non-reversers on the Digit Symbol sub-test of the Wechsler-Bellvue intelligence test.[20]

The assumption of Watrous was that the response of different subjects varied according to the stimulus received and the subjects perception of the stimulus.[21] This is the theory that we act and choose on the basis of what we see, feel, and believe. When our perception of an event is erroneous in terms of what others see, we act and choose on the basis of what we see, not in terms of things as they

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[19] James Teska, "Effects of Attitudes on Perception of Coin Size," (unpublished Master's Thesis, University of Oklahoma, 1959), p. 42.

[20] Naomi D. Watrous, "Some Factors Related to Response Delay and Academic Achievement," (unpublished Doctoral Dissertation, University of Oklahoma, 1960), pp.15-16.

[21] Ibid.

actually are.[22] Our behavior is then correlated to what our experience contains and the perception of the present stimulus.

The projection of the stimulus is then the perception of a product of past experience and the present stimulus. While each individual will project in a different manner according to his own experience, those in controlled subgroups will project in a similar manner.[23]

The Thematic Apperception Test (TAT), developed by Morgan and Murray in 1935, is based on the assumption that an individual confronted with an ambiguous social stimuli would likely reveal facets of his own personality that would not otherwise appear. The fact that the test does not represent any particular threat to the individual will make him less defensive and thus more likely to reveal his inner feelings.[24]

Beir, Gorlow and Stacey,[25] as well as Rubin,[26] demonstrated that the retarded can yield productive TAT protocols.

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[22]S. E. Asch, Social Psychology, (New York: Prentice Hall, 1952), pp. 64-65.

[23]D. Campbell, et. al., "Varieties of Projection in Trait Attribution," Psychological Monographs, Vol. 78 (1964), p. 33.

[24]Silvan Tompkins, The Thematic Apperception Test, (New York: Grune and Stratton, 1947), pp. 12-19.

[25]E. Bier, et. al., "The Fantasy Life of the Mentally Defective," American Journal of Mental Defieiency, Vol. 55 (1951), pp. 582-89.

[26]Samuel Rubin, "A Comparison of the Thematic Apperception Test Stories of Two I. Q. Groups," Journal of Projective Techniques and Personality Assessment, Vol. 28 (1964), pp. 81-85.

They also found no significant differences in the themes elicited between retardates and normals.

These authors demonstrated that normal and subnormal subjects give similar themes and interpretations of TAT materials. The amount of materials given by normals was higher than subnormals, but their content was similar. The value of the TAT is rated extremely high. Bell states that the TAT is the only single technique which approaches the Rorschach method in both quantity and quality.[27]

There are many ways to interpret the materials received from the TAT stories. Bellak describes the TAT as a test of content and suggests that the total response must be considered in order to make adequate interpretations. Bellak gives examples of an unhappy individual responding to the TAT both before and after psychotherapy.

> First record of TAT: See a boy at the fiddle; doesn't look very happy; seems to be sad. Don't think he wants to play fiddle, though mother must want him to. I think mother wants him to for his education; wants him some day to be a violinist, but he doesn't want to by the looks of this.
>
> Second record of TAT: This is a boy looking at a violin. There is a sheet of music. He is thinking if he can play or not. I imagine he likes to play. He

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[27]John Bell, Projective Techniques: A Dynamic Approach to the Study of Personality, (New York: Longmans, Green and Co., 1948), Chapter 8.

> asked his mother for a violin and is thinking about it now. He played and became great.[28] He looks very interested in it.

In the first record the examinee pictured a hero compliant to the mother, unwilling and unhappy. In the second record, he pictured an independent striving interest on the part of the hero, and the mother was seen as giving. While self-criticism is evident in the second record, the tone is somewhat happier. Since the present use of the TAT is for the determination of a sub-group described as unhappy, the classification will be made on the content of the stories received. The endings of the stories will also be taken into consideration. If the subject gives unhappy content to his story and makes the ending of the story happy, he will not be placed in the sub-group. The subject, in this case, will be considered able to handle his problem. Only those subjects giving both unhappy content and unhappy endings will be considered as "unhappy" for this study. The selection of the cards will be based on the themes they elicit according to Bellak and will be matched with the Picture Series Test for content.[29]

The basic consideration in comparing poor readers with unhappy normals and subnormals is that work with poor

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[28] Lepold Bellak, The TAT and CAT in Clinical Use, (New York; Grune and Stratton, 1954), p. 121.

[29] Ibid., Chapters 1-4.

readers has shown repeatedly that the reading disability is only one aspect or symptom of a more basic disturbance in their emotional adjustments.[30] Moffet, in investigating this assumption, compared the responses of seventh grade pupils on the Iowa Silent Reading Test to the responses they made on the California Test of Personality. Her basic hypothesis was that children who have a favorable perception of themselves are more successful in reading than those who have a less favorable self-image. Her study found a relationship between perception of self and reading achievement to a correlation coefficient of .30. This was significant at the .01 level of confidence for an N of seventy-five.[31] Knobloch also found that good male readers generally show a better perception of self when measured by their location scores on the Rorschach Ink Blot Test.[32]

Pearson enumerated some of the emotional situations that might contribute to reading disability. He found that if a child perceives one or both parents with antagonism, he often expresses his rebellion by refusing to learn to read.

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[30] J. Silverman, et. al., "Clinical Findings in Reading Disability Children--Special Cases of Intellectual Inhibitions," American Journal of Orthopsychiatry, Vol. 29 (1929), pp. 298-314.

[31] Elanor W. Moffett, "A Study of the Relationship Between Perception of Self and Achievement in Reading," (unpublished Doctoral Dissertation, University of North Carolina, 1961).

[32] Peter Knobloch, "An Investigation of Essential Elements of the Reading Process by Means of Standard and Experimental Administeation of the Rorschach Ink Blot Test," (unpublished Doctoral Dissertation, University of Michigan, 1962).

He also cited the psychoanalytic view in the looking-peeping process--a process which allows a child's ego to place a ban on visual learning.[33]

While Pearson and others approach the problem of poor reading achievement from the psychoanalytic view, they do not minimize the effects of poor teaching, visual acuity, or physical handicaps. They also agree with the educators that there is a high positive correlation between intelligence and reading ability in the general population. The concern in this study, however, is reading disability cases when limitations of intelligence are not a factor in the poor achievement in reading. Silverman refers to this type of problem when he calls the seeking of knowledge an aggressive activity.[34] That is to say, if a child is denied the opportunity to seek knowledge and thus sees it as a threat, he cannot permit himself to become aggressive enough to search or look for knowledge in an active manner. The child may have received limited knowledge at this point, but it has been received through negative processes. This negative learning process can be carried to the extent that it becomes impossible for a child to master any skill associated with learning. Since Silverman was concerned with any learning skill, this theory would also apply to the art of reading.[35]

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[33]George Pearson, "A Survey of Learning Difficulties in Children," The Psychoanalytic Study of the Child, (New York: International University Press, 1952), Vol. 7.

[34]Silverman, op. cit.

[35]Ben Rubenstien, et. al., "Learning Impotence: A Suggested Diagnostic Category," American Journal of Orthopsychiatry, Vol. 29 (1959), pp. 315-323.

Tjossem, Hansen, and Ripley closely parallel this theme in their study when they cite the need for educators to become aware of the stresses associated with reading in young children. They point out the fact that if otherwise healthy children have reading difficulties, there is a good possibility that emotional problems may be the seat of their problems.[36] Rubenstein stresses that these children are not pseudo-defectives; rather, they are children whose basic intelligence has never been doubted. His premise is that these children will not learn if they cannot maintain a satisfactory certainty of themselves and the outside world. In essence, they will not achieve in reading.[37]

The basic considerations and concerns found in a survey of the literature dealing with poor reading achievement show that most authorities are in agreement on one basic fact--if the child has a poor concept of self, it is probable that his achievement in reading will likewise be poor. It is also possible that the child who does not succeed in reading for other unspecified reasons, will, as a direct consequence, develop an unfavorable perception of self as a result of his poor reading achievement.

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[36] T. J. Tjossem, T. A. Hansen, and H. A. Ripley, "An Investigation of Reading Difficulty in Young Children," American Journal of Psychiatry, Vol. 118 (1962), pp. 1104-1113.

[37] Rubenstein, op. cit.

A search of the literature also supports research in sub-groups which cross the lines that are drawn by classifications of intelligence. We are moving farther away from the concept of the intelligence quotient as a single criterion of classification. More and more, we are considering the total individual and his total perception. Today, there is an increasing amount of confidence in the theory that retarded individuals are to be considered as worthy of training and that they should be given the opportunity to become useful and participating citizens of the society in which they live. Workers in the field of subnormality are no longer accepting the stereotyped images of the Jukes and Kallikaks. They are no longer accepting the assumption that the behavior of a socially maladjusted retarded child is the by-product of subnormality. The theory that we choose and act on the basis of our total perception is applicable to all levels of intelligence.

Hypotheses to Be Tested

The present study is designed to examine the differences, if any, in responses of the controlled sub-groups to the projection of the picture that is different (hereafter called the conflict picture). The study is also designed to examine the relationships of the stimulus areas of the Thematic Apperception Test Cards to the projections made of the conflict picture by poor readers, normal subjects, and subnormal subjects with poor adjustment behavior. The study will check

the following hypotheses:

1. Poor readers, normals, and subnormals will, as separate groups, significantly displace negatively for sub-test 1 on the Picture Series Test.

2. The subjects classified in hypothesis 1 will significantly displace negatively as a homogenous group for sub-test 1 on the Picture Series Test.

3. The subjects classified in hypothesis 1 will not display any significant differences in negative displacement patternsn on sub-test 1 on the Picture Series Test.

4. Poor readers, normals, and subnormals will, as separate groups, significantly displace to the extreme positions for sub-test 1 on the Picture Series Test.

5. The subjects classified in hypothesis 4 will significantly displace totthe extreme positions as a homogenous group for sub-test 1 on the Picture Series Test.

6. The subjects classified in hypothesis 4 will not display any significant differences in extreme displacement patterns on sub-test 1 on the Picture Series Test.

7. Poor readers, normals, and subnormals will, as separate groups, significantly displace negatively for sub-test 2 on the Picture Series Test.

8. The subjects classified in hypothesis 7 will significantly displace negatively as a homogenous group for sub-test 2 on the Picture Series Test.

9. The subjects classified in hypothesis 7 will not display any significant differences in negative displacement patterns for sub-test 2 on the Picture Series Test.

10. Poor readers, normals, and subnormals will not displace significantly to the extreme positions for sub-test 2 on the Picture Series Test.

11. Poor readers, normals, and subnormals will not displace significantly to negative positions for sub-test 3 on the Picture Series Test.

12. The subjects classified in hypothesis 11 will displace significantly to the middle positions for sub-test 3 on the Picture Series Test.

13. The subjects classified in hypothesis 11 will not display any significant differences in their middle displacement for sub-test 3 on the Picture Series Test.

14. Poor readers, normals, and subnormals will, as separate groups, significantly displace negatively for sub-test 4 on the Picture Series Test.

15. The subjects classified in hypothesis 14 will significantly displace negatively as a homogenous group for sub-test 4 on the Picture Series Test.

16. The subjects classified in hypothesis 14 will not display any significant differences in negative displacement patterns on sub-test 4 for the Picture Series Test.

17. Poor readers, normals, and subnormals will not significantly displace to the extreme positions for sub-test 4 on the Picture Series Test.

18. Poor readers, normals, and subnormals will, as separate groups, significantly displace negatively for sub-test 5 on the Picture Series Test.

19. The subjects classified in hypothesis 18 will significantly displace negatively as a homogenous group for sub-test 5 on the Picture Series Test.

20. The subjects classified in hypothesis 18 will not display any significant differences in negative displacement patterns on sub-test 5 for the Picture Series Test.

21. Poor readers, normals, and subnormals, will not significantly displace to the extreme positions for sub-test 5 on the Picture Series Test.

22. Poor readers, normals, and subnormals, as a group, will significantly name the TAT stimulus card dealing with parental relationships to a negative position.

23. The subjects classified in hypothesis 22 will not show any significant differences in their placement of TAT card 1.

24. Poor readers, normals, and subnormals, as a group, will significantly name the TAT stimulus card dealing with contemporary male-female relationships to a negative position.

25. The subjects classified in hypothesis 24 will not show any significant differences in their placement of TAT card 4.

26. Poor readers, normals, and subnormals, as a group, will significantly name the TAT stimulus card dealing with basic father-son relationships to a middle position.

27. The subjects classified in hypothesis 26 will not show any significant differences in their placement of TAT card 7 BM.

28. Poor readers, normals, and subnormals, as a group, will significantly name the TAT stimulus card dealing with contemporary man-to-man relationships in the happy or positive positions.

29. The subjects classified in hypothesis 28 will not show any significant differences in their placement of TAT card 9 BM.

CHAPTER II

PROCEDURE OF THE STUDY

Picture Series Test and Administration

The instrument used in this study was, in part, an instrument constructed for use in a study by Watrous.[38] The instrument was modified for use by the examiner for this study. Specifically, the modification of the original instrument was a reevaluation of the problem areas represented by the picture that was different and a reduction in the number of cards used. The reduction in the number of cards used was made on the basis of the reevaluation of the problem areas presented in the original instrument. The original instrument consisted of forty-seven cards directed to four problem areas. The instrument, as used by this examiner, consisted of twenty-five cards directed to five problem areas.

Each of the cards in the Picture Series Test contains five randomly placed pictures. Four of the five pictures are of common content, while the fifth picture differs in content. The picture that is different is matched in all respects, with the exception of content, to the other four pictures.[39]

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[38] Naomi D. Watrous, "Some Factors Related to Response Delay and Academic Achievement," (unpublished Doctoral Dissertation, University of Oklahoma, 1960), pp. 20-24.

[39] Ibid.

The picture that is different, by examiner definition, is called the conflict picture.

The content of the picture series is directed toward five problem areas. The first of these areas is represented by five cards involving normal family activities. The conflict picture is a family activity that suggests the presence of a prbblem, threat, or discord. There is as little as possible in the way of content in the four non-conflict pictures that might evoke a problem or threat projection.

The second area is represented by five cards involving normal boy-girl activities. The conflict picture is a normal activity by two girls.

The third area is represented by five cards involving normal boy-girl activities. The conflict picture is of normal activities by two boys.

The fourth area is represented by five cards involving normal male activities. The conflict picture is matched to male activity but suggests the presence of a problem, threat, or discord.

The fifth area is represented by five cards involving normal family activities. The conflict picture is of normal all male activities.

For the purpose of analysis, the twenty-five cards were grouped as followes:

1. Five cards with happy family pictures vs. conflict of unhappy family.
2. Five cards with boy-girl pictures vs. conflict of girl-girl.

3. Five cards with boy-girl pictures vs. conflict of boy-boy.

4. Five cards with happy male activity vs. conflict of unhappy male.

5. Five cards with happy family vs. conflict of normal male activity.

The original construction and the reorganization of the test were made on the assumption that the individual would organize the material in such a way that he would make a total response. The fact that one picture could be perceived as an area of conflict tended to structure the reaction. The reaction to the conflict would then be a reaction to the total stimulus. The assumption was also made that individuals with poor adjustment would structure their reactions in a similar manner.

It was possible for the subject to react to the conflict with either an immediate or a delayed response. Those individuals naming the conflict in the first position were considered to be meeting the conflict in an aggressive manner. Those individuals naming the conflict in the last position were considered to be avoiding the conflict. That is to say, the position (first, second, third, etc.) in which the subject placed the conflict would indicate that particular individual's method of handling the total stimulus. A random naming of the conflict picture by the subject would indicate that a conflict was not perceived. The assumption was made that individuals with poor adjustment would name the conflict picture in a negative manner; i. e., they would name the conflict toward the last position.

The picture series was administered individually to each subject with the following instructions:

> I am going to show you some cards with pictures on them. What I would like for you to do is take the card and just tell me what you see. Just tell me the first picture that strikes your eye, the second, and so forth. Do not name what you see as if you were reading off the page. Just the first thing you see, the second, and so on.

For random presentation, each picture of the twenty-five chosen pictures was numbered the same as in the original forty-seven pictures.[40] A record of the position in which each subject placed the conflict picture as well as a record of the time involved was kept on each individual. The timing began when the subject first looked at the cards; it continued until all pictures were named. The time recorded for each picture was set as the time when the subject began to name or describe each picture. A mean time for the naming of the picture that was different was then figured for each group or problem area of the five cards.

Classification of Subjects

The subjects were classified into three groups -- poor readers, normal subjects, and subnormal subjects. They were further classified as having poor adjustment according to the responses given to selected Thematic Apperception Test cards.

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[40] Watrous, op. cit.

For the purpose of this study, ppor readers were those individuals who were retarded three or more years below their normal grade placement according to their scores on a standardized reading test. Their scores on a standardized intelligence test placed them in the normal or high average range of intelligence, according to the classification of Terman and Merrill.[41]

Normal subjects, for the purpose of this study, were those individuals who were reading at or above grade placement according to their score on a standardized reading test. Likewise, their scores on a standardized intelligence test placed them in the normal or high average range of intelligence according to the classification of Terman and Merrill.[42]

Subnormal subjects were those individuals whose scores on an individually administered standardized intelligence test placed them in the educable range of intelligence according to Kirk's interpretation of the Terman classifications.[43]

Each subject accepted in the above classifications was further classified as to his personal adjustment according to his responses to stimulus cards from the Thematic Apperception Test. He was classified, by examiner definition, as

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[41]Lewis M. Terman and Maud A. Merrill, Stanford-Binet Intelligence Scale (Boston: Houghton Mifflin Company, 1960), p. 18.

[42]Ibid.

[43]Samuel Kirk and G. Orville Johnson, Educating the Retarded Child (Cambridge: Houghton Mifflin Company, The Riverside Press, 1951), pp. 4-5.

unhappy if his responses to the selected TAT cards contained material content which indicated poor adjustment. The endings to the stories as given by the subjects were also considered. Only those subjects giving both unhappy content and unhappy endings were placed in the sample.

The selected TAT cards were matched to the Picture Series Test on the basis of themes usually elicited by the interpretations given by Bellak.[44] The cards chosen and the typical themes they elicit follow.

> 1. TAT Picture No. 1 -- A young boy is contemplating a violin which rests on a table in front of him.
>
> This picture usually leads to an easy identification of the subject with the boy and brings out the relationship toward parental figures. It usually becomes quite apparent whether the parents are perceived as aggressive, domineering, helpful, understanding, or protective. (p. 101)
>
> 2. TAT Picture No. 4 -- A woman is clutching the shoulders of a man whose face and body are averted as if he were trying to pull away from her.
>
> This picture elicits a great variety of needs and sentiments in regard fo male-female relationships. Themes of infidelity are often found and the male attitude toward women may appear. She may be a protector who tries to keep him from rushing into something poorly thought-out or one who tries to hold on to him for evil purposes. (p. 104).

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[44]Leopold Bellak, The TAT and CAT in Clincial Use (New York: Grune and Stratton, 1954), Chapter 4.

3. TAT Picture No. 7 BM -- A gray-haired man is looking at a younger man who is staring sullenly into space.

This picture of an old man and a young man is indispensable in bringing out the father-son relationship and all its derivations (in males) in the form of attitudes to male authority. (p. 105)

4. TAT Picture No. 9 BM -- Four men in overalls are lying on the grass taking it easy.

This is an important picture for disclosing contemporary man-to-man relationships. It may also offer a general indication of social relationships. (p. 106)[45]

The TAT pictures were administered individually to each subject. They were administered in the order of the lowest picture number to the highest number. The examiner recorded the main content of each story as the subject told it and, where possible, the story was recorded verbatim.

Two sets of instructions were used in presenting the TAT cards. Tompkins suggests form A for adolescents and adults of average intelligence. He suggests form B for children and adults of little education or intelligence.[46] In adherence to Tompkins' theory, form A was used with normal subjects and poor readers; form B was used with subnormal subjects.

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[45] Bellak, op. cit., pp. 101, 104-06.

[46] Silvan S. Tompkins, The Thematic Apperception Test (New York: Grune and Stratton, 1947), pp. 21-22.

> Form A Instructions: This is a test of imagination, one form of intelligence. I am going to show you some pictures, one at a time, and your task will be to make up as dramatic story as you can for each. Tell what has led up to the event shown in the picture, describe what is happening at the moment, what the characters are feeling and thinking; and then give the outcome. Speak your thoughts as they come to your mind. Do you understand? Well, then, here is your first picture:
>
> Form B Instructions: This is a story telling test. I have some pictures here that I'm going to show you, and for each picture I want you to make up a story. Tell what has heppened before the picture and what is happening now. Say what the people are thinking and feeling and how it will come out. You can make up any kind of story you please. Do you understand? Well, then, here is your first picture.[47]

The Sample

Subjects included in the present study included sixty boys from two junior high schools, one in Norman and one in Oklahoma City, and the American Reading Clinic in Oklahoma City. These boys were representative of the lower middle to the upper middle socio-economic level of society. It was determined by the examiner that each subject, according to responses made to selected Thematic Apperception Test stimulus cards, had some adjustive behavior problems. A total of thirty-two subnormals, twenty-six normals, and twenty-three poor readers were tested with the TAT cards. From these, the examiner made a selection of twenty subjects for each of the three groups.

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[47]Tompkins, op. cit.

Twelve boys were eliminated from further testing by the materials received on the stimulus cards. Ten boys (five normal and five subnormal) were tested with the Picture Series Test during the first pilot study. Their placement responses placed the picture that was different in a random pattern and did not show evidence that they recognized a threat, discord, or conflict. The responses of these subjects were dropped from the final results.

All boys who served as subjects ranged in chronological age from thirteen years, four months to sixteen years six months. Each boy was equated by a chronological age within six months for each of the sub-groups. The mean ages for each of the sub-groups were as follows: poor readers -- fourteen years, eight months; normals -- fourteen years, seven months; subnormals -- fourteen years, nine months. Boys were used in this study because of the predominance of boys in Special Education Classes at the junior high level.

The intellectual ranges of the subjects are described in the following paragraphs. Each of the subjects in the normal sub-groups was characterized as having an intelligence quotient in the normal or high average range of intelligence. The lowest intelligence quotient was 92 and the highest was 117. The mean intelligence quotient for this sub-group was 103. The intelligence quotient for normal subjects was measured, for the most part, by the California Mental Maturity Scale. When some doubt existed concerning a subject's I. Q. score, he was rechecked with an individually administered test.

Each of the subjects in the poor readers sub-group was characterized as having an intelligence quotient in the normal or high average range of intelligence. The lowest intelligence quotient was 90 and the highest was 112. The mean intelligence quotient for the sub-group was 97. The intelligence quotient for seventeen of the poor readers was measured either by the Wechsler Intelligence Scale for Children or the Stanford-Binet, Form L-M. Three subjects were measured by the California Mental Maturity Scale.

Each of the subjects in the subnormal sub-groups was characterized as having an intelligence quotient in the educable range of intelligence. The lowest intelligence quotient was 59 and the highest was 77. The mean intelligence quotient for the sub-group was 68. The intelligence quotient for the subnormal sub-group was measured either by the Wechsler Intelligence Scale for Children or the Stanford-Binet, Form L-M.

Poor readers were further characterized as having a retardation of three or more years below their normal grade placement. The lowest reading score by grade placement was 2.1, and the highest was 7.0. The mean retardation of poor readers was 4.3 years; the mean reading grade placement was 3.9; and the mean grade placement was 8.3. Their reading scores were measured by the Gates Reading Test - Form 3 and the California Reading Achievement Test.

Administration of the Test

Each subject was taken individually from his classroom and brought by the counsellor or his teacher to the examiner. The examiner was waiting in a quiet, well-lighted room. The subject was told only that he would be given a test that the counselor or teacher wanted him to take. The examiner then explained that procedure to the subject. This segment of time was used by the examiner to gain rapport with the subject and to assure him that all information was given for the benefit of the examiner only.

Each subject was seated at an obtuse angle and to the left of the examiner. The instructions for the TAT stimulus cards were read to the subject. The materials were then handed to the subject and the examiner recorded the answers as they were given. Each subject was then asked to take all four of the stimulus cards and to hand to the examiner the happiest picture of the four. The procedure was then repeated with the three remaining cards and, subsequently, the two remaining ones. On the basis of the content and the endings of the stories as they were told by the subjects, a decision either to accept or reject them as a member of one of the sub-groups was made. Those accepted were then administered the Picture Series Test and the data were recorded. After the completion of the picture test, each subject was thanked for his cooperation and asked to tell the counselor that he had completed the test. This

procedure was used so that the counselor would know when to bring another student to the testing room.

The examiner did not personally screen the subjects before the test. The counselors were asked to choose and send students to the examiner on the basis of the examiner's classification of subjects in a sub-group. The TAT stimulus cards were then used as a screening device for the final selection of the subjects. Such items as age, intelligence quotient, and reading scores were obtained after the selection of the subjects.

The testing data consisted of the placement responses of the conflict picture and the ratings of the stimulus cards.

Using the procedure outlined in this chapter, the examiner selected controlled sub-groups, presented them with a similar stimulus, and recorded their reactions.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of the present study is to provide experimental data on the projection of a visual conflict stimulus in a controlled sub-group which crossed the lines of classification drawn by intelligence. While the subjects were not considered to be homogenous in all respects, they were considered to be homogenous from the aspect of poor adjustment. The stimulus was administered by the use of an experimental projective picture series which presented five areas of behavior in which the members of the sub-group had shown some adjustive problems according to their stories on selected Thematic Apperception Test cards.

The picture test required the subjects to make a structured response to five pictures by asking them to name the one picture of the five which they saw first, second, etc. The assumption was made that the subjects would make their responses from the total stimulus presented by all of the pictures rather than from the conflict picture alone. Their response to the picture that differed on content (conflict picture) would be their method of handling the total

stimulus. The responses made to the conflict positions would form a recognizable pattern. The pattern of the responses different from a random placement was defined as the displacement of the conflict picture.

During the test the examiner recorded the position in which the subjects placed the conflict picture (see form in Appendix 2). The placement of the conflict picture by the subjects could follow one of four forms. (1) The placement could fall in a random fashion which would indicate that the individual either did not recognize the conflict or that he was having little or no trouble with the conflict presented. (2) The conflict could be named early which would indicate an aggressive manner of handling the stimulus presented. (3) The responses in naming the conflict could be made in the latter positions which would indicate an avoidance or a negative displacement of the stimulus. (4) The placement could be made to the extreme positions (1 and 5) which would indicate an acute problem with an ambivalence in their mode of handling the stimulus. The present study considered all of the above methods in the analysis of the data.

These assumptions were the basis for testing hypotheses calculated to determine whether or not there were any significant differences in displacements shown by subjects in individual sub-groups and those shown together as a homogenous group.

Results

Sixty boys from two junior high schools and a professional reading clinic served as subjects. They were given the Picture Series Test consisting of twenty-five cards directed to five areas and four examiner selected Thematic Apperception Test cards. They were also asked to rate the four TAT cards from the happiest picture to the unhappiest picture. The number of times that each subject placed the conflict picture in each position was totaled for each of the sub-tests on the picture series, and the number of subjects rating the TAT cards in each classification was totaled for each card.. The subjects were then compared as separate groups and as one homogenous group. The sub-groups were then compared for differences in their projections.

TABLE 1

NEGATIVE DISPLACEMENTS FOR SUB-TEST 1

Positions 4 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	15	5	1	5.0	.025
Normals	15	5	1	5.0	.025
Subnormals	15	5	1	5.0	.025
Total for sub-groups	45	15	1	15.6	.005
Differences between sub-groups			1	0	--

The data presented in Table 1 show the Chi-squares for the negative displacements made on sub-test 1 of the picture series and contains the data for hypotheses 1, 2, and 3.[42] For this study the required level of statistical significance was set at the .05 level.[43]

Hypothesis 1 is that poor readers, normals, and sub-normals will displace negatively for the first sub-test of the Picture Series Test. Table 1 shows the number in each group having more displacements in the last two positions than in the first three positions. All three sub-groups displaced to the .025 level of significance which is higher than the limits set for this study. Therefore, hypothesis 1 is accepted at the .025 level of confidence.

Hypothesis 2 to be tested is that the sub-groups, when considered as a homogenous group on the factors existing on this test, would displace negatively for sub-test 1. This hypothesis is simply an extension of hypothesis 1 and uses the sums of the individual groups.[44] Chi-square is 15.6 and is significant at the .005 level of confidence. Therefore, hypothesis 2 is accepted at the .005 level.

Hypothesis 3 states that the sub-groups will not display any significant differences in their negative displacement patterns on sub-test 1. The number of subjects in

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[42]Virginia L. Senders, Measurement and Statistics (New York: Oxford University Press, 1958), p. 537.

[43]Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Company, 1950), p. 242.

[44]Helen Walker and Joseph Lev, Statistical Inference (New York: Henry Holt and Company, 1953), Chapter 4.

each group displacing 3 or more times in the specified area are used to check the proposition that the proportions in the population are equal.[45] Chi-square for the differences in negative displacements is 0 since the groups are equal in number. Their displacement patterns are identical. Therefore, hypothesis 3 is accepted.

Table 2 presents the data used and the Chi-squares for displacements made to the extreme positions. It contains the data for hypotheses 4, 5, and 6. The extreme positions are 1 and 5.

TABLE 2

EXTREME DISPLACEMENTS FOR SUB-TEST 1

Positions 1 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	15	5	1	5.0	.025
Normals	16	4	1	7.2	.010
Subnormals	16	4	1	7.2	.010
Total for sub-group	47	14	1	17.2	.005
Difference between sub-groups			1	.2	.750

Hypothesis 4 is that each sub-group will significantly displace to the extreme position on sub-test 1. Poor readers

[45] Walker and Lev, op. cit., p. 93.

have the lowest level of significance for hypothesis 4; however, this is still above the required level. Hypothesis 4 is accepted at the .025 level for poor readers and the .01 level for normals and subnormals.

Hypothesis 5 states that when all three sub-groups are considered together they will significantly displace to the extreme positions. Chi-square for this hypothesis is 17.2 which is significant to the .005 level. Therefore, hypothesis 5 is accepted at the .005 level of confidence.

Hypothesis 6 is that the sub-groups will not display any significant differences in their placements in the extreme positions. The differences were not statistically significant (Chi-square is .2). Therefore, hypothesis 6 is accepted.

It is interesting to note that sub-test 1 which deals with a threat, discord, or conflict in the family was the only sub-test which had positive significance to the extremes. In sub-test 1 the displacements to the last position were the cause of the extremes being significant. Forty-five per cent of all placement responses were placed in position five. Only fourteen per cent of the placement responses were made in position one. While the extreme positions are significant, it is the negative or fifth position which makes them significant.

It is also interesting to note that on this sub-test the individuals quite often would look for the conflict picture and then place their finger on it and name the other pictures first. Such comments as, "Looks like my house,"

or "That one is really going to get it," or "He is leaving them and won't let them have none," were common for this sub-test.

The tendencies for fifth position responses were more pronounced in sub-test 1 than in any of the other sub-tests. More problems were perceived in this area (family conflict, threat, or discord) than any other area on the picture series.

TABLE 3

NEGATIVE DISPLACEMENTS FOR SUB-TEST 2

Positions 4 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	15	5	1	5.0	.025
Normals	16	4	1	7.2	.010
Subnormals	15	5	1	5.0	.025
Totals for sub-groups	46	14	1	17.0	.005
Differences between sub-groups			1	.12.750	

Hypothesis 7 is that the sub-groups will displace negatively for sub-test 2 on the picture series. The Chi-squares are statistically significant above the required level of significance. Hypotheses 7 is accepted at the .025 level for poor readers and subnormals and is accepted at the .01 level for normals.

Hypothesis 8 is that the sub-groups will displace negatively as a group. Chi-square for this hypothesis is 17.0 which is significant at the .005 level. Therefore, hypothesis 8 is accepted.

Hypothesis 9 is that subjects will not display any significant differences in their projections of their placement responses. Chi-square for the differences is .12 which is not significant. Therefore, hypothesis 9 is accepted.

TABLE 4

EXTREME DISPLACEMENTS FOR SUB-TEST 2

Positions 1 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	14	6	1	3.2	.100
Normals	8	12	1	.8	.900
Subnormals	11	9	1	.2	.750
Totals for sub-groups	33	27	1	.6	.500
Differences between sub-groups			1	1.6	.250

Hypothesis 10 is that the sub-groups will not displace significantly to the extreme positions on sub-test 2. A review of Table 4 shows that this hypothesis is accepted. However, it is interesting to note that poor readers show a definite trend to the extreme positions. Subnormals show the same trend, but it is not as strong. Normal subjects

show an opposite trend to that of poor readers and subnormals. An examination of the raw data tends to disprove the trend shown by the normal subjects. The normal group actually has a larger percentage of responses in both the fourth and fifth positions than subnormals and poor readers have. The differences between the displacements of the conflict picture are not significant between the groups. Chi-square is 1.6 which is well below the level of significance required for this study.

Sub-test 2 deals with the area of basic man to woman relationships. While the subjects do not displace to the extreme as they did in sub-test 1, there is a definite conflict seen in their adjustive behavior with woman. They tend to avoid this type of stimulus, but not to the extreme limits that a threat within the family produced.

TABLE 5

NEGATIVE DISPLACEMENTS FOR SUB-TEST 3

Positions 4 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	7	13	1	1.8	.250
Normals	7	13	1	1.8	.250
Subnormals	8	12	1	.8	.500
Differences between sub-groups			1	.3	.750

Hypothesis 11 states that the sub-groups will not displace significantly to the negative positions for sub-test 3. A check of the Chi-squares in Table 5 shows that there are no significant levels for the negative displacements on sub-test 3. Therefore, hypothesis 11 is accepted.

Since there are no negative displacements, it is easier to show the significance of sub-test 3 by comparing the middle positions against the extremes. If a generally random placement of responses was given, the middle positions should show a statistical significance of displacement to the middle positions.

TABLE 6

MIDDLE DISPLACEMENTS FOR SUB-TEST 3

Positions 2, 3, and 4 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	15	5	1	5.0	.025
Normals	19	1	1	16.2	.005
Subnormals	12	8	1	.8	.500
Totals for sub-groups	46	14	1	17.0	.005
Differences between sub-groups			1	1.31	.250

Hypothesis 12 states that the sub-groups will displace to the middle positions in a statistically significant manner. The hypothesis is upheld for poor readers and normals. Therefore,

for these two groups hypothesis 12 is accepted. Subnormals, while they show a trend in this direction, do not displace significantly to the middle positions. Therefore, for subnormals hypothesis 12 is rejected.

Hypothesis 13 is that the sub-groups will not display any statistically significant differences on their displacement to the middle positions. Chi-square for the differences in their placements is 1.31 which is not significant to the level set for this study. Therefore, hypothesis 13 is accepted.

The sub-groups as a whole did not recognize or could handle any threat, discord, or conflict presented by the boy-boy conflict pictures. Subnormals show the largest variation from the mean of the other two groups. However, a check of their placement responses does not show any significant area in their displacements. Their greatest amount of responses were in position two, and their smallest amount was in position three. The other three positions were in a somewhat random fashion. Checking positions 1 and 2 against the others gives 9 subjects with 3 or more displacements and 11 subjects with 2 or less. In other words, their displacements were random.

Poor readers and normals tended to bunch their responses to the middle positions. None of the other positions, however, were significantly low or high in the amounts of responses received. Their placement was also random.

The conclusion drawn here is that the sub-groups are able to vent their feelings against their own sex and peer group and do not see them as a threat. The conclusion is further supported on TAT card 9BM as the happiest picture of the stimulus cards.

Hypothesis 14 is that the sub-groups will displace negatively on sub-test 4 on the picture series. Table 7 contains the Chi-squares and the data for the testing of this hypothesis and for hypotheses 15 and 16.

TABLE 7

NEGATIVE DISPLACEMENTS FOR SUB-TEST 4

Positions 4 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	15	5	1	5.0	.025
Normals	14	6	1	3.2	.100
Subnormals	14	6	1	3.2	.100
Totals for Sub-groups	43	17	1	5.6	.025
Differences between sub-groups			1	.04	.900

Chi-squares for the sub-groups are significant only for poor readers to the stated level of significance for this study. Therefore, hypothesis 14 is accepted for poor readers at the .025 level of confidence. Normals and sub-normals are rejected on hypothesis 14.

It is interesting to note that the difference between acceptance and rejection of the hypothesis in this case is one individual. A definite trend is established for normals and subnormals to displace negatively. In fact, the trend is so strong that hypothesis 15 is accepted at the .025 level of confidence for the sub-group when considered as a homogenous group.

Hypothesis 16 states that the groups will not display any significant differences in their displacement patterns on sub-test 4. Chi-square is .04 which is not statistically significant. Therefore, hypothesis 16 is accepted.

Table 8 shows the Chi-squares and data used in the extreme positions for sub-test 4. It contains the data used to show the significance in hypothesis 17.

TABLE 8

EXTREME DISPLACEMENTS FOR SUB-TEST 4

Positions 1 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	10	10	1	0.	---
Normals	8	12	1	.8	.500
Subnormals	11	9	1	.2	.750
Differences between sub-groups			1	.48	.500

Hypothesis 17 is that the sub-groups will not displace significantly to the extreme positions. Table 8 shows that

the subnormals are the only group which has any movement to the extreme. The significance of this trend is very weak. An examination of the placement responses shows that this is a negative trend. Chi-squares for hypothesis 17 are not significant. Therefore, hypothesis 17 is accepted.

Sub-test 4 is concerned with reactions to a threat, discord, or conflict in adult man-to-man relationships. Although the negative trend is more significant than is shown in sub-test 3, the subjects seem to be able to handle the stimulus dealing with males better than with females of family conflict. A check of the placement responses makes this clearer as it shows only two areas of significance away from a random placement. The fifth position has a higher number of responses and the third position has a lower number of responses. The other positions have an almost random placement in all of the sub-groups. This is different from the placements of the earlier sub-tests dealing with family and female relationships. This type of placement also corresponds to the placement of the father-son relationship card on the TAT. While it is evident that an avoidance of the stimulus is being made, it is not as threatening to the subjects as the earlier areas of negative displacement.

Table 9 contains the data for hypotheses 18, 19, and 20.

TABLE 9

NEGATIVE DISPLACEMENTS FOR SUB-TEST 5

Positions 4 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	14	6	1	3.2	.100
Normals	14	6	1	3.2	.100
Subnormals	14	6	1	3.2	.100
Totals for sub-groups	42	18	1	9.6	.005
Differences between sub-groups			1	0.	---

Hypothesis 18 is that the sub-groups will significantly displace negatively on sub-test 5. The Chi-square for the negative displacement do not support this hypothesis. Each of the sub-groups shows a definite trend to negative displacement with a Chi-square of 3.2. A Chi-square of 3.8 is required for significance to the .05 level which was set for this study. While the trend is to negative displacement, it does not reach the required level of confidence. Therefore, hypothesis 18 is rejected.

Hypothesis 19 is that the sub-groups will displace significantly to negative positions as a group. While the hypothesis for individual groups was rejected, the trend shown there is strong enough that when the sub-groups are considered together, their displacement is significant. Chi-square for the total sub-groups is 9.6 which

is significant at the .005 level. Therefore, hypothesis 19 is accepted.

Hypothesis 20 is that the sub-groups will not display any significant differences in their displacements to the negative positions. Here the displacement of the three sub-groups were identical and Chi-square is 0. Therefore, hypothesis 20 is accepted.

TABLE 10

EXTREME DISPLACEMENTS FOR SUB-TEST 5

Positions 1 and 5 for:	3 or more displacements	2 or less displacements	df	Chi^2	P
Poor Readers	12	8	1	.8	.500
Normals	12	8	1	.8	.500
Subnormals	10	10	1	0.	---
Differences between sub-groups			1	.33	.750

Hypothesis 21 is that the sub-groups will not significantly displace to the extreme positions on sub-test 5. While there is an indication that poor readers and normals show a trend to extreme displacement, it is not a strong trend. Here, once again, it is the 5th position which causes the trend. Since none of the sub-groups significantly displace to the extremes, hypothesis 21 is accepted.

Sub-test 5 on the picture series is concerned with family vs. all male relationships. A conflict was recognized by the subjects, but it did not represent the threat that a conflict within the family presented in sub-test 1. This again corresponds to the ratings of TAT card 7BM, relating to father-son relationships.

Table 11 contains the data for the rating of the four TAT stimulus cards. The subjects were asked to rate the cards from the happiest to the unhappiest picture. The ratings run in the order of position 1 to 4 with 1 being the happiest rating. The assumption was made that the ratings of the stimulus cards would correlate with the responses given on the Picture Series Test.

Hypothesis 22 is that the sub-groups will significantly name the stimulus card dealing with parental relationships (Card No. 1) to a negative (unhappy) position. The Chi-square of 6.6 for unhappy ratings is significant to the .01 level. Therefore, hypothesis 22 is accepted at the .01 level of significance.

Hypothesis 23 is that the subjects will not show any significant differences in their placement of TAT card 1. Chi-square is not significant for the differences in the sub-groups. Therefore, hypothesis 23 is accepted.

Hypothesis 24 is that the sub-groups will significantly name the stimulus card dealing with contemporary male-female relationships to a negative position. Table 11 shows that Chi-square for card 4 is significant to the .005 level of

signifcance. Therefore, hypothesis 24 is accepted at the .005 level of confidence.

TABLE 11

RATINGS OF TAT STIMULUS CARDS

Card No. 1	Positions 3 and 4	Positions 1 and 2	df	Chi^2	P
Total of sub-groups	40	20	1	6.6	.010
Differences between sub-groups			1	.44	.750

Card No. 4	Positions 3 and 4	Positions 1 and 2	df	Chi^2	P
Total of sub-groups	42	18	1	9.6	.005
Differences between sub-groups			1	.56	.500

Card No. 7 BM	Positions 2 and 3	Positions 1 and 4	df	Chi^2	P
Total of sub-groups	40	20	1	6.6	.010
Differences between sub-groups			1	.04	.900

Card No. 9 BM	Positions 1 and 2	Positions 3 and 4	df	Chi^2	P
Total of sub-groups	46	14	1	17.0	.005
Differences between sub-groups			1	.16	.750

Hypothesis 25 is that there will not be any significant differences between the placements of the sub-groups. Chi-square of .56 is not significant at the level set for this study. Therefore, hypothesis 25 is accepted.

The placement of TAT cards 1 and 4 in the unhappiest positions corresponds with the placement of the conflict picture dealing with these two areas on the Picture Series Test.. Both of these areas were displaced to negative positions at the .005 level when considered as a homogenous group. The adjustment shown in rating the stimulus cards is the same shown in naming the conflict picture on the Picture Series Test.

Hypothesis 26 states that the sub-groups will significantly name the stimulus card dealing with father-son relationships to the middle positions. Table 11 shows the Chi-square for this hypothesis is significant to the .01 level of confidence. Therefore, hypothesis 26 is accepted at that level of confidence.

Hypothesis 27 is that the sub-groups will not show any significant differences in their placement of TAT card 7 BM. Chi-square of .04 is the lowest degree of significance received on the TAT stimulus cards. It is not significant. Therefore, hypothesis 27 is accepted.

This stimulus card was related, by examiner definition, to sub-tests 4 and 5 on the Picture Series Test. In both areas there was a definite trend to negative displacements. Only one sub-group was significant (poor readers in sub-test

4) by itself in these two areas. The stimulus card was not threatening, on its ratings by subjects, as were the two previously mentioned cards and areas.

Hypothesis 28 is that the sub-groups will significantly name the stimulus card dealing with contemporary man-to-man relationships to the happiest positions. Chi-square for this hypothesis is 17.0 which is significant to the .005 level of confidence. Therefore, hypothesis 28 is accepted.

Hypothesis 29 is that the sub-groups will not show any significant differences between the sub-groups for TAT card 9BM. Chi-square is not significant. Therefore, hypothesis 29 is accepted.

The stimulus card dealing with contemporary man-to-man relationships had the highest level of significanee of any of the stimulus cards. In this area of the Picture Series Test (sub-test 3), the only significance was in a middle placement which indicated that a threat or conflict was not recognized by the subjects. It is possible that the subjects are able to vent their feelings against their sex and peer groups or that they simply do not see them as a threat. Both the stimulus card and the picture series show that this is the least threatening of the five areas presented.

The ratings given on the stimulus cards correspond to the placements made on the Picture Series Test. The tendencies for negative responses of the subjects were more

pronounced in the areas related to family conflict and boy-girl relationships. A pronounced trend was shown by the subjects in the areas dealing with male conflict and male activity vs. family activity. This was not as definite as in the first two areas either in the stimulus card or in the Picture Series Test. In the area of boy-boy relationships the subjects reaction was that of not recognizing a conflict or a threat. His reactions in naming the stimulus card to the happiest of the cards presented shows that, of the areas presented, this was the least threatening.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the present study was to provide experimental data on reactions to a visual conflict in a controlled sub-group which crossed the lines of classification drawn by intelligence. The information was revealed through the use of an experimental projective picture series and examiner selected TAT stimulus cards. Each subject was required to make a structured response to the stimulus presented. The responses were then recorded by the examiner.

It was initially proposed that such studies as the present one were needed in order to do away with the traditional stigma concerning the reactions of retarded children with poor adjustive behavior. Poor readers (by examiner definition) were brought into the study to show that children are not homogenous when grouped by educational measures other than intelligence. In other words, children with poor adjustive behavior are homogenous to the fact of poor adjustment, and their reactions to adjustive behavior situations are similar when controlled for that behavioral situation. The assumption was made that children with poor adjustive behavior would react to a stimulus in similar patterns.

In order to determine whether or not there was a significant difference between the sub-groups as classified by the examiner, a test originally devised by Watrous and Teska (1960) was used. The test was used with modifications that were made by the examiner. An added control factor, TAT stimulus cards, was also used by the examiner.

Three groups of subjects were compared in the present study. All the subjects were boys and were representative of the lower-middle to the upper-middle socio-economic level. Each sub-group consisted of twenty subjects, varying in chronological age from thirteen years, four months to sixteen years, six months. The intellectual ranges were from an intelligence test score of 90 to 117 for normals and poor readers and from 59 to 77 for subnormals. All subjects used evidenced poor adjustment to the stimulus areas according to their stories on the selected TAT cards.

Twenty-nine hypotheses were tested. The hypotheses were designed to show the mode of the displacements made by each of the sub-groups to a behavioral stimulus and to show whether or not there were any differences in the displacements of the sub-groups. They were also set to show the relationships of the stimulus cards to the picture series.

The Picture Series Test was made on the assumption that the stimulus of the picture cards would cause a reaction to the card as a whole. It was assumed that the conflict picture would cause a patterned response among subjects with

problems or threats in the area of the conflict picture. The exact nature of his problem would not significantly change his method of reaction. It was further expected that all subjects would avoid naming the conflict picture.

If the subject did not recognize a threat in the area, he would react as if the conflict picture presented no threat and would name the pictures in a random pattern. Each of the subjects chosen was assumed to have a conflict in the areas and was expected to react in a negative fashion.

The data supports these contentions in the areas dealing with family relationships and boy-girl relationships. The subjects displaced negatively for these two areas. The stimulus cards for these two areas were also named as the unhappiest of the four TAT cards used to make the selections for this study.

The results of the areas dealing with male conflict and family vs. male activity also brought out a definite trend for each of the sub-groups to displace negatively. When the sub-groups were considered as a whole, they significantly displaced negatively in these two areas. This again corresponded to their ratings of the stimulus card for these areas. The subjects did not name the father-son relationship card to the unhappiest positions, but they did name it away from the happiest position. While this area was not considered as threatening as the family conflict and boy-girl relationships, it was still considered as a threatening area.

The results of the area of contemporary boy-boy relationships did not follow the patterns set in the other four areas. While the subjects projected the picture series in a similar fashion, the raw data showed that there was more variation in this sub-test than any of the others. The stimulus card was also named in the happiest position more times by the subjects than other cards. The fact that the subjects did not displace negatively in this area may be traceable to the selection of the sample. The selection process was based on examiner judgement of the stories told by the subjects. All four stories were considered, however, and some of the stories, if taken by themselves, would be marginal if only the one area was considered. The stories for this area, in general, were not as easy to judge as the stories for the other areas. Another possibility is that boys are able to vent their hostilities on their own age, sex, and peer group. They simply may not see others of their age and sex as a threat. Their placement responses in this area tend to support this conclusion.

One conclusion drawn from the present study is that normal and subnormal subjects react in similar patterns to a visual stimulus representing conflict in a behavioral area. Their basic problem does not significantly affect their reactions. A negative view of the world is negative regardless of what the cause may be, and the reactions are also negative.

Another conclusion drawn from the present study is that the subjects used in this study saw certain areas as more threatening than others. Areas dealing with family problems were the most threatening to the subjects.

It was also concluded from the present study that the subjects respond to the whole structure of the stimulus and not to its component parts. They showed a consistent pattern in their displacements and continued this trend in the one area in which there were no significant negative displacements. Where one sub-group was significant, all were significant.

Further investigations of the reactions of normal and subnormal children to visual conflict reactions are required before the results of the present study can be fully evaluated. The one area in which negative displacements were not given by boys could show an exact opposite evaluation if the test were given to girls. An interesting point to check would be one to determine whether or not girls would randomize their displacements to the girl-girl conflict and displace negatively for boy-boy conflicts. If this were to happen, it would be more valid to say that the subjects were able to vent their feelings against their own peer group and therefore did not see them as threatening. It also appears essential that a study of the socio-economic levels and their effects of the projections of the conflict pictures is needed.

If further investigations confirm the results of this study, a substantial step in understanding that a

retarded child is an individual and reacts as an individual according to his own experiential background will have been made.

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APPENDIX 1

TYPICAL THEMES ELICITED FROM THE TAT CARDS

Normals for TAT card No. 1.

Age 14 - 10

This kid has been practicing for a long time. It is getting dull for him to practice and he thinks it is a crummy instrument. He wishes he could quit playing it. His mother or someone will probably make him play it.

Age 14 - 1

This boy is in the classroom and isn't too interested in his work. He likes to daydream. It happens every day. He looks like about a fifth grader. He is closing his ears so that he can't hear anything. He has a headache. He is getting ready to go to violin practice. He wishes it was time to get out of there and go home. He does not comb his hair. Thinking and looking sloppy.

Subnormals for TAT card No. 1.

Age 14 - 1

He is trying to think how you play this thing. Wondering how you get it between your shoulder and neck to play it. He doesn't know how and can't learn how no matter how hard they try to make him. (Question by examiner-- Who is trying to make him?) Oh, those music people, maybe his folks-- or his teacher. He don't play it though.

Age 16 - 6

It looks like he is drawing and studying about what he is drawing and how he going to do it. Drawing a--some kind of instrument. He likes to draw--thinks he is watching some teachers fighting. It is kind of fun. --He thinks this all goes wrong.

Poor Readers for TAT card No. 1.

Age 16 - 0

A boy is getting ready to practice. Kind of dreading it cause he doesn't like the violin. He is about to fall asleep while he does think about it. He did not get any sleep the night before because mother told him to practice and he doesn't want to. He finally doesn't play--just wasted all that time on practice.

Age 15 - 4

This boy is supposed to be practicing but doesn't want to. He wants to play ball. He wished he had never gotten the violin. He wants to take it out and--he is puzzled over whether to tell Mother he does not want to take lessons. --Might not tell her,--just quit.

Normals for TAT card No. 4.

Age 15 - 4

He looks like Clark Gable. He is made at some person. This man is mentally deficient and mentally ill. The woman is trying to stop him. She doesn't love him. He loves her. He wants to kill the other man. She is trying to stop him. She does stop him and he is put into a mental asylum. She marries the other man not in the picture and will be very happy. She will always feel sorry for Clark and will visit him wherever he is. He will be unhappy and will have to beat his head against a padded cell for the rest of his life. He feels hatred for her.

Age 13 - 11

He was shot and is falling backwards. That is his wife, and she is catching him. Police will set up road-blocks and get the crooks who shot him.----Looking at who shot him. They just didn't like his personality. His wife does not know anything about it. He thinks she does.

Subnormals for TAT card No. 4.

Age 14 - 1

He got mad. They want to go out and fight with him. She is holding him back. She does not want him to go out and fight. He tells her to get off his back and goes out and fights them. He gets whipped, and she just nods her head.

Age 15 - 0

She is talking to him. Trying to tell him something. He doesn't like what she is saying. She is trying to make love to him and he won't take it. They are arguing over marriage and stuff. It's not very happy to think about. That is all I can say.

Poor Readers for TAT card No. 4.

Age 16 - 0

This is husband and wife. The husband is mad. He will walk out. He will just walk out because he doesn't give a damn. He will go to the corner drug store and just sit there for a while.---(Question by examiner--How does the story end?) Oh, he will go back after a while and if she harps at him again, he will belt her one or go on back to the drug store. That's the way it usually works.

Age 13 - 5

That old girl wants the man but he doesn't want her. The girl thinks he is nice. The other guy does not want her. After a while the boy will want the girl, and she won't like him. It always turns out bad.

Normals for TAT card No. 7 BM.

Age 15 c 4

The old man is a Judge. The young man is his son. Last Saturday night the young man was drunk and hit a child. He is hit and run driver. He is a brilliant student. He goes to his father for advice. If he turns himself in, he will lose bhis great scholarship. His father's advice is to turn himself in and get a light sentence. He doesn't like the advice, but does it and gets ten years.

Age 15 - 4

Father and son are having a discussion about the future. It looks liketthe Father is talking about his will. He is telling him how he is going to put his wealth out to the family. He is telling him who is going to get the most important part. The boy is pretty disappointed with the outcome and may try to get more later.

Subnormals for TAT card No. 7 BM.

Age 14 - 0

They are talking. One is happy (points to older man) and one is sad (points to younger man). They are thinking about doing something. He is staying with his father. You can call him the son. His mother will be home shortly. The father is happy and the son is sad. They are going out somewhere. To eat and go bowling. Mother will not go because she is upstairs taking a nap. The son is unhappy because he thinks the grandmother died. Father is happy cause they are getting out of the house.

Age 14 - 10

This guy is in court with his lawyer. They say he shot someone. His lawyer is talking to him. The jury is coming in and this old boy is shook up (points to the older man). This one is shook to and the jury said this young one is guilty, and he felt real sick. He is guilty of murder and gets the chair.

Poor Readers for TAT card No. 7 BM.

Age 13 - 7

This boy is in trouble in court. That is his father. The boy hit a policeman because he got a parking ticket. He is in court cause his father hauled him down to get punished. He gets it. The old man looks happy and the boy unhappy.

Age 15 - 5

Young man is asking for advice. Could be from his dad or from a friend. The olderman is unhappy about what he has to say. The young man does not like what he says; he never does. The boy's girl

may have quit him or he may have committed robbery of killed someone. What he was told did not help him. He was punished anyway. Could not get away with it.

Normals for TAT card No. 9 BM.

Age 15 - 6

These are some hoboes in the deep south. They are laying around in the grass. They do small robberies. They are on the run from the cops right now. Something distracts one, and he goes away. He thinks that he hears something. They are not caught. They are sort of like the Rouges on T. V. They go from one robbery to the other taking care of their wants and needs. This is a very happy picture.

Age 15 - 4

These are farm hands goofing off on the job instead of working. The farmer's son catches them, but does not tell on them. The farmer catches them anyway and fires the whole bunch.

Subnormals for TAT card No. 9 BM.

Age 14 - 0

They look like they are taking a nap. Three guys are sleeping. Thinking about going back to work. The young one you can call a son is there and looks real happy. He is glad to be there but the others don't like him and he is sad. The others are also sad because of what they are.

Age 15 - 9

One of these guys saw something and heard something while the rest were sleeping. He woke up and looked. That was in the Civil War. None of the other men woke up. The one who got up went to find out what was making the noise. Rest were killed by the Yankees. One who saw them got away. Got his gun and shot some of them. He was shot back when they used the big gun.

Poor Readers for TAT card 9 BM.

Age 13 - 5

They are taking it easy. They have been drunk or something. They are working on a railroad. Probably

having dreams. One is telling the others a dirty story and two are playing checkers. Two are asleep. They will go back to work when the boss catches them. He may just fire the _____ bums.

Age 16 - 0

Some hunters who are out hunting. Drank a lot and got tired so they went to sleep. While they were asleep, someone stole their guns. When they wake up, they will cuss and go home. That is a poor picture.

APPENDIX 2

Card Number	Placement and Time					Conflict No.
	1	2	3	4	5	
1A						
2E						
3B						
4D						
5E						
6E						
7B						
8B						
9D						
10C						
11D						
12A						
13B						
14B						
15E						
16C						
17E						
18A						
19A						
20D						
21C						
22D						

23C _____ _____ _____ _____ _____ _____

24A _____ _____ _____ _____ _____ _____

25C _____ _____ _____ _____ _____ _____

Name: Normal: Age:
Subnormal:
Poor Reader:

I. Q.: Reading Grade Placement:
Test: Grade Placement.

Mean Time of Conflict: