

A PSYCHODIAGNOSTIC STUDY OF ADOLESCENT STEALING

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ABSTRACT

Studies on delinquency fall into two groups, a statistical orientation and a qualitative approach. This study adopted the latter approach using Maslow's theory to investigate the relationship between unmet needs and stealing. It also attempted to explicate the function of stealing for each individual and focused upon interpersonal and intrapersonal aspects.

The Rorschach, Thematic Apperception Test and the Draw a Person Test were administered to four white male adolescents who had stolen. Their ages ranged from 14 to 17 years.

An analysis of each test was completed focusing upon the needs of the individual. In addition the case history and impressions gained during testing were included.

It was found that unmet needs had resulted in stealing. Their personalities displayed common characteristics but differences were also evident.

A summary was provided and the implications for therapy were then discussed.

CHAPTER 1

I N T R O D U C T I O N

1.1 RATIONALE

Antisocial behaviour has been receiving a great deal of attention in the psychological literature. The importance of this area is confirmed by epidemiological studies which tend to show that conduct disorders make up one of the largest single groups of psychiatric disorders in children and adolescents. (Barker 1976).

However, research in the area of delinquency or stealing has been limited. The factors which have limited this research include:

- (a) Research in the area of delinquency has tended to be over inclusive and has failed to see delinquency as heterogeneous. As a result the subjects in a large proportion of the previous studies have had one common property, the commission of some legally defined delinquent act. Delinquency, however, covers a multitude of behaviours. Clearly what is needed is a subdivision of the various antisocial behaviours in one's search for causes.
- (b) On a methodological level, a significant amount of research has focused upon the quantitative aspects of delinquent behaviour neglecting the psychodynamics accompanying this behaviour. (Peterson et al 1963; Andry 1960; Healy and Bronner 1936; Reckless et al 1957; Glueck and Glueck 1974; Tutt 1974).

The qualitative research which has been carried out in the area of delinquency and stealing has employed a psychoanalytic

framework (Friedlander 1947; Aichhorn 1951; Karpman 1953; Menaker 1939; Johnson and Szurek 1952; Schmidenberg 1953) and a behaviouristic framework (Wetzel 1966). Although there has been a surge of interest in the area of humanistic psychology, there is a lack of qualitative research employing this paradigm. As I regard the Humanistic Movement to be the most important growth point in psychology, the present study will contribute to filling this gap in our understanding of stealing behaviour. Maslow's theory will be used as the theoretical framework.

1.2 EXPOSITION OF THE STUDY

1.2.1 Nature

The nature of this study was psychodiagnostic, that is to say it attempted to determine the psychodynamics operating within adolescents who steal. The following tests were used: Rorschach, Thematic Apperception Test and the Draw a Person Test. Using Maslow's theoretical framework, the dynamics of each subject with regard to stealing behaviour were discussed.

This was a qualitative study and not a quantitative statistical study.

1.2.2 Aims:

The aims of this study were:

- (i) to explicate the interpersonal and intrapersonal factors operating within adolescents who steal and
- (ii) to investigate the relationship between unmet needs and stealing behaviour.

The question posed was: Are there any similarities between the personalities of the adolescents who steal, and if so, what are the similarities? The emphasis was on the needs of the person.

The function and the meaning of stealing for these individuals were investigated. That is, what is the function of stealing in the person's interpersonal or intrapersonal communication?

It was expected that the individual would be found to steal because his needs for love, safety and esteem had not been satisfied.

1.2.3 Method

The method used is described below:

- (i) Three personality tests were administered to four subjects. In the analysis of these results the interpersonal and intrapersonal factors and the needs of the adolescents were emphasised. In other words, this was a psychodiagnostic study of four adolescents who steal. In addition to the test results information from the interview was used. In this way the study did not rely on a blind analysis.
- (ii) Maslow's theory was integrated with the test results and the hypothesis was looked at in terms of the personalities of the four subjects.

It must be borne in mind that this was not a quantitative statistical investigation. The hypothesis was derived from the broad theoretical framework of Maslow's personality theory, and could therefore only be supported or rejected within a theoretical framework. As this study was not an empirical investigation, the findings could not be generalised to the general population.

1.2.4 The subjects

The subjects were four white male adolescents, ranging in age

from 14 to 17 years. They were from middle to lower socio-economic classes. Their stealing behaviour was characterised by the acquisition of goods or money resulting in the youth being referred to a social welfare agency. The only requirement was that all the subjects had to be adolescents with a history of stealing. Their IQs ranged from 89-97 as measured by this researcher on the New South African Intelligence Scale.

1.2.5 The Use and Choice of Tests

As the aim of this study was to investigate interpersonal and intrapersonal factors of the personality, focusing upon the needs of these adolescents, the following tests were selected: The Rorschach, the Thematic Apperception Test and the Draw a Person Test.

1. Rorschach

The Rorschach test was chosen for this study because it provides information on the intrapsychic forces operating within the individual. This includes the person's deeper underlying strengths and weaknesses, his potentials, his motives and most important his needs. For example, the Rorschach gives information on how the individual handles his affectional needs, whether he accepts these needs or denies or represses them and also whether these needs have been satisfied.

The Rorschach also provides information on the individual's relationship with the mother and father figures.

Quantitative and qualitative analyses were presented.

2. Thematic Apperception Test

The TAT was chosen for this study because it provides an understanding of the person's concept of and reaction to

interpersonal relationships. The TAT also provides an understanding of the person's intrapersonal communication. It provides insight into the individual's attitude toward his own needs, for example affection, dependency or security. In addition, it gives information on whether the person accepts, rejects or feels guilty about his needs and whether these needs have been satisfied.

The following cards were used: 1, 2, 3BM, 6BM, 7BM, 13MF.

The TAT stories were analysed word by word and themes were also presented.

(3) Draw a Person Test

The DAP was chosen for the study as it illuminates the manner with which the person views and copes with his own needs and how he sees his abilities and potentials.

Basically the DAP provides information on the person's self image and body image as they are, or how he would like them to be.

In summary then, the DAP provides a means of evaluating the person's experience of himself, the TAT gives information about the person's interpersonal relationships and the Rorschach focuses on intrapersonal factors.

The study will be preceded by a literature survey which emphasises Maslow's theory as his theory is used as the theoretical framework for the present study. The first section will focus upon definitions, classification and personality characteristics. In the next section the etiological factors will be discussed. In the above the research into delinquency will be presented because (i) the subjects in the present study are legally classified as delinquents and (ii) stealing is included within the definition of delinquency and therefore research has tended to focus upon this broad concept with less emphasis specifically on stealing.

CHAPTER 2

L I T E R A T U R E S U R V E Y

2.1 DEFINITIONS

2.1.1 Definitions of Delinquency

There is much controversy surrounding the definition of delinquency. The chief areas of controversy being the delineation of age groups, etiologies and the types of behaviour included in this category.

Definitions of delinquency have developed primarily in three fields, viz: legal, sociological and psychological, while definitions vary between countries and cultures.

(i) Legal

Jersild et al (1978) maintain that, in the narrowist legal sense, a delinquent is a young person (18 years or under) who has committed an offence that, if committed by an adult, would be punishable by Law.

Schlebusch (1979, p 14) in discussing the legal situation with regard to delinquency in South Africa, states that "The South African criminal code differentiates between an adult and a juvenile offender in terms of age, as defined by the Children's Act. From 1937 - 1960 an offender was considered a child up to the age of 19, but in 1960 this age was lowered to 18 years. Under some instances this may be stretched to 21 years. In Roman-Dutch Law, a child under the age of 10 years is not held responsible for an offence and can, therefore, not be legally treated as a juvenile delinquent."

Bloch and Flynn (1965) maintain that in the United States of America the average legal coverage of the term delinquency includes a variety of moral judgments such as wilful disobedience and incorrigibility. Where the family finds themselves unable to deal with the child the court takes over. They go on to say that because delinquency is so broadly defined it could result in a shattering experience, such as bringing the child to court, causing further delinquency.

(ii) Sociological

From a sociological viewpoint delinquency means any form of behaviour detrimental to the well-being of society. A young person may be regarded as delinquent without actually breaking the law. This approach does not stipulate limits.

(iii) Psychological

Slavson (1965) proposes that it is necessary to differentiate between the legalistic and psychological meanings of the term delinquency. The legalistic criterion for delinquency is the antisocial act while the psychological approach includes the motivations and the intrapsychic states that produce the delinquent behaviour. "In childhood to adulthood, few are innocent of having at some time or another committed an act or acts that can be appropriately characterised as delinquent, just as each has also some time in his life been incorrigible and may occasionally have committed an act of vandalism. There are some, however, whose life conditions so anchor them to deviant behaviour in their character organisation that they are propelled toward asocial or antisocial behaviour" (ibid, p 13).

Therefore Slavson maintains that delinquency may be seen to have two meanings; "it may be confined to occasional acts legally defined as delinquent or it may refer to a set pattern of personality" (ibid).

Garrison (1965) supports Slavson's viewpoint when he points

out that these so called delinquents are often at a stage of adolescence, and many activities, even if antisocial, are considered as part of their way of life. He proposes that help is needed in distinguishing 'psuedo' or 'quasi' delinquents from true delinquents.

The term 'delinquency' has been criticised for its over inclusiveness and ambiguity. Kanner (1972, p 643) for example states:

"Delinquency is a term of convenience..... It includes or leaves out just as much as the person who defines it wishes to leave out."

Trojanowicz (1973, p 20) agrees with the above author in saying:

"Because of the ambiguousness* of the term delinquency, it has come to mean all things to all men. A quick perusal of various statutes shows that delinquency can encompass almost any type of youthful deviant behaviour. Even a youngster who has not come in formal contact with courts, the police or the social agencies, but is merely considered different by his community can also be labelled delinquent."

It must be pointed out that a large number of adolescents commit delinquent acts but only a small proportion are officially recorded. (Pepinsky 1976, cited by Jersild et al 1978).

Stealing behaviour is included in the definition of delinquency and Chess (1953, cited by Karpman 1953, p 2) states that a working definition of juvenile delinquency may be viewed as follows:

"The appropriation or destruction by an individual child or by a group of children of objects of value belonging to others or the infliction of physical violence on others."

* Word used by the author.

2.1.2 Definitions of Stealing

Kleptomania is a term which was coined in the nineteenth century and means an urge to steal. A person who stole was considered to be suffering from kleptomania. This term was used to explain everything (Kanner 1972).

Stealing behaviour has also, over a long period of time, been regarded as a moral violation rather than a problem behaviour. In the past there has been little concern with the underlying motivations of stealing (ibid).

Kanner (1972) describes several types of stealing. They are discussed below:

- (i) Intelligent stealing - the taking of articles which are needed or desired in a way that would not lead to immediate discovery; unintelligent stealing would refer to taking things without caution.
- (ii) Casual stealing - yielding to persuasion or temptation on rare occasions only. The opposite is habitual stealing.
- (iii) Selective stealing - appropriation of things which can be used, the opposite being indiscriminate stealing.
- (iv) Solitary stealing and group stealing - If the adolescent is involved in group stealing, according to Kanner, it is important to know the role he played. Kanner (1972, p 661) states:
"One can only speak of stealing when there is knowledge of wrongdoing."
- (v) Larceny refers to the theft of things easily accessible; burglary refers to stealing after breaking into a house, while robbery refers to taking property from another (ibid).

Rich (1956) also developed five categories of stealing which were devised from descriptions in the literature. They are described below:

(i) Marauding offences:

These offences are carried out by three or more boys and are unplanned or semi-planned. The boys may be wandering around a big store, not wanting anything in particular, and steal attractive goods which they may throw away afterwards. There is often a risk involved.

(ii) Proving offences:

These offences are usually attempts to prove one's toughness or manhood. They are acts of self reassurance. Rich (1956) subdivided these offences as follows:

- (a) Breaking and entering alone, and
- (b) any form of theft carried out alone if a symbol of dominance is stolen such as a gun, racing bike, etc.

(iii) Comforting offences:

- (a) Stealing from parents, and
- (b) impulsive pilfering alone or with one other boy.

(iv) Secondary Offences:

Planned theft where precautions are taken against being caught.

The above authors have emphasised how important it is to look at each stealing act because for each individual stealing has a different meaning.

2.2 CLASSIFICATION OF DELINQUENTS

One of the earliest classificatory systems was evolved by Hewitt and Jenkins in 1946. They carried out a study of badly behaved children seen at the Michigan Child Guidance Institute, and found that symptoms tended to fall into one or other of three distinct groupings, namely:

- (i) The unsocialised aggressives - they were prone to cruelty, violence and revengefulness and open defiance of authority;
- (ii) the over inhibited or neurotic - they were submissive and over sensitive to worry and were often depressed and lacking in energy, and
- (iii) the socialised or pseudo-socialised delinquent - they were prone to furtive stealing and to association with gangs and bad companions.

Friedlander (1947) also spoke of the anti-social character type which corresponds with Hewitt and Jenkins' unsocialised aggressive type. Hewitt and Jenkins (1946) noted that the family environment is responsible for the unsocialised aggression.

Reiss (1952) analysed the records of 1,110 white male probationers from the juvenile court of Cook Country. On the basis of psychiatric reports he allocated the delinquents into three groups - normals, social delinquents and maladjusted.

The normals had no peculiarity of personality.

The social delinquents were adolescents who had failed to internalise middle class attitudes. They identified themselves with rebellious peer groups.

The maladjusted were impulsive and weak in self control. They were either very aggressive or very insecure and anxious.

According to Weiner (1970) delinquency may be divided into three general categories of disturbance:

- (i) Psychotic or organic disturbance.
- (ii) Characterologically associal personality style (psychopathic).
- (iii) Neurotic acting out generally reflected by some underlying conflict.

The above categories, with the exception of Organic Disturbance, will be discussed below. Delinquency as reflected by Organic Disturbance is discussed in the section on Biogenic Factors.

2.2.1 Psychotic Disturbance

It is generally agreed amongst researchers that psychotic reaction patterns account for a small percentage of delinquent behaviour. However, it is important to be aware that psychotic disturbances may be implicated in instances of anti-social behaviour. Research, for example, by London and Meyers (1961, cited by Weiner 1970) has pointed to the occurrence of psychotic conditions in delinquent behaviour.

Commenting on conduct disorders as reflected by psychotic disturbances Schlebusch (1979, p 36) states:

"Although the literature in this area is sparse, it does seem that psychotic participants in conduct disorders tend to emerge primarily in schizophrenic or incipient schizophrenic individuals."

2.2.2 Unsocialised Aggression (The Psychopathic Type)

Many theories have emphasised the relationship between rejection and destructive behaviour. Symonds (1938) pointed out that

the rejected child is bound to display aggressive tendencies toward those who have rejected him.

Rosenheim (1942) in studying the character of the rejected child showed that this child has difficulty establishing relationships with people, while Topping (1941), from her studies of aggressive adolescents, suggested that many of these adolescents have suffered rejection and as a result have a strong desire for affection and acceptance.

According to Bandura and Walters (1958) antisocial aggression stems primarily from the fact that the child's dependency needs are disrupted through a lack of affection being conveyed to the child by one or both parents. This is seen to instigate aggression or hostility on the part of the child. The authors state:

"Where close dependent ties to the parents are lacking the child will have little opportunity or desire to model himself after his parents and internalise their standards of behaviour. In the absence of such internalised controls, the boy's aggression is likely to be expressed in an immediate, direct and socially unacceptable fashion. Thus an impaired dependency relationship may not only be a source of aggressive feelings, but may also limit the boy's capacity to handle such feelings adequately once they are aroused" (ibid, p 52).

In support of this view Weiner (1970, p 317) states:

"Parental rejection in the case of the budding psychopath typically involves not only maternal deprivation in early childhood, but also the parents' subsequent failure to provide adequate discipline and supervision."

A great deal of research has pointed to the significance of the father's failure to discipline the child in the genesis of the characterological delinquency. Anderson (1968)

reported considerably more paternal deprivation in the histories of 15 - 18 year old delinquent boys than those of non-delinquent controls.

Weiner (1970) also maintains that another factor which gives rise to aggressive behaviour is parental fostering of aggressive behaviour.

2.2.3 The Acting out Neurotic Type

Delinquent behaviour may be primarily a neurotic symptom that expresses some underlying intrapsychic or intra-familial conflict. Weiner (1970, p 300) states:

"The symptomatic expression of psychological conflict through delinquent behaviour usually represents (a) communication of needs that the youngster cannot otherwise impress on his environment, (b) the effects of inadvertant parental fostering of antisocial behaviour, and (c) scapegoating, the unconscious selection of a particular youngster to receive the family's implicit encouragement to delinquency."

Weiner (1970) points out that the most commonly found needs underlying the neurotic delinquent act are needs to be punished, needs to be recognised, admired and accorded status and needs to receive help. These needs are discussed below.

(i) Need for punishment

Psychoanalysts first suggested that the individual's motivation for antisocial behaviour was rooted in guilt feelings. Friedlander (1947) gives an example of stealing behaviour to illustrate this mechanism in operation. A child was driven by her feelings of guilt to steal to gain punishment. Her stealing had also a symbolic significance and through stealing she could, to a certain extent, satisfy her aggressions

against her mother. However, she chose a mother substitute and not her real mother, which made her feel that she had not really expressed her inner hostility and therefore need not fear that her mother would leave her.

(ii) Need for recognition and admiration and status

Weiner (1970) contends that adolescents who feel isolated or left out in their family or peer groups get involved in delinquent peer group acts, including stealing. This could be because of a need to be admired, recognised or given status. The above author states:

"For any youngster who feels ignored and unrecognised, antisocial behaviour may thus serve multiply to focus attention on him, to enhance his sense of identity and visibility among his peers, and to punish his now embarrassed or inconvenienced parents for their previous disregard" (ibid, p 302).

Erikson (1956, cited by Weiner 1970) has put forward the concept of 'negative identity'. He maintains that many adolescents would prefer to be somebody bad than nobody.

(iii) Need for help

According to Weiner (1970) an individual who feels that he is psychologically disturbed but neglected by others will, through his delinquent behaviour, communicate his need for help. Some parents are unable to acknowledge the possibility of their child being in need of help and tend to brush it aside. Therefore the individual resorts to delinquent acts to impress upon his parents his need for help.

In addition, Chwast (1967) points out how important it is to consider depressive features. In his study of 121 protocols of 121 boys and girls referred by the police for psychological evaluation, he found 76.4% of the individuals to be somewhat depressed and 39.4% to be predominantly depressed.

2.2.4 Use and Limitations of the Classification System

The classification of delinquents as normal, neurotic and antisocial or psychopathic is useful in that it provides information on the causes and suggests appropriate treatment. The downfall of such a classification system is that it tends to be too rigid. We often find that groups overlap. For instance, a person with a psychopathic absence of conscience and incapacity for love may suffer from anxiety, depression and display other neurotic symptoms. As West (1967) points out, the borderline between psychologically normal offenders and those to be called neurotic or psychopathic defies exact delineation.

Now that the classification system has been discussed, it may be useful to look at the personality of the delinquent.

2.3 PERSONALITY CHARACTERISTICS OF THE DELINQUENT

Delinquents as a group have been found to have extreme difficulties with male authority figures when compared with closely matched controls. (Medinus 1965, cited by Medinus and Johnson 1969).

Schmidenberg (1946, cited by Chwast 1967) has noted the prevalence of feelings of hopelessness among offenders, while Berkowitz (1962, cited by Ziller 1969) pointed out that persistent lawbreakers feel alienated from others.

According to Glueck and Glueck (1974) adolescents who engage in delinquent acts often perceive themselves as having less chance of success in the world than those who are not involved in defiance.

In support of this view Reckless, et al (1957) suggest that the average child or adolescent has a built-in insulator against juvenile delinquency, while the individual with a

poor concept of the self frequently succumbs to delinquency. The delinquent who experiences feelings of inadequacy and insecurity seeks security by becoming part of juvenile gangs. In this way he protects his ego and gains worth by being part of the group.

Dinkmeyer (1969) agrees with the above author in saying that the delinquent has many negative definitions of self and lacks the courage to meet the demands of life's tasks. Furthermore, he maintains that the delinquent's aggressive behaviour is often a protection from the revelation of what he considers to be the real self.

Glueck and Glueck (1974) maintain that more delinquents than non-delinquents have a record of difficulty in early childhood (such as difficulty in toilet training, severe illnesses or accidents). As children more of them were impulsive, lacking in self-control and extremely restless, with a history of being adventurous, extraverted and stubborn.

Jersild et al (1978) in addition note that many delinquents are more prone to suggestion than non-delinquents and that these traits promote the impulsive self centred action that is seen to be so characteristic of delinquents. It must be kept in mind, as Jersild et al (1978) point out, that many delinquents have a history of difficulties in early childhood, but many do not.

The above authors maintain that there is a far greater percentage of delinquents than non-delinquents who have a record of 'stealing rides' or 'truck hopping,' keeping late hours, smoking at an early age, sneaking into theatres, running away from home and gambling. They have more frequently sought places outside the home for play and recreation and looked for their companions among gangs and delinquents.

The author agrees with Jersild et al (1978) when they state that although these group differences characterising delinquents may be impressive they tell little about the individual person.

Now that the definition and classification of delinquency and stealing and the personality characteristics have been discussed the etiological factors, namely biogenic, sociological and psychological, will be dealt with. Particular attention will be given to Maslow's theory as his theory forms the basis for analysing the data.

2.4 DELINQUENCY CAUSATION

2.4.1 Biogenic Factors

2.4.1.1 Genetic

Healy et al (1936) reported the behaviour of two six year old identical twins, reared in the same household of parents of better than average economic circumstances. They showed how one child, a confirmed delinquent with deep seated emotional factors, differed radically in personality structure from his brother, who was exposed to exactly the same environmental situation.

Since the early 1940's it has been recognised that some possible sex chromosome combinations are not normal in so called criminals. The following combinations have been identified prior to 1961 - XO, XXY, XXX and XYY and the rare combinations of XXXX, XXYY and XXXXY (Trojanowicz 1973). In 1965 the incidence of XYY males was reported among mentally subnormal male patients with dangerous violent or criminal dispositions who had been institutionalised. XYY males are found to be big, dull and very aggressive (ibid).

During the period from 1965 - 1973 eighteen other studies have been conducted in this area. The various studies point out that XYY men are much taller than the normal population as well as having other physical peculiarities. Research has also indicated that the presence of an extra Y chromosome greatly increases the probability of psychiatric problems (ibid).

2.4.1.2 Morphologic

Sheldon (1942) from his investigations attempting to combine personality characteristics with body structure, arrived at three body classifications - endomorph, mesomorph and ectomorph. He found that delinquents and criminals adhered most closely to the mesomorph, whose characteristics included aggressiveness, competitiveness and physical drive.

A more recent study conducted by the Gluecks (cited by Gibbons 1976) confirmed Sheldon's viewpoint when they found that mesomorphs (boys with athletic, muscular bodies) were more frequent among the offenders they studied than among the non offenders. Mesomorphic structure characterised 60.1 per cent of the law breakers, but only 30.7 per cent of the non delinquents.

2.4.1.3 Organic

Organic factors which may precipitate antisocial behaviour include mental retardation, minimal cerebral dysfunction and certain patterns of epileptic disturbance.

(i) Mental Deficiency

Until 1930 most studies confirmed the fact that delinquents were mentally defective or borderline cases (Bloch and Flynn 1965).

Kanner (1972, p 646), however, states:

"A less than average IQ or a physical handicap is not even a contributory cause of delinquency: There are innumerable retarded and handicapped children who never become delinquents. But when feelings of inadequacy or conflicts over difference are nurtured by attitude of the family, teachers and playmates, the child faces a hostile world with his own cumulative hostility."

Sutherland and Exner (1966, cited by Bovet 1951) both find the correlation between IQ and delinquency to be weak and maintain that this does not imply a cause and effect relationship. They claim that the reason for this contradiction on earlier studies is due to the fact that the methodology of the earlier studies was inadequate and samples were drawn mostly from institutions, to which it would be unlikely that the more intelligent offenders would be sent by the court.

(ii) Minimal Brain Dysfunction.

Children or adolescents who are classified as minimal brain damaged display impulsive, defiant, unmanageable behaviour and many of these individuals first come to clinical attention for possible behaviour disorders (Weiner 1970).

A number of electroencephalographic studies have been carried out in order to find the etiology of delinquency in brain disturbance. A number of researchers have tried to identify abnormal EEG patterns. Woods (1961, cited by Weiner 1970) in his investigations, suggested that a specific relationship existed between episodic aggressive behaviour and an EEG abnormality as he identified a 6 and 14 cycle/second spiking.

According to Schlebush (1979) there is evidence to show that conduct disorders as a group do not have a higher incidence of organicity present. However, in every individual case of delinquency the possibility of organic factors must be kept in mind, especially in view of the fact that organicity manifests itself in impulsivity, irritability and poor judgment.

(iii) Epilepsy

Weiner (1970) maintains that some forms of epileptic disorder especially temporal lobe epilepsy, may also contribute to explosive outbursts of angry assaultive antisocial behaviour which resembles psychopathy.

Schlebush (1978), however, points out that organicity is neither always etiological nor necessarily a concomitant of conduct disorders.

In conclusion then, the present author agrees with Schlebusch (1979, p 34) and others who maintain that:

"Although some data have demonstrated a relationship between physical and biological abnormalities and conduct disorders, the evidence at present at best, provides a basis for an assumption that such abnormalities may occur in some cases as concomitants to conduct disorders rather than as etiological factors per se."

The following two sections will deal with sociological and psychological theories of delinquency causation. One cannot attempt to understand delinquency without looking at the effects on the individual of his environment and psychodynamic processes.

2.4.2 Sociological Theories

These theories focus upon the contribution of external circumstances to delinquency. A major criticism of sociological theory is that it does not explain why the majority of people who live under unfavourable conditions do not become delinquent. Therefore these theories clearly do not provide all the answers but are nevertheless important.

(i) Anomie.

Durkeim was one of the earliest theorists to point out the effects which a bad environment has on delinquency (West 1967).

"He attempted to explain why a lack of social solidarity, with people working at cross purposes, usually results in confusion, inefficient performance of essential social functions and a tendency toward social disintegration. This in turn produces unpredictability and uncertainty and causes the regulation of relationships among the various elements of the social system to break down." (Trojanowicz 1970, p 32).

Durkeim called the state where the social norms no longer control man's actions 'anomie'.

(ii) Social Structure and Anomie

Merton (1938) focussed his attention on deviant behaviour, using Durkeim's concept of anomie and maintained that social structures exert a definite pressure on certain individuals to engage in non-conformist behaviour. He pointed out that when a discrepancy exists between the institutionalised means that are available within the environment, and the goals that individuals have learned to aspire for in their environment, tension and frustration arise, norms break down and deviant behaviour can occur. Anomie is found to be greater in conditions of largest discrepancy between goals and means of attainment. Merton (1938) described several responses to anomie, of which the most serious is seen to be 'retreatism' or contracting out of the social system.

(iii) Differential Association

Sutherland (1966) proposes that delinquency is learned in a pattern of communication both verbal and non verbal, primarily in intimate peer groups. The individual learns techniques, drives, specific directions of motives, rationalisations and attitudes. Whether behaviour will be delinquent or not, will depend upon whether the individual differentially associates himself with norms which violate the law.

"Sutherland's concepts of frequency, duration, priority and intensity in relation to the quality and quantity of relationships help explain the effects of differential association. If an individual has many contacts with 'criminals' over a long period of time and if they are important to him, as well as intense, he will probably become involved in delinquent activity." (Trojanowicz 1973, p 38).

A major criticism of Sutherland's theory has been that it is difficult to test his concepts empirically. In addition, he does not provide an explanation as to why some individuals pursue deviant behaviours while other peers do not (ibid). Furthermore, Trojanowicz (1973, p 38) states:

"Sutherland's theory of differential causation is probably one of the most systematic and complete theories of delinquency causation."

(iv) Success Goals and Opportunities

Olin and Cloward (1960, cited by Trojanowitz 1973) point out that the environmental system produces strain because it does not provide enough legitimate alternatives to satisfy needs. They state:

"The disparity between what lower class youths are led to want and what is actually available to them is a source of a major problem of adjustment. Adolescents who form delinquent subcultures have internalised an emphasis upon conventional goals. Faced with limitations on legitimate avenues of access to these goals and unable to revise their aspirations downward, they experience intense frustrations and exploration of non-conformist alternatives may be the result" (ibid, p42).

(v) Delinquency and Drift

Matza (1964, cited by Jersild et al 1978) in contrast to the theories of Merton, Sutherland, Cloward and Ohlin, emphasises that there are similarities between delinquent and non-delinquent adolescents. He also points out that:

"adolescent delinquents are very much aware of their acts and tend to feel guilty about them. For this reason, a variety of rationalisations evolve within the subculture, designed to make delinquency more acceptable to its members". (Jersild et al 1978, p 418).

According to Matza (1964) the adolescent periodically drifts into delinquency. He states:

"Drift stands midway between freedom and control. Its basis is an area of the social structure in which control has been loosened, coupled with the abortiveness of adolescent endeavour to organise an autonomous subculture, and thus an independent source of control, around illegal action. The delinquent transiently exists in a limbo between convention and crime, responding in turn to the demands of each, flirting now with one, now the other, but postponing commitment, evading decision. Thus he drifts between criminal and conventional action " (ibid, cited by Trojanowicz 1973, p 45).

(vi) Lower Class and Middle Class

Cohen (1955) interprets male delinquency in middle class families as a means of coping with anxieties experienced in sex role by exhibiting male assertiveness.

"Other hypothesised sources of delinquent behaviour in the middle class adolescent, as reviewed by Shanley (1967) include resentment of maternal dominance in the home, impatience with the protracted dependency of middle class adolescents on their parents, the upward diffusion of lower class values antithetical to achievement through deferred gratification, and ineffective early childhood training combined with inadequate parent-child relationships during adolescence." (Weiner 1970, p 298).

It has been found that lower class and middle class youths commit the same kinds of delinquent acts. Nye et al (1958, cited by Weiner 1970) report no significant social class differences in the delinquent behaviour admitted by several high school boys and girls representing a broad socio economic range.

Cohen (1955) maintains that lower class boys find themselves at a disadvantage because success in business and education is largely reserved for the middle class. Because they feel inferior they often react by not accepting middle class standards. By getting involved in antisocial acts they express their aggression against those authorities who have rejected them. Despite the common core in the subculture, different individuals might join for different motives.

According to Miller (1958) the gang delinquency of adolescent street corner groups in lower class communities differs from the delinquent subculture that has arisen in areas where there is a conflict between middle class and lower class cultures and where the lower class members deliberately violate middle class norms. He states:

" In the case of gang delinquency, the cultural system which exerts the most indirect influence on behaviour is that of the lower class community itself, a long established distinctly patterned tradition with an integrity of its own rather than a so called delinquent subculture which has arisen through conflict of middle class culture and is oriented to the deliberate violation of the middle class norms " (ibid, p 9).

The traditions, attitudes and values of this culture are designed to support and maintain the basic features of the lower class way of life.

Miller (1958) also maintains that the lower class culture has resulted from the processes of immigration, migration and mobility. He also discusses lower class traits such as toughness. The street gang's function is to provide a means for the person to act in a tough manner, which has been a part of his life up till then.

It is proposed by Maxwell (1966, cited by Weiner 1970, p299) that adolescents independently of their social class membership experience a relative lack of social power in the larger society and utilise delinquent acts as part of an attempt to

"augment their personal power by manipulation of their situation."

2.4.2.1 The Delinquent Subculture

Cohen (1955, p 121) states:

"A delinquent subculture is a way of dealing with the problems of adjustment. These problems are chiefly status problems; certain children are denied the respect of society because they cannot meet the criteria of the respectable status system. A delinquent subculture deals with these problems by providing criteria of status which these children can meet."

In combining psychological theory with his sociological approach Cohen (1955) maintains that delinquents experience a lack of self esteem and feelings of inadequacy.

The importance of the group is stressed by Tannenbaum (1966) He maintains that delinquency is a maladjustment arising from conflict between the community and the group. The gang competes for the allegiance of the adolescent and the particular behaviour exhibited will depend on those whose approval the youth is seeking. He views unsatisfactory family relationships as contributing to gang behaviour. The gang behaviour becomes a substitute for the home. Other factors such as overcrowding, poverty, lack of recreational facilities may enhance the affiliation with the group.

The structure of the boy's gang has been well documented by Thrasher (1936, cited by Bloch and Flynn 1965) in his study of 1,313 boys' gangs. He maintains that the motivation for such group patterns may be found on all social levels and in every area of American life.

"Characteristics of all such peer groups are the intense feelings of loyalty they evoke and the conflict and hostility they display toward outsiders "
(ibid, p 196)

Thrasher furthermore felt that gangs originated naturally during the adolescent years from spontaneous play groups.

"The major factor that transformed a play group into a gang was conflict with other groups. As a result of the conflict, it became mutually beneficial for individuals to band together in the form of a gang to protect their rights and to satisfy needs which their environment and their family could not provide." (Cited by Trojanowicz 1973, p 35).

Medinmus and Johnson (1969) maintain that absence of the father in the home usually produces a situation in which the boy generally has no masculine figure to serve as a model for his behaviour.

"The feminine boy, aware that he is not competent in the masculine role, later develops strong ties with his male peer group and in adolescence and early adulthood shows a somewhat uneasy over-compensatory delinquent or sociopathic masculinity." (Soegmann 1966, cited by Medinmus and Johnson 1969, p 415).

Recently Friedman et al (1975, cited by Jersild 1978) presented their findings on the characteristics of juvenile street gang members. The subjects in their study were between the ages of 15 and 18. Some of them had official court and police records, and they all came from poor and disadvantaged families. It was found that adolescents who openly rebelled against one or both of their parents were most likely to become members of a gang. Gang members showed more truancy and alcohol abuse and were also found to display similar characteristics to non-gang members.

"Gang membership is a normal part of adolescence to most boys and is not an exclusively lower class phenomenon. Gangs engage in delinquent behaviour,

but even in the most criminal gangs, there is a large amount of shared non-delinquent behaviour." (Medinnus and Johnson 1969, p 708).

A gang thus provides the adolescent with a sense of identity. Erikson has made a large contribution in helping us to understand the importance of identity formation in adolescence.

"The adolescence process is complete only when the individual has subordinated his childhood identifications to a new kind of identification, achieved in absorbing sociability and in competitive apprenticeship with and among his own mates." (Erikson 1968, p 155).

According to the above author, where the society does not recognise the adolescent's positive identity he may join cliques or gangs indulging in antisocial behaviour in order to acquire some sort of identity. The joining of such gangs is also an attempt to solve other aspects of identity confusion. What the isolated sufferer tries to solve by withdrawal, the gang members try to solve by conspiracy.

With regard to the "isolate's feelings of bi-sexuality"- the gang member usually overcomes this by becoming "a male with a vengeance" or a "female without sentimentality" (ibid, p 254). Erikson (1968) maintains that it may be easier for the young person to derive a sense of identity out of total identification with what he is not supposed to be than to struggle for a sense of reality in acceptable roles which are unattainable with his inner means.

Medinnus and Johnson (1969) also maintain that the adult culture provides few opportunities for establishing self understanding, for proving one's own competence or for doing interesting things. The adolescent peer group does these things and hence gains in strength.

2.4.2.2 The Family and Delinquency.

The family is noted to be one of the major factors contributing to juvenile delinquency. Socioeconomic status, class status, peer group relations, class mobility and delinquent subculture are all related to the family structure. The family model can provide a framework for accounting for delinquency in all socioeconomic classes.

The discussion on the family will focus upon the following factors: Broken homes, parental rejection, methods of parental control, parental emotional stability and economic factors.

(1) Broken Homes

What is a stable home?

Sheldon and Eleanor Glueck (1963, cited by Trojanowicz 1973) define a stable family as one in which at least one parent has a continuous physical and affectional relationship with the child. They found that a much higher proportion of non delinquents were exposed to households where there were minimal disruptions rather than those typified by parental separation, divorce or parental absence.

What seems more important than the broken home as a cause of delinquency is the disruptions and tension preceding the actual break up of the home.

Rutter (1971) for example maintains that separation experiences have some relationship with the later development of antisocial behaviour but this is due not to the separation itself, but rather to the family tension which precedes and accompanies the separation. He states:

"Both active discord and lack of affection are associated with antisocial disorder, but a good relationship with one parent can go some way toward mitigating the harmful effect of a quarrelsome unhappy home" (ibid, p 55).

The same view is adopted by Kanner (1972, p 646) who states:

"Broken home as an item in court statistics means nothing to a child. But the emotional turmoil resulting from domestic discord, parental neglect or rejection, and conflict over loyalties may be overwhelming and drive the child to retaliatory aggression or the kind of withdrawal which makes for ready submission to any gang leader who for the first time gives the child a sense of consistent authority."

Wilkinson (1974) points out that the relationship between broken homes and juvenile delinquency was widely accepted from about 1900 until 1932. After that period there was a rejection of the theory relating broken homes to delinquency. Most recent investigations have provided contradictory results. Some investigators have found that adolescents who come from a broken home are likely to become delinquent while others have found that the probability of being a juvenile delinquent is no greater among those coming from a home where the parents are living together.

Probably for these reasons, Bowlby (1952) felt that the term broken home was a useless concept.

As there seems to be such disagreement among researchers as to whether adolescents from broken homes are more likely to be juvenile delinquents than adolescents from intact homes, no definite conclusions regarding the relationship between broken homes and delinquency can be reached without further research.

(ii) Parental Rejection

If a child is not given love and support from his family he will frequently become part of a deviant group, and often parents will only become concerned about their child's activities outside the home when he embarrasses them.

It was found by Andry (1960) that delinquents were the recipients of less parental love both in quantity and quality than were non delinquents, while Ginott (1969, p 101) supports this view when he quotes the following paragraph from John Steinbeck's book 'The East of Eden':

"The greatest terror a child can have is that he is not loved and rejection is the hell he fears..... And with rejection comes anger and with anger some crime in revenge."

He notes that a child steals so that money will make him loved.

Kanner (1972, p 667) states:

"Clinical experience has shown conclusively that many children, some of whom come from homes of wealth and luxury, steal in order to compensate themselves materially for the absence of parental acceptance and affection. This of course is not a conscious motive. Sometimes the child is aware of an element of spite and vengeance in his behaviour these children do not steal deliberately but out of a grave emotional conflict. Unable to attain covert affection, they help themselves to earthly goods which are within their reach."

Warmth has been found to be the most important factor in the home which affects the development of the child. In a study of 261 well adjusted children Longdon and Stout (1951, cited by Coleman 1960) showed that the most important factor in the good adjustment of these children was their need for love and acceptance.

(iii) Methods of Parental Control

The Gluecks in 1968 identified differences in disciplining patterns amongst parents of delinquents and non delinquents. Parents of delinquents were found to use physical punishment more than verbal discussion and were also less consistent in disciplining than parents of non delinquents. They suggested

that this could result in the child rejecting the parents' influence. The child could, for example, manipulate the inconsistent pattern of control to get one parent to oppose the other. Presented with inconsistent parents the child may also not develop a superego or conscience.

In support of this view the McCords and Zola (1959, cited by Trojanowicz 1973) found that lax or erratic discipline involving punitive methods was strongly related to juvenile delinquency.

It is generally agreed that discipline and the way in which it is carried out has an effect on the developing child. Consistency is extremely important and a united approach by the parents is necessary as inconsistency of discipline can contribute to delinquency.

Too authoritarian a form of discipline can also be detrimental to the adolescent in that he will not be able to mix freely among his peer groups. On the other hand a too permissive environment will not provide the child with the necessary controls.

Another factor is that the type of role that the parent plays has an effect on the child. For instance, if the father is perceived as a weak and inadequate person this may affect the son's perception of himself and an adequate conscience may not be developed. (Freeman and Savastano 1970, cited by Trojanowicz 1973).

Freeman and Savastano (1970) also point out that marital conflict is frequently expressed in the parent child relationship. The mother gives the child a great deal of love and tends to be over-protective. The child may become a substitute love object for the mother. Because the child does not receive adequate control he may exploit her. He may react to this situation by acting out so that controls can be imposed.

"The more acting out the child does, the more the mother hovers over him with her permissiveness, and then the greater the acting out in the hope that controls will be imposed" (ibid, p 75).

(iv) Parental Emotional Stability

Delinquent behaviour is often related to emotional instability of the parents as was found by Lander (1941, cited by Karpman 1953). He noted that parental incompatibility occurred in 50 out of 116 family groups of delinquents while 31 mothers showed emotional instability, serious maladjustments to society or defective ethical standards. Kanner (1972, p 62) in support of this view, states:

"In many instances, children's stealing develops - one might almost say - naturally in an environment permeated with asocial or antisocial attitudes."

Parents have also been found to foster antisocial behaviour. Johnson and Szurek (1952) observed that parents may seduce the child into acting out the parents' own poorly integrated forbidden impulses, thereby achieving vicarious gratification.

"A specific superego defect in the child is seen as a duplication of a similar distortion in the organisation of a parent's own personality" (ibid, p 342).

The above authors state:

"There are many variations on the main theme that deception encourages deception, such as the admonition of the mother who says to the child 'here is a dollar, but don't tell your father.' To evaluate integrity as a virtue is difficult for a child who has repeatedly broken promises, made lightly and disregarded without explanation or apology" (ibid, p 334).

Parental fostering of delinquent behaviour is usually concentrated on one or more children in the family who are selected as scapegoats. (Weiner 1970).

The scapegoat becomes essential to the family's equilibrium.

"He unites his family in common concern about his misbehaviour, and they are spared from having to squabble with each other by being able to direct all squabbling at him" (ibid, p 312).

Johnson and Szurek (1952, p 328) point to a dual function of scapegoating when they state:

"... Not only is the parent's forbidden impulse acted out vicariously by the unfortunate child, but this very acting out, in a manner distinctly foreign to the conscious wishes of the parent, provides a channel for the hostile, destructive impulses of the parent toward the child. Often parents may reveal blatantly the child's acting out to schools, family friends and neighbours, in a way most destructive of the child's reputation."

(v) Economic Factors

Family economics is viewed as a factor contributing to delinquency.

Garrison (1965) for example notes that delinquency increases both in times of prosperity and during periods of depression with the lowest rate of delinquency occurring during a period of fairly normal economic conditions.

The above author also looks at the economic burden on the family which may occur if one parent dies. If it is the father who has been supporting the family, the mother may have to go out to work for long hours. This may result in neglect of the children. In the lower class family where the father has to work long hours this may result in inadequate and perhaps harsh disciplining of the children because when he comes home he may be moody and tired.

According to West (1967) poverty in the sense of lack of basic necessities has been an important contributor to

juvenile delinquency especially in economically depressed areas.

It is generally agreed that while poverty can no longer explain the majority of crimes, the influence of financial pressure is still apparent. West (1967, p 63) states:

"The effect of financial pressure upon individuals is shown in the work records of offenders, among whom temporary unemployment and hence temporary shortage of cash needed to maintain an accustomed style of life, increases the likelihood of crime."

2.4.2.3 The School and Delinquency

There seems to be evidence from many sources which points to the fact that educational retardation leading to dissatisfaction with school and truancy from school, is often the initial stage of juvenile delinquency. (Garrison 1965).

Schools are becoming aware of their role in accentuating delinquent traits originating outside the school, or actually being the cause of delinquency. Therefore the task of the school is seen to be to help prevent and control delinquency. (Bloch and Flynn 1965).

Delinquency and stealing may arise as a result of frustrating situations presented to the individual who perhaps has the potential of becoming delinquent.

Dinkmeyer (1969) maintains that many dropouts and under-achievers are children who have developed feelings of inadequacy about school tasks as a result of their early experiences with teachers. These emotional difficulties are highlighted in delinquent youngsters' characteristic record of failure, retardation and subject matter difficulties. (Bloch and Flynn 1965). This was illustrated by the Gluecks in 1934 (cited by Bloch and Flynn 1965) in a study which showed that 84.5 percent of their cases has to repeat at least one year of school work.

In a more recent study by Senna et al (1974, cited by Jersild et al 1978, p 411) where the delinquency measure consisted of several dimensions, namely; 'Physical aggression, crimes against property, shaking down others for money, reckless driving and using hard drugs', a relationship between low school performance and delinquency was found.

Gold and Mann (1972) propose that scholastic failure which gives rise to lowered self-esteem leads to an increased probability of delinquency as a defence of self-esteem.

2.4.2.4 Mass Media and Delinquency

(i) Comic Books

"Very likely of all the media of public entertainment for children none has created the furore that the comic books have created." (Bloch and Flynn 1965, p 216).

"In appraising the effects of crime and horror comic books on the well adjusted and law abiding child, the majority opinion of reputable social scientists and psychologists clearly denies that such material may play a significant role in producing antisocial behaviour" (ibid, p 218).

Medinmus and Johnson (1969) maintain that it oversimplifies the issue to blame comic books and other mass media for the existence of juvenile delinquency.

(ii) Motion Pictures

It seems to be generally agreed that one cannot look at the effects of motion pictures on the individual without considering his personality make up.

Blumer and Hauser (1934, cited by Bloch and Flynn 1965) in a study investigating the effects of movies on delinquency

produced the following results: 28% of the male delinquents said that the movies had taught them techniques of stealing, 21% claimed that they had learnt ways of deceiving the police and 45% stated that they had been shown ways of gaining easy money.

(iii) Television

Television has been found to result in youngsters exhibiting the following characteristics: passivity, anxiety or delinquency. (Medinnus and Johnson 1969).

Bandura and Walters (1963) suggest that youngsters may model aggressive behaviour causing them to immitate this behaviour and become more aggressive. On the other hand Himmelweit et al (1958, cited by Medinnus and Johnson 1969) found no increase in the aggression of television viewers exposed to an aggressive model.

Thus the evidence concerning the effects of television is contradictory. What is remarkable, is how much time children in America spend viewing television, the bulk of the programs consisting of violence. According to Bloch and Flynn (1965) several recent studies indicate that children of elementary school age spend from two to twenty-seven hours a week watching television programs.

There seems to be no general agreement on the effects of the mass media on socialisation and this perhaps should be regarded as secondary. As Bloch and Flynn (1965, p 205) state:

"Extreme claims and counter claims have been made with very little substantive evidence to indicate the truth of one position or the other."

It must be accepted, however, that some young people are affected by the mass media. There are those children who are addicted to the mass media. Himmelweit et al (1958, cited by Medinnus and Johnson 1969) found addicts to experience stronger feelings of rejection and insecurity than occasional viewers.

2.4.3 Psychological Theories

2.4.3.1 Psychoanalytic

Psychoanalysts feel that explanations for behaviour can be found in analysing the unconscious and the conflicts that exist in a person. They also assume that childhood experiences are of the utmost importance and take precedence over other factors. Early family relationships and the developing unconscious produce certain personality types with particular needs and conflicts, conforming or deviant behaviour, regardless of cultural factors.

(i) The formation of Conscience

Understanding the formation of the conscience is essential for the understanding of the problems of social adaptation and antisocial behaviour.

The child is driven by love and fear to identify with the demands of the mother and tries to have the same wishes as her. The identification with the mother brings about a modification of instinctual urges in the child. (Friedlander 1947).

The conflicts of the oedipal phase end in the identification of the child with the parent of the same sex. The parents are no longer love objects for the child as they have become internalised.

During the oedipal phase the child experiences hostile feelings toward the parent of the same sex. However, when the parent stops being the love object he is not able to express his aggressive feelings toward the outside world. These aggressive feelings are internalised. The degree of hostility the child felt toward the father or mother will determine the severity of the internalised parent or the superego (ibid).

The child now has an image of the ideal parent. He experiences guilt if he does not live up to the standards set by his conscience.

The person's later love life will be affected by the quality of the emotional relationships developed during the oedipus phase. The attitude to authority is also related to the original relationship with the father. The resolution of the oedipal conflict will also result in a good relationship between father and son. Oedipal conflicts, especially if they are combined with the regression of instinctive energy to an earlier phase, are often found to occur with antisocial behaviour (ibid).

Friedlander (1947) describes how under certain conditions the fear connected with the expression of instinctive urges at the phallic phase leads to a regression of the libido to an earlier stage of development, usually the anal-sadistic phase. Here the relationship to the persons or the environment is a sado-masochistic one and instinctive pleasure is experienced in the form of wishing to hurt and to be hurt. The above author provides case examples in which he indicates that this is very often one of the psychological foundations for delinquency.

(ii) Antisocial Character Formation

Three factors are considered to contribute to the antisocial character formation which manifests itself in the inability to withstand a desire: The strength of unmodified instinctive urges, the weakness of the ego and the lack of independence of the superego (ibid).

At about five the child should be governed by the reality principle; however, the antisocial character is governed by the pleasure principle. He tends to feel compelled to gratify any impulse immediately, even if punishment follows. The satisfaction of his urges becomes more important to him than his relationship to people or his environment. His instinctive energy is not guided along socially accepted channels, that is, sublimation does not take place.

Karpman (1953, p 58) in his study of six cases of adolescents who steal found that they had 'oral and anal involvements.' In each of these cases there were disturbances and fixations at the oral level. Karpman states:

"Boys who steal typically have unsatiabable wishes, they demand immediate satisfaction. This is typical of the oral level" (ibid).

The child who has developed an antisocial character does not feel guilt about his misdemeanors. He does not have a conscience to warn him when not to carry out an act. Because the child's instinctive urges which are aimed at the possession of the parent have not become desexualised and used for the establishment of the Ideal Figure in his mind, his relationships with people may still have a sexual quality.

Apart from the intrapsychic aspect, psychoanalysis also pays attention to interpersonal and environmental factors. According to Friedlander (1947) one of the primary factors leading to antisocial behaviour is the attitude of the parents toward the child during the first five or six years of life.

Environmental factors such as poverty, unemployment, bad housing and overcrowding may disturb the mother's relationship with the child up till about the fifth or sixth year of the child's life. Friedlander (1947, p 96-97) states:

"It is therefore understandable that a disturbance in the parents', especially the mother's, personality without the influence of adverse economic conditions, may have the same effect on the development of the structure of the child's mind as bad environmental conditions which prevent the mother from giving the child sufficient attention in the widest sense; on the other hand a good relationship to the mother may counteract bad environmental conditions."

Furthermore, he states:

"Even in a broken home a child may form a very satisfactory relationship with its mother, and though the absence of the father will leave a mark on the child's mind, this need not predispose to delinquency" (ibid, p 102).

According to the psychoanalytic school there are individual differences in the strength of the instinctive urges which can be observed during the first weeks of life. They believe that the extent to which an individual can sublimate instinctive urges is dependent upon constitutional, i.e. inherited, factors. It is, however, the interaction between the environment, represented in the early years by the personality of the parents, and the child's instinctive urges which brings about the variety of reactions in the child.

When the child goes to school he is exposed to environmental influences which assist him to strengthen his ego through intellectual achievements. The strengthening of the super-ego is facilitated by new identifications and by the intensity of conforming to community life which leads to identification with parents of the same sex. A child with an antisocial character formation has no desire to be good and interest himself with school subjects like the child who has successfully undergone the first five or six years of life. Owing to the frustrations of his daily life the only way in which he can gain pleasure is by satisfying his antisocial impulses.

In commenting on treatment of the delinquent Aichhorn (1953, p 158) states:

"..... during the course of his training, the delinquent must learn that the amount of pleasure obtained from social conformity is greater than the sum of pleasures derived from dissocial acts even when the accompanying discomfort of conformity is taken into account."

(iii) Motivation and Stealing

Tiebout (1930), in a paper on the causation of stealing, attempts to show how Adler's theory of the cause of delinquency and Freud's discussion of the epinosic gains in neurotic behaviour may be linked together and applied to stealing.

Freud (cited by Tiebout 1930, p 818) explained the epinosic gains which occurred in neurosis. He stated:

"Psychoanalysis recognised that every neurotic symptom owes its existence to a compromise. Every symptom must therefore in some way comply with the demands of the ego which regulates repression, must offer some advantage, admit of some profitable utilisation, or it would undergo the same fate as the original impulse itself which is being kept in check."

Freud also described the paranosic gains which occurred in neurosis. The term paranosic means, that, at the first occurrence of the neurotic condition, the individual has achieved some solution to his previous conflict. To this initial gain in mental relief Freud gives the term paranosic. The neurotic manifestation will persist for as long as the illness brings a paranosic gain (ibid).

A secondary gain is also apparent as a derivative of the condition itself, i.e. the ego of the patient accepts the illness as a part of itself and uses the neurosis for its own purposes. Therefore, according to Tiebout, Freud's theory of the epinosic gain and Adler's emphasis on man's striving for power, are the same.

Tiebout (1930) presents a case which illustrates Freud's and Adler's theory clearly. An eight year old boy stole whatever he could. His parents could not control him and he was truanting from school. There was much tension between mother and son. The boy derived a real sense of power from the fact that his behaviour made the mother give him attention, even if it was in a negative way. When she changed her way of responding and gave him constructive recognition the stealing stopped. The stealing in this case had begun with the intrusion of a man who took away the mother's love and affection. The stealing behaviour brought a paranosic gain in that emotional tension was released. Secondly, when he stole he

got his mother's undivided attention. This gave him a sense of power and mastery. This is what Freud calls the epinosic gain and is the basis of Adler's theory of motivation.

2.4.3.2 Other Psychological Theories

Healy in his research in 1915, focused on the individual, his conflicts and his early family relationships. Although not a psychoanalyst, he encouraged the study of the juvenile offender from an individualistic viewpoint. Healy (1936, p9) wrote:

"When there have been no intense feelings of deprivation, inadequacies or thwartings as related to either ego impulses or desires for affection, the individual has been able to readily find sufficient satisfaction in socially acceptable behaviour."

Healy found the delinquent to be someone 'who at some stage of his development has been blocked in his needs for satisfying relationships in his family circle. On the other hand, the non-delinquent has nearly always been without any such acute frustration. His relationship with those in his immediate social environment has been much more satisfying' (ibid, p 201).

William Healy and the Gluecks were influential in contributing to the multifactor approach to delinquency and stealing. This viewpoint provides a wider base of understanding of delinquency and stealing than the individual approach.

The Gluecks (1967, p 16) state:

"Persistant delinquency can be the result, not only of one specific combination or pattern of factors that markedly differentiate delinquents from non-delinquents, but each of several different patterns. The concept of plurality of causal combinations immediately throws light on a host of puzzling problems in the study of crime causation. Just

as the fact of a boy's death, although always and everywhere the same terminal event, may nonetheless be the result of various preceding sequences of conditions, so the terminal event of persistent delinquency may have in its causal pedigree and background a variety of different sequences leading to the same ultimate result of habitual antisocial behaviour."

The multifactor approach has been criticised because of its generalisations which just touch on the surface of the problem of delinquency. "Although the multifactor approach can make a valuable contribution to the understanding of criminal behaviour, it is generally acknowledged that no one body of knowledge can be considered a theoretical base for this approach." (Trojanowicz 1973, p 54). The Gluecks see delinquent behaviour as being a combination of intellectual, social, temperamental and physical factors.

The theories presented on delinquency should not be seen in isolation. When a delinquent act is committed it is set in motion by various forces. In Schlebusch's words, one must conclude that antisocial behaviour is a "bio-psycho-social" phenomenon. (Schlebusch 1978, p 3). All these aspects must be taken into account in order to understand antisocial behaviour.

In the next section Maslow's theory will be discussed.

2.5 MASLOW'S THEORY

As this study is concerned with the needs of the individual and because Maslow's theory focuses upon the person's needs, his theory will be adopted as the central theoretical framework underlying the present study. It will be discussed under various headings pertinent to the research. The theory will be covered in depth because it will be used in the analysis of the protocols.

2.5.1 The Hierarchy of Needs

Maslow (1954, p 59) postulates that

"... the chief principle of organisation in human motivational life is the arrangement of needs in a hierarchy of less or greater priority or prepotency. The chief dynamic principle animating this organisation is the emergence in the healthy person of less potent needs upon gratification of the more potent ones."

This means that if the physiological needs are not satisfied, they dominate the organism and drive all capacities into their service and organise them so that they operate efficiently. Once the physiological needs are relatively satisfied these needs are submerged and the next set of needs in the hierarchy arise and control the personality. Thus instead of being obsessed with hunger, the person is now obsessed with safety. The same principle applies to the other sets of needs in the hierarchy, i.e. love, esteem and self actualisation. The above concepts and Maslow's hierarchy of needs will be elaborated upon below.

(i) Physiological Needs

The physiological needs are the most prepotent of all needs. This means that in the human being who is deprived of everything in an extreme fashion, it is most likely that his major motivation would be the satisfaction of physiological needs rather than any others. Therefore a person who is lacking in food, safety, love and esteem would most probably hunger for food more than for anything else.

It must be pointed out that any of the physiological needs and the consummatory behaviour involved with them serve as channels for other needs as well. The person who thinks that he is hungry may actually be seeking comfort or dependence rather than vitamins or proteins. Similarly, the hunger need may also be partly satisfied by smoking cigarettes. Maslow (1954) for example maintains that a desire for an ice cream

may be an indirect expression of a desire for love. A child deprived of an ice cream cone may have lost not only a sensory gratification but may feel deprived of the mother because she refused to buy it for him.

"If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or pushed into the background" (ibid, p 373).

All the person's capacities are geared toward the satisfaction of a hunger. The capacities which are not useful for the purpose of satisfying a hunger are pushed into the background. As a result of being dominated by this need for food, his whole philosophy of the future also tends to change. For example, the Utopia for this person may come to be a place where there is an abundance of food.

Once the physiological needs have been satisfied the safety needs dominate the organism.

(ii) Safety Needs

Maslow (1954) gives an example of the child's need for safety. The child desires a predictable, lawful, orderly world. Inconsistency or unfairness on the part of the parents creates a feeling of insecurity or anxiety in the child. The world for the child becomes unsafe and threatening. The safety needs include: security, stability, dependency, protection, freedom from fear, from anxiety and chaos, need for structure, order, law and limits. If parents are unfair, unjust or inconsistent the child will become anxious.

"Confronting the average child with new, unfamiliar, strange, unmanageable stimuli or situations will too frequently elicit the danger or terror reaction, as for example, getting lost or even being separated from the parents for a short time, being confronted with new faces, new situations or new tasks, the sight of strange, unfamiliar or uncontrollable objects, illness or death." (Maslow 1943, p378).

Quarrelling, physical assault, separation, divorce or death within the family may be very threatening for the child. Parental threats, calling him names, punishing him, may also arouse terror in the child. This terror may represent a loss of parental love. It is noted that rejected children often cling to the hating parents more for safety and protection than because of hope of love.

The need or the search for safety is clearly evident in the obsessive, compulsive neurotic person. Obsessive compulsives try to structure and order their world so that unexpected dangers or anything unfamiliar will not arise.

The healthy, normal adult is to a large extent satisfied in his safety needs. It is noted that some neurotic adults in our society are in many ways like the unsafe child in their desire for safety. Their world is perceived as being hostile, overwhelming and threatening. Such a person behaves as if a great catastrophe were almost always at hand, i.e. he is usually responding as if in an emergency. His safety needs often find expression in a search for a protector, or a stronger person on whom he can depend.

A satisfaction of the safety needs leads to a subjective feeling of safety, more restful sleep, loss of feeling of danger, greater boldness, courage, etc. (Maslow 1947).

(iii) Love Needs

Once both the physiological and safety needs have been sufficiently gratified then there will emerge the love and belonging needs. The person will now hunger for affectionate relationships with people and a place in the group. According to Maslow, in our society the thwarting of these needs is the most commonly found core in the cases of maladjustment and psychopathology.

(iv) Esteem Needs

"All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based (usually) high evaluation of themselves, for self respect or self esteem, and for the esteem of others. By firmly based self esteem we mean that which is soundly based upon real capacity, achievement and respect from others" (ibid, p 381).

The esteem needs are classified into two subsidiary sets. There are, firstly, the desire for strength, for achievement, for adequacy, for confidence and for independence and freedom. Secondly, there is the desire for reputation or prestige, recognition, attention, importance or appreciation.

Satisfaction of the esteem needs gives rise to feelings of self confidence, worth, strength, capability and adequacy, of being useful and necessary in the world. Thwarting of these needs leads to feelings of inferiority, weakness and helplessness. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends.

(v) Need for Self Actualisation

The specific form that the need for self actualisation will take, will be different for each person. For one person it may be the desire to be an ideal mother, for another this need may take the form of being a musician. The emergence of these needs will depend upon the satisfaction of physiological, safety and love needs. The people who have reached this stage in the hierarchy are thought of as the healthiest.

"Since in our society, basically satisfied people are the exception, we do not know much about self-actualisation, either experimentally or clinically" (ibid, p 383).

(vi) The need to know and understand

Acquiring knowledge, according to Maslow, is a way to achieve

basic safety in the world. For the intelligent man it may be an expression of self actualisation.

Maslow (1943) admits that while he has sufficient clinical evidence to postulate the fact that the desire to know is a very strong drive in intelligent people, no data are available for unintelligent people. He therefore postulates that the desire to know and to understand may be a function of intelligence. He sees the desire to know as being 'prepotent' over the desire to understand (ibid).

According to Maslow (1943) the desire to know and to understand are as much personality needs as the physiological, safety, love and self actualisation needs.

(vii) The Hierarchy of needs and its flexibility

The hierarchy as described above is not necessarily rigid. According to Maslow most people with whom he has worked have basic needs in the order indicated. However, there are exceptions. These exceptions are discussed below

- (a) For some people self esteem is more important than love. They search for high self esteem and self assertion for the sake of love rather than self esteem itself. These people tend to believe that the person who is most likely to be loved is a strong or powerful person, one who gains respect for example and one who perhaps is self confident or aggressive. These people put on a facade or aggressive and confident behaviour.
- (b) For the innately creative person the drive to creativeness may be the most important need.
- (c) For some persons the level of aspiration may be very low, and they may therefore experience life at a very low level. For example, they may be satisfied for the rest of their lives if they could just get food.

- (d) The psychopathic person experiences a permanent loss of the love needs. These people, according to the research, have been deprived of love in the earliest months of their lives and therefore do not have desire and ability to give and receive love.
- (e) The hierarchy may also be alternated, because a need may be satisfied for a long period and may therefore be undervaluated. For instance, people who have never experienced chronic hunger are likely to undervalue its effects and look upon food as being insignificant.
- (f) Some people may give up everything for the sake of a particular ideal. According to Maslow, they have high frustration tolerance as a result of early gratification.

"People who have been satisfied in their basic needs throughout their lives, particularly in their early years, seem to develop exceptional power to withstand present or future thwarting of these needs, simply because they have strong, healthy character structure as a result of basic satisfaction" (ibid, p 388).

According to Maslow (1962) the most important gratifications occur in the first two years of life. People who have been made to feel secure and strong in the earliest years tend to stay secure and strong no matter what happens. People who have been provided with sufficient love are also able to tolerate or stand up against rejection or persecution.

Most people in our society who are normal are only partially satisfied in their basic needs. To some extent their needs remain unsatisfied.

2.5.2 Character formation as a result of Need Gratification

"Certain prior considerations strongly connect need gratification with the development of some, perhaps

even many, character traits. It is easy to accept motivation as one determiner of hostility; it is quite as easy to accept the opposite of frustration, i.e. gratification as a determiner of the opposite of hostility, i.e. friendliness." (Maslow 1947, p 406).

According to Maslow many healthy characteristics of the adult have arisen as a result of childhood gratification of the love needs, for example being able to allow the independence of the person one loves, the ability to stand up to lack of love, and the ability to love without giving up autonomy (ibid).

Maslow proposes that if we can speak of rest and sleep needs then we should also be able to speak of their frustration and its effects, i.e. sleepiness, fatigue, lack of energy, laziness or lethargy. The gratification of these needs leads to alertness, vigor or zest.

Apprehensiveness, fear, dread and anxiety, tension, nervousness and jitteriness are all seen to be consequences of the frustration of the safety need. Safety need gratification leads to lack of anxiety, lack of nervousness, relaxedness, confidence in the future, assurance, security (ibid).

Satisfaction of the emotional needs for belongingness, for love, for respect and for self esteem gives rise to such characteristics as affectionateness, self respect, self confidence, security.

"..... a man who is safe and belongs and is loved will be healthier (by a reasonable definition) than a man who is safe and belongs, but who is rejected and unloved. And if in addition, he wins respect and admiration, and because of this develops his self respect, then he is still more healthy" (ibid, p400).

The degree of need gratification is therefore positively correlated with degree of psychological health.



The neurotic organism is seen to be one that lacks certain satisfactions from the environment.

"It is therefore more dependent upon the environment and is less autonomous and self determined, i.e. more shaped by the nature of the environment and less shaped by its own intrinsic nature" (ibid, p 410).

At the other end of the spectrum, Maslow sees boredom as over-gratification.

2.5.3 Health and Sickness

It is important to discuss the requirements for a healthy person before going on to discuss unhealthy patterns of behaviour. These requirements are discussed below:

(i) Adequate feelings of security.

This means that the person should have safe contact with other people in various spheres of life.

(ii) Adequate self evaluation.

This includes adequate self esteem or adequate feeling of worthwhileness.

(iii) Adequate spontaneity and emotionality.

This refers to the ability to have meaningful contact with others, to be able to express resentment and retain control, and empathize with others.

(iv) Efficient contact with reality.

This implies the absence of an excessive amount of fantasy, the ability to withstand the usual hardships of life and the ability to change according to the circumstances.

(v) Adequate bodily desires and the ability to gratify them.

(vi) Adequate self knowledge.

This includes a realistic assessment of oneself. Also insight into one's motives, desires, goals, ambitions, etc.

(vii) Adequate life goals.

The healthy person's goals should be achievable and realistic.

(iv) Ability to learn from experience.

"The ability to learn from experience includes not only accumulation of knowledge and acquisition of skills through practice, but also an elasticity and receptiveness and therefore absence of rigidity in the approach to handling occupational tasks." (Maslow et al 1951, p 15).

(x) Ability to satisfy the requirements of the group. The person must not be too unlike the other members of the group.

(xi) Adequate emancipation from the group or culture. This implies that the person should have some individuality, some originality and independence.

2.5.3.1 Psychological Insecurity

In contrast Maslow (1942) discusses the characteristics of the insecure individual. These characteristics are listed below:

- (i) Feelings of rejection, of being unloved, of being hated and despised.
- (ii) Feelings of isolation, aloneness.
- (iii) Perception of the world as hostile, dangerous or threatening.
- (iv) Perception of other human beings as bad and evil.
- (v) Constant feelings of threat.
- (vi) General pessimism.

- (vii) Feelings of suspicion and mistrust.
- (viii) Feelings of tension and strain and conflict together with various consequences of tension, e.g. nervousness, fatigue, irritability and other psychosomatic disturbances, emotional instability, uncertainty and inconsistency.
- (ix) Tendency to compulsive introspectiveness.
- (x) Guilt and shame feelings, feelings of self condemnation.
- (xi) Disturbances of various aspects of the self-esteem complex e.g. craving for power and for status, compulsive ambition, over-aggression, hunger for money, prestige, glory, possessiveness, over competitiveness
- (xii) Inferiority feelings, feelings of weakness and helplessness.
- (xiii) Continual striving for and hunger for safety and security, various neurotic trends, inhibitions, defensiveness and escape trends.

2.5.3.2 Capability and Helplessness

The healthy person usually perceives a task confronting him as being manageable. However, a pathological reaction to a task would be for the person to feel that he does not have enough strength to master the task. This, then, would result in a feeling of helplessness which in turn becomes a threatening force and the person feels driven to take all sorts of measures to meet the situation.

Maslow et al (1951) give an example of the infant in his relationship with his wants, needs and environment in order to illustrate the concept of helplessness.

The infant initially is biologically totally dependent upon the mother. The child feels secure if the adult does not

present him with situations with which he cannot cope. If, in his relationship with his mother, he is made to feel unloved or worthless, if he is constantly disapproved of or punished, then a feeling of helplessness and worthlessness arises in him. This feeling is intensified by the fact that the infant is totally dependent upon the stronger adult for love and affection.

If the adult refuses help or threatens or punishes the infant, he becomes resentful toward the adult whom he feels is stronger than himself.

This leads to fears associated with retribution and abandonment. Maslow et al (1951, p 27) describe the dynamic constellation which comes into being as a result.

"The child pursues a goal; but he feels helpless and worthless, is resentful of those on whom he is dependent, and is afraid of being humiliated, abandoned, considered worthless, injured, or completely denied and frustrated. Because of the child's helpless and dependent state, his fear has a catastrophic intensity. This condition - feeling helpless in a potentially hostile world - has been called 'basic anxiety'."

The person who feels helpless therefore has to constantly take some action about the distressing and threatening situation. The person could for example establish a very dependent relationship with somebody or he could dominate or control a situation by doing everything perfectly so as to exceed everyone. He could withdraw from all situations. The person could also resort to satisfying bodily urges; for instance he could eat whenever he became anxious, as if he were protecting himself against starvation and as if the pleasure of eating guarded him against the catastrophic situation.

2.5.4 Anger, Aggression, Frustration and Deprivation

When the person's self esteem or security is threatened he will experience fear and anger. He will, however, also feel anxious because of the danger of manifesting his angry feelings against a person who is important in his life. Maslow gives an example which illustrates the above.

"Let us say that he is threatened with abandonment by someone whom he considers powerful, on whom he feels utterly dependent, and whose appraisal he needs - his father, perhaps. Because of this threat and because of his fear, he will feel angry and hostile toward the one who threatens him with so much psychic pain" (ibid, p 31).

It may happen that the individual will project his feelings upon the feared object, i.e. he may start to feel that the father is angry with him. As a result his anxiety and fear associated with abandonment will be increased. This will affect his self evaluation.

"Fear of the feeling of worthlessness because of condemnation by another individual gives rise to resentment against this individual, which involves self condemnation and guilt, which involves more anxiety, more hostility, etc" (ibid, p 32).

An individual may furthermore act aggressively if he is endangered or hurt. He may also act aggressively if he can derive some satisfaction from being aggressive. Aggression thus arises as a result of frustration, humiliation or in any situation in which the person feels helpless or threatened.

As Maslow says:

"Hostile impulses and acts are of great importance in psychopathology because they lead either to serious consequences or to their expectation.

Moreover, these impulses are one of the most frequent targets of adult disapproval; they lead to actual punishment, and this in time to the fear of counter attack and of crying, to the fear of further humiliation, abandonment, rejection and deprivation in regard to bodily wants. The feeling of hostility is also one of the most potent sources of feelings of guilt" (ibid, p 134-135).

For Maslow, frustration refers to blocking of the gratification of bodily desires, while deprivation implies the non-gratification of a wish or desire or need, usually of an organic nature.

So, for example, the death of someone close to the person leads to a deprivation of bodily needs as well as a frustration of emotional needs such as the needs for dependence, closeness, affection and support.

Maslow et al (1951, p 63) also discuss internal frustration which he refers to as "the inability of the individual, for psychological reasons, to gratify an urge or a desire or a need even when he has the opportunity to do so." The causes of internal frustration are considered to be conflict, inhibition, condemnation and fear. If the person feels helpless in a situation and expects rejection he will be unable to engage in an activity. As Maslow says, in every activity the person's evaluation of the self (self esteem) and evaluation of other persons (security) are involved.

According to Maslow the strongest form of aggression is experienced toward the person who is the frustrator.

"Thus, if someone frustrates an individual, the latter's primary tendency will be to revenge himself directly upon the frustrator. If this is impossible his aggression will be displaced, that is, it will be directed toward some other person or even toward an inanimate object" (ibid, p 66).

Aggression may be expressed in fantasy or dreaming. It may also be turned inward and result in feelings of self-condemnation, guilt and anger with oneself.

Aggression may occur in various ways as a result of deprivation. For example, in the event of a serious deprivation of one of his needs the individual may express his aggression in a pathological way. The blocking of a vital need is perceived as threatening his whole existence. The person unconsciously regards the frustrator as hostile, cruel and heartless.

"Since the patient does not have enough strength to tolerate even a normal amount of aggression in himself, the enormous amount which arises in a frustrating situation leads to an extremely intense expectation of counterattack, abandonment, condemnation, disapproval which in turn leads to self condemnation and guilt" (ibid, p 69).

Maslow (cited by Hall and Lindzey, 1968) maintains that people become destructive when their inner nature is denied, twisted or frustrated.

2.5.5 Ways of Coping with Dangers

According to Maslow et al (1951) a person attempts to diminish stress by various means. The ways of coping with stress are discussed below.

(i) Avoidance of the situation

The person's belief is that if he avoids the threatening situation he will be free from pain.

(ii) Repression, amnesia and inhibition

Here the individual's way of coping with stress is to deny the existence of his impulses. The person lives without knowing that he wants or feels something. He forgets so as to avoid discomfort and hurt to his self-esteem.

(iii) Emotional Detachment

The person says to himself: "I do not have any emotions which would lead to danger. I maintain my distance, my isolation, from events that can cause trouble" (ibid, p 89).

(iv) Failure of an organ to function in the active situation

"The unconscious psychological formula is: I cannot avoid the dangerous situation, but I can protect myself against catastrophe if I fail" (ibid). The most important organ which should be used by the person then fails at the crucial moment.

(v) Renouncing Control

The person experiences thoughts about violence and obscenity. The thoughts, however, take such a form that he can disown them and not take responsibility for them.

(vi) Blaming others

Others are blamed for his failure.

(vii) Wit, humour, clowning

This type of behaviour may be used by people who feel awkward or by those who find it hard to communicate with people or are afraid of being rejected.

Witty behaviour may cover up the individual's anxiety and also protect him from having people enter into his private world.

(viii) Attempted Justification (rationalisation, self-vindication)

Rationalisation may help the person to escape humiliation and ridicule, and self contempt. He may also rationalise doing something which may offend somebody else.

2.5.6 Ameliorative, Reinforcing or Defensive Devices

Maslow et al (1951, p 91) describe these devices as follows:

"It is characteristic of ameliorative and defensive devices that the patient who tries them, tries to

accomplish more than the mere avoidance of discomfort. He wants either to be helped and protected or to strengthen himself, and he usually uses a variety of devices to attain these two goals."

(i) Dependence: Desire for complete care

The person may feel that by gaining the help of another person he can feel safe. This may be lived out in fantasies or may occur in the person's everyday solution of problems where he is dependent on other people's advice and then follows without thinking.

(ii) Submission, Obedience, Ingratiation

By obeying another individual the person feels protected and safe and can in this way pursue his goals.

(iii) Self Debasement

The aim here is to show other people that he is worthless so that they will forgive and help him. The person who is suffering from depression accuses himself of all sorts of things.

(iv) Turning against oneself

The individual decides that he would rather hurt himself than hurt the other person who perhaps treated him unfairly. In this way he can escape punishment. The feelings involved here are usually feelings of hostility.

(v) Attack, Violence, Hostility and Projection

The psychological formula is that if the person attacks and incapacitates the person who is harming him then he will be safe and will be able to reach his goals.

Through projection the person blames the environment. He also attributes his own unacceptable impulses to the environment.

(vi) Need to Control, to be Superior, to Dominate

By dominating a situation the person feels that he will not be attacked and therefore will not feel helpless.

(vii) Self-aggrandisement

The person may have thoughts of greatness. Therefore if he is unique and remarkable and possesses exceptional qualities, then he does not have to achieve other goals.

(viii) Reaction Formation

For example, the person who has thoughts of violence may be an extremely kind person. These reaction patterns protect him from the dangers if he follows his impulses of anger and also enhances his self-evaluation.

(ix) Elation with Denial

The individual becomes elated and does not acknowledge his fears, his conflicts, his feelings of being disapproved of.

(x) Gratification of Bodily Urges

In order not to feel alone and helpless, the person eats or has sexual relations. Often a person may indulge in eating when he feels depressed.

2.5.7 The Parent-child Relationship

Maslow et al (1951) emphasise the following points:

(i) The child needs affection, help, appreciation, support and encouragement from the parents;

(ii) he partakes in certain activities because of approval and affection;

(iii) if the child feels that he is loved he is then able to accept a certain amount of disapproval;

(iv) "The behavioural aims set by the parent acquire a definite emotional colouring and are given a high evaluation. They are accepted by the child on the basis of either 'my parents want this, and I want it too; I am like them' (identification) or 'if I behave this way, they value me;

if I don't they will reject me and hurt me', and, later, 'if I behave in this way, I value myself; if I don't, I am worthless' (ideals, conscience)". (p 137-138);

(v) the child needs to respect the parents and would like to consider them as very powerful.

There are two factors which may give rise to psychopathology in the parent-child relationship, namely, the attitude of the parents toward the child and their way of managing him. The following factors will be discussed: Parental rejection; parental over-dominance; parental anxiety and over-concern, and excessive manifestations of love.

(i) Parental Rejection.

The child may be neglected or there may be a complete lack of demonstrativeness on the part of the parents. This may result in a feeling that the world is hostile. The child may also feel isolated, humiliated and unworthy of love. The main reactions of the rejected child may be that of aggressiveness, affect hunger, withdrawal or the inability to love.

Affect hunger may take the form of a pathetic appeal for love and a nagging for attention.

(ii) Parental over-dominance.

"Domination by the parent may take the form of (1) a very strict rigid regime, (2) over-ambitiousness on the part of the parent for the child, (3) an unqualified demand for continual obedience and (4) denying and punishing behaviour on the part of the parent" (ibid, p 144).

The ambitious parent may feel disappointed that he has not achieved, and may therefore live through his child by being over ambitious for him.

The parent may insist on complete subordination because of his need to be the dominant parent. This may result in the child losing self-esteem, courage and confidence.

(iii) Parental anxiety and over-concern.

Parental over-protection causes the child to remain dependent and infantile. He therefore fails to learn how to master daily problems. Dominating over-protection leads to a loss of self-esteem and loss of strength. Over-protected children become dependent and submissive.

(iv) Excessive Manifestations of Love.

If the parent approves of everything the child does, this may lead to a lack of self criticism and restraint. The total approval of the parent may also result in disciplinary problems.

2.5.8 Maslow's views on Delinquency

Maslow et al (1951) maintain that it is usual to classify delinquents into the following three groups:

(i) Individuals who, as a result of growing up with a delinquent group, have taken on the group's customs, practices and ideals;

(ii) individuals who solve their conflicts through delinquent behaviour, and

(iii) individuals whose delinquent behaviour is the result of psychopathy, neurosis or psychosis.

By pursuing delinquent behaviour, Maslow points out that it is obvious that the person is expressing his aggression.

Maslow et al (1951) in discussing psychopathy, which can also be applied to some cases of delinquency, state that the psychopathic person has a need for acceptance and guilt, but as these needs are not integrated within the total personality, they get transformed into antisocial acts so that the individual can get what he desires or can be punished.

In addition, Maslow et al (1951, p 407) state that the psychopathic individual

"...through rejection and deprivation, never developed adequate attachment to and identification with the parents or substitutes; he lacks the fundamental qualities of closeness and internalised ideals. Added to this is the hostility over the experienced disappointments, the feeling of worthlessness and the fundamental mistrust of people's affection; the individual then decides to get, by hook or by crook, what he feels was or is being denied to him, or he impulsively rages against the frustrator or figure in authority."

Stealing may thus represent the acquisition of love.

Maslow (1976) maintains that American fathers do not structure the world for the child and do not provide him with a clear set of values.

"This we conceive breeds in him not only insecurity and anxiety but also a deeply justified hostility, contempt and resentment against the parents (especially the father) who have failed him and set him a task too great for his powers by not giving the answers, and who in effect are frustrating his deep need for a system of values" (ibid, p 362).

If the adult does not provide the child with a value system then he will possibly accept the value system of the delinquent as any value system is seen to be preferable to no value system at all

According to Maslow et al (1951) the person may also steal as a result of the need for self-assertion and the need to display fearlessness. Stealing may then be a compensatory measure to protect himself from feeling inadequate.

Furthermore, by stealing cars the individual may be expressing his power while, in the act of rape, the person

may be expressing his vengeance for the rejection and hurt he has experienced at the hands of the opposite sex.

Maslow's theory clearly emphasises the fact that if the person has a need which is not satisfied, he will always find a way of satisfying that particular need. One way to achieve this is by stealing. The fact that an adolescent may steal in order to gain affection, to increase his self esteem or take on a delinquent value system and hence have some form of security, has been discussed above.

The basic hypothesis underlying the present study is that stealing behaviour satisfies certain needs of the individual; what needs must be determined in each individual case.

CHAPTER 3C A S E S T U D I E S3.1 SUBJECT ONE3.1.1 Background

The subject was a 14 year old scholar in standard 7. The family composition was as follows:

Father	36 years
Mother	33 years
Stepfather	41 years
Subject	14 years
Sister	9 years

According to the mother, she and the subject's father were childhood sweethearts. They met when she was thirteen years old. She claimed that her husband went through a period of not working. After 10 years of marriage he left her for another woman. This was a very traumatic experience for her. She remarried four years later to a man who had had three previous wives. She reported that he assaulted her and punished the children unnecessarily. Furthermore, he gambled and abused alcohol, and as a result the family lacked the basic necessities of life. During the three years that she was married to this husband they lived together for only one year. In the interview the mother appeared to be depressed.

It appeared that the subject had been shunted back and forth from the mother to the father. In addition he seems to have been abused by his stepfather and his father. He said that he would prefer to remain with the mother. The mother, at this stage of her life, seemed to be too wrapped up in her own problems to be able to give support to her children.

The grandmother appeared to play an important role as she supervised the childrens' activities while the mother was at work. The mother was struggling financially.

The subject was described as having been a healthy and placid child. Developmental milestones were apparently normally attained. However, the subject grew up in a very disruptive environment. He has attended many schools. Immediately prior to the study he had missed school on occasion and it appeared that he had been under-achieving. However, he stated that he would like to improve his marks and study accountancy at university.

Description of stealing

This person admits that when he was younger he stole from his mother.

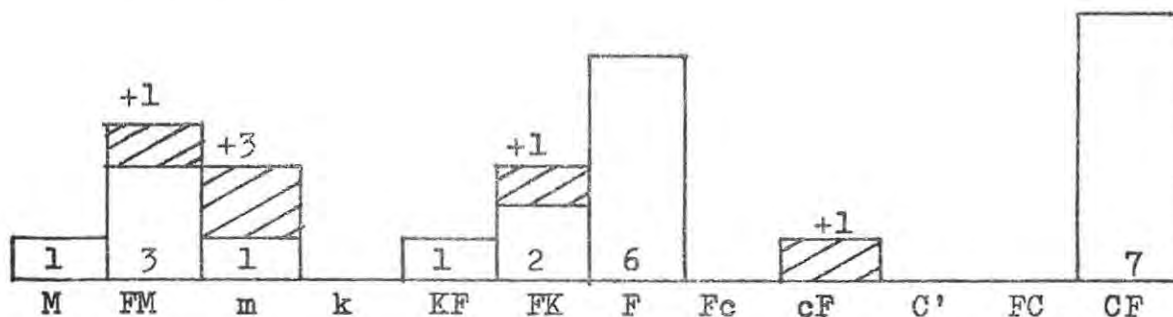
He reported that he had stolen a rugby ball from a supermarket when he was about 10 years old. In addition he has been involved with friends in motor car thefts. In the most recent one he was asked why he had become involved and he said that he was interested in how the motor car worked.

Behaviour during testing

This person presented as an insecure and anxious person in that he asked for guidance before he approached most of the test items. He was co-operative throughout testing.

3.1.2 Rorschach

3.1.2.1 Psychogram and Interpretation



(a) Quantitative Findings(i) Inner resources and impulses

M : FM 1 : 3,5
 M : (FM +m) 1 : 6

(ii) Organisation of affectional needs

FK + Fc : F 2,5 : 6
 (Fc + cF + c + C' + C'F + FC') ,5 : 7
 (FC + CF + C)
 (FK + Fc + Fk) : 2,5 : 1,5
 (K + KF + k + kF + c + cF)

(iii) Control

$\frac{F}{R}$ $\frac{6}{21}$ 28.5%
 $\frac{FK + F + Fc}{R}$ $\frac{8}{21}$ 38%

(iv) Reaction to outside world

FC : (CF + C) 0 : 7
 $\frac{FC + 2 CF + 3C}{2}$ Sum C 7
 M : Sum C 1 : 7
 (FM + m) : (Fc + c + C') 4 : 0
 % Responses to cards viii,
 ix and x 47,6%
 FK + F + Fc % 38%

(v) Manner of approach

W % 52%
 W % 9%
 W : M 11 : 1
 D % 42,8%
 d % 4%
 S % (+ 2)

(b) Interpretation of Quantative Findings

(i) Inner Resources and Impulses

There tends to be an extratensive balance, i.e. this person has a tendency to direct his energy to the outside world rather than into himself. He tends to restructure the situation little in terms of his own needs.

The tensions are too strong to allow this person to utilise his inner resources for the constructive solution of his everyday problems of living.

(ii) Organisation of Affectional Needs

It is suggested that because he fears rejection, there is an outward rejection of people which takes the form of not caring about people. In other words, he is afraid to get close to people because he fears rejection. He controls his affectional anxiety, but there is a longing to have an infantile dependence on others. He experiences a need for closeness. This may have arisen as a result of a serious frustration of affectional needs in early childhood, and has therefore remained an open problem because these needs have never been adequately satisfied.

(iii) Control and Reaction to Outside World

There is a tendency to act out his emotions without adequate control in terms of social demands. He has difficulty integrating or accepting his emotions and therefore when he does express feelings, they are expressed in an explosive way. He tries to maintain control but then he becomes explosive.

He has developed some defences. He is able to obtain perspective of a problem through introspective means, by objectifying the problem. Therefore there is a degree of control of impulses.

Although, at the moment, this person's energy is directed to the outside world there are introversive tendencies which are not fully acceptable by, or available to him at present and hence represent a potentiality. It is suggested that there may be an extratensive balance at present because he

has difficulty integrating feeling into his total personality.

3.1.2.2 Hypotheses derived from the content and sequence analyses

This person is dependent on people and finds it difficult to act on his own initiative. He finds it difficult to cope with a situation alone and needs help and support from authority. He feels weak in relation to authority.

He tends to be unsure of himself and finds it difficult to assume responsibility. He plays it safe by not getting wholeheartedly involved in anything. There is therefore an inhibited control of the first reaction to a new situation as he perceives his environment as being threatening.

As he is not able to get close to people he projects his need for contact on to animals so as to make these feelings more distant from awareness. This indicates immaturity.

He has an evasive and defensive response to anxiety but is sensitive to his environment.

He seems to experience conflict between reaching out to his environment and containing himself (suppressing his emotions). It is suggested that he may experience conflict with regard to independence and dependence.

The father-son relationship is possibly disturbed. He also does not anticipate that his needs for affection will be satisfied by the mother figure.

A possible disturbance in the sexual area is evident and he tends to find sexual and aggressive impulses threatening.

He experiences anger toward his environment because of past hurtful experiences.

3.1.2.3 Summary of the Rorschach

(i) Basic Orientation

This person is dependent and finds it difficult to act on own initiative. He cannot cope with a situation alone and needs help and support from authority.

An important factor here is that he is scared of rejection and therefore cannot cope independently, that is, without the approval of the authority figure.

He is unsure of himself and cannot assume responsibility. He is scared to commit himself and plays safe by not becoming wholeheartedly involved in anything. He perceives his environment as threatening, and as a result needs to protect himself. His approach to his environment is therefore one of cautiousness.

Before he acts upon his environment he needs to gain the approval of others by fulfilling their needs rather than his own. This tendency is confirmed by the extratensive balance which indicates a tendency to direct his energy toward the outside world rather than into himself. He tends to restructure the situation little in terms of his own needs. Potential introversive tendencies are however indicated.

It is suggested that he feels so rejected that he believes that he will only be accepted if he meets the requirements of his environment.

It is suggested that this person experiences conflicts between controlling himself and reaching out to his environment. There is also possibly a conflict with regard to independence and dependence. The tensions he is experiencing are too strong to permit him to utilise his inner resources for the constructive solution of everyday problems.

He tends to be a passive person and controls his aggression because he is possibly not allowed to express his aggression

toward the demands or toward authority.

He has a very high level of aspiration but he does not have the potential to be the person he would like to be. This most probably results in frustration which may manifest itself in acting out behaviour.

(ii) Interpersonal Relationships and Communication

This person's interpersonal communication is affected by the fact that he expects rejection.

It looks as if, as a result of earlier experiences of rejection, he has lost trust in people but he has not lost heart completely, as he is still attempting to gain approval. He awaits conditional approval, that is, approval on condition that he meets the requirements.

As he expects rejection he finds it difficult to make contact or communicate with people. Because he fears rejection there is also an outward rejection of people. In this way he is protecting himself from being hurt again. As a result of this fear he has developed a negative self concept. He feels powerless and anxious in his relationship with authority.

He has a poor relationship with the father and he experiences anxiety in his relationship with the mother.

He has an infantile need for closeness and dependence which he is unable to integrate into his personality. These needs have arisen because there was a serious frustration of affectional needs in early childhood, these needs having remained an open problem because they have never been adequately satisfied.

(iii) Intrapersonal Communication

As already mentioned, this person has a negative self concept and he therefore also lacks self acceptance, an important condition for good intrapersonal communication.

This negative self concept has resulted in a negative relationship with regard to his needs - he feels ashamed that he is a person with needs and impulses. This is possibly due to the fact that he feels that as a person with feelings he is rejected. He is therefore unable to accept his feelings or emotions. As he has difficulty integrating his emotions into his total personality he tends to act out without socialised restraint.

He finds aggressive and sexual impulses threatening. Sex interests him and he is aware of sexual impulses but these impulses make him anxious.

Intrapersonal communication is poor which results in poor interpersonal communication.

3.1.2.4 Application of Maslow's Theory to the Rorschach

This person has a need for guidance. He is unsure of his abilities and he therefore depends on other people for help. He has a need for dependence and a need for structure (safety needs). His safety needs do not seem to be satisfied because when confronted with a task he feels overwhelmed and threatened.

As he perceives his environment as being threatening, he has a need to protect himself. He does this by not committing himself to anything and in this way plays it safe. It is suggested that inconsistency or unfairness on the part of the parents has created this feeling of insecurity.

He experiences a need for affiliation. He would like to please authority. For the sake of approval he would prefer to satisfy the other person's needs rather than his own.

It is suggested, however, that as he has been rejected in the past he tends to withdraw from people, in this way protecting himself from being hurt again. Maslow et al (1951) maintain that if the child is rejected he feels

unwanted and unworthy of love and he therefore tends to withdraw from his environment.

It is possible that he is experiencing conflict with regard to his need for dependence and his need for independence because by being dependent he may lose his identity and by being independent he may lose the affection of others.

It is suggested that he is afraid to express his aggression because it conflicts with his need for affection. He therefore attempts to contain his aggression.

This person also experiences a need for intellectual achievement which may be viewed as a defence mechanism of a compensatory sort.

3.1.2.5 Explanation of Stealing from the information provided by the Rorschach

Stealing is a way for this person to express his aggression which has arisen as a result of the frustration of his affectional needs.

It is suggested that by stealing he is trying to fight his dependency. The Rorschach indicates that he experiences a conflict with regard to dependence and independence.

As his affectional needs have not been satisfied and he finds it difficult to integrate his need for closeness within his total personality, it is suggested that by stealing he is able to express his needs for affection. What he steals may represent affection. Maslow et al (1951) maintain that stealing may represent what was otherwise denied to the person, i.e. love and affection. The above authors also state that the person may have a need for acceptance, but as this is not integrated within the total personality, it gets transformed into antisocial acts. In this way the individual can get what he desires.

It is also suggested that the subject has a very high level of aspiration but does not have the potential to be the person he would like to be. This results in frustration which may manifest itself in stealing.

3.1.3 Thematic Apperception Test

3.1.3.1 TAT Stories

Card 1 - 12 secs.

At the moment his eyes are closed and he's daydreaming. He wants to be a violinist. In the past he's always wanted to become a violinist. He's most probably just got his violin and he's thinking what he can do with it. He doesn't look too happy - actually quite bored.

Card 2 - 8 secs.

Who must I talk about?

This is a farm and it's situated near water. It's not near any cities, if this is a city. It looks like a village or something. There's a lot of mountains around. There's a woman looking at a guy who's sowing the crops and she looks like the mother to him and she's also dreaming.

Card 3BM - 10½ secs.

This looks like a female, a person down in the dumps, maybe an addict. The way she's lying there she looks very miserable. She's either lost her folks, friends, relations or something like that. If she's an addict she may have to go to hospital and if her folks have just died she may have to go to a home.

Card 6BM - 12 secs.

It looks like someone has just died because both of them look very unhappy or sad. The old woman is looking out of the window. Either this guy is a detective or he's got something to do with murder. The old lady looks

like she's been crying. If I'm correct the man is holding a hat in his hand.

Card 7MB - 1½ secs.

This looks like father and son. Father looks happy. If it is the son, the boy looks disgraced. The boy is sneery. The father or the old man looks very proud. Something is wrong with the boy, maybe he's a snob. Maybe he has just finished a jail sentence.

Card 13 MF - 8 secs.

This man's either raped a girl or killed a girl. In his anger he didn't know what he was doing. He looks petrified. The girl is either dead or unconscious. It's a very small room. Either he's raped her on the streets or this is her flat or apartment whatever you'd like to call it. She looks like she had quite a rough time. The man's quite ashamed of himself, it looks like he's crying actually and he wants to get away from it all.

3.1.3.2 Interpretation of the TAT

Card 1

At the moment

He brings his experience directly to the present. He is living in the here and now. It is suggested that if he does not take now, i.e. steal, he may not get what he wants as there may not be a future for him.

He tends to avoid getting emotionally involved in a situation as he is afraid of failure or being rejected. Through avoidance behaviour he may also be protecting himself against being disappointed by not getting what he wants.

his eyes are closed

He sees that it is a boy but he does not become involved in the situation, and yet interpersonal relationships are important to him. He has a need for affiliation or love, but he has a need to protect himself from a depriving and frustrating environment.

It is suggested that he may cope with frustration by withdrawing from his environment. By withdrawing he protects himself from further frustration.

He appears to be bound to the physical, to the concrete. It is suggested that he could be functioning on the physiological level according to Maslow's hierarchy of needs. By stealing he is getting something concrete into his hands and in this way he is obtaining love.

By shutting his eyes he is avoiding responsibility. Perhaps he is caught up in a pattern of non-commitment. He has not had the security in the relationship with the parents to enable him to feel confident enough to get involved in a task. Possibly the outside environment is too painful for him and he therefore avoids getting involved.

It is suggested that he may feel guilty because what he wants he cannot have.

and he's daydreaming.

He resorts to fantasy because he is dissatisfied with the outside world. He has a large expectation of frustration, i.e. he has wants and needs but the environment is frustrating. The environment is thus depriving, restricting or inhibiting for him and his needs for love and safety have not been satisfied. Through fantasy, this person gratifies wishes ungratified in real life.

He wants to be

There is still distance in his relationship to the world. He has needs but these needs do not seem to be satisfied. He experiences a hunger and he is determined: He knows

what he wants.

It is suggested that he would like to be accepted as a person, because maybe at the moment he is not allowed to be himself. He has a need for self esteem, recognition and acceptance and he may therefore also experience a need for self actualisation.

He tends to be future orientated. It is less anxiety provoking for him to speak about the future.

a violinist.

He tends to neutralise what he is going to say, perhaps to play it safe, in case he is disappointed.

He has a need for competence, for self esteem. He would like to have recognition, to feel adequate in meeting the demands of his environment.

Perhaps, because he feels that he is unworthy of love and does not matter to anyone, he needs to cover up his feelings of worthlessness with prestige and reputation by stealing, for example. In this way he would be reassured against feelings of helplessness.

In the past

He tends to avoid involving himself in the present. It is safer to talk about the past than face the present. Maybe he is protecting himself against being disappointed. He could be holding back, because he is afraid to get involved. He has a need for protection.

he's always wanted to become a violinist.

He is stressing his need to have self esteem and recognition. He has always felt insecure and inadequate and he wants to feel adequate.

He could also be expressing a need for self actualisation.

It is suggested that he has always experienced a hunger as his needs have never been fulfilled.

He's most probably

There is an element of uncertainty here. He is being indecisive. This confirms the fact that he has lacked security in his relationship with his parents as he does not trust his own judgments. His need for safety has not been fulfilled.

He is possibly using stalling tactics, holding back as he is afraid to have to confront the task.

just got his violin

He comes back to the present. There seems to be a vicious circle here. He goes from present to past to present.

Perhaps he stole the violin. Maybe he has a need to get things into his hands as this may represent love for him. It is suggested that abstract love may not exist for him.

His striving for possession is a protection against impoverishment, destitution and dependence on others.

and he's thinking

He has a need to orientate himself to a future task but there is a retreat into mental activity.

He is cautious in his approach to his environment as he is afraid he will fail, i.e. he has a need for safety.

The demands possibly frustrate him and he is busy discharging his needs within himself through fantasy for example. He is coping with his problems on an intellectual level.

what he can do with it.

He has a need to achieve but he experiences uncertainty when confronted with a task as he does not know how to master the task.

He feels inadequate and it is suggested that he has not had the love and encouragement to enable him to feel an adequate and competent person.

He can see the demands but he is not sure what it embraces. He is not sure what is expected of him because possibly his parents have never taught him how to cope with demands.

Perhaps he has never had a predictable, lawful, orderly world.

He seems to experience a feeling of helplessness and he could be asking for permission before he acts upon his environment. It is suggested that perhaps in his strivings for self expansion he was inhibited and restricted. He has a need for guidance, dependence and approval, and he finds it difficult to act on his own initiative.

It is possible that by appearing ignorant he is avoiding reproaches. He is protecting himself from being disapproved of or being a failure. He is using stalling tactics.

He doesn't look

This confirms the fact that perhaps he tends to shut off his world. He tends to withdraw when he feels threatened and anxious. He has a need to protect himself from a hostile world.

He seems to experience conflict with regard to activity and passivity. He is caught up in a vicious circle.

It is suggested that he may feel guilty because he is a person with wants or needs.

Maybe a passive resistance is evident. He may be experiencing frustration because he may not or cannot express his aggression against the demands or against authority.

too happy

He tends to be reluctant to admit that he is unhappy. Maybe he tends to hide his unhappy or sad part of himself and feels

the need to put on a strong front.

Perhaps he is not allowed to be unhappy or sad in his environment. He is possibly expressing his frustrations because he cannot have what he wants. His needs for recognition, competence or safety cannot be satisfied.

actually quite bored.

He is concerned about how people may respond to him (actually can mean 'strange as it may seem'). Perhaps his feelings are punishable and he is therefore afraid to acknowledge them. Perhaps he feels that as a person with feelings he will be rejected.

It is suggested that his anxiety is hidden behind feelings of boredom. By saying that he is bored he is avoiding facing the fact that he feels anxious, and he is also avoiding getting involved in the task because he is possibly afraid of being reproached or being a failure.

Boredom also reflects his underlying depression - he feels helpless and worthless and is defending himself against feelings of emptiness.

Boredom implies fatigue. Possibly his need for rest is frustrated and he is therefore still functioning on the physiological level. It may also be that the demands are uninteresting and his own needs are not recognised.

Summary of Card 1

This person tends to live in the present because if he does not grab things now there may not be a future for him. By stealing he is therefore possibly expressing his immediate need for love.

He tends to avoid getting emotionally involved in a situation because he has a need to protect himself from perhaps being rejected or disappointed by not getting what he wants (need for protection). His approach to his environment is one of cautiousness. He has a large expectation of

frustration and copes with his frustration by withdrawing and resorting to fantasy. He has wants and needs but the environment is possibly depriving, restricting or inhibiting, so he discharges his needs within himself through fantasy.

He has a need for competence. He would like to have recognition and feel adequate in meeting the demands of his environment. When confronted with a task, however, he experiences uncertainty as he does not seem to know what is expected of him or what the demands embrace. Possibly his parents have never taught him how to cope with demands.

He tends to feel inadequate and insecure and finds it difficult to commit himself. It is suggested that inconsistency on the part of the parents has created these feelings of insecurity.

There are indications that his physiological needs are unmet and therefore he may still be functioning on this level. Thus he needs to get something concrete into his hands in order to obtain love as abstract love may not exist for him. He steals in order to satisfy his needs for security, love and self esteem.

Card 2

Who must I talk about?

He is primarily interested in people. He has a need for dependency and affection.

When confronted with a task he needs guidance as he is unable to act on his own initiative. He is unsure of his abilities. Maslow (1951) says, if the child is made to feel unloved or worthless, if he is constantly disapproved of or punished, then a feeling of helplessness or worthlessness arises in him. He is afraid of being humiliated by saying the wrong

thing. It is suggested that his safety and love needs have not been satisfied.

It is also possible that his parents have never taught him how to cope with demands.

He experiences tension in interpersonal relationships. People are important and yet threatening to him. He has a need for recognition and approval. For the sake of approval he is prepared to satisfy the other person's needs before his own. By being compliant he is protecting himself against anxiety.

There is a feeling that the environment pressurises him. He tends to feel weak in relation to authority.

When confronted with a new task he tends to feel overwhelmed and anxious. According to Maslow(1954), inconsistency or unfairness on the part of the parents creates a feeling of insecurity or anxiety in the child.

This is a farm

He distantiates himself from people. This is a concrete description which is defensive as it does not involve people. He is afraid of people as he has been so hurt in the past and therefore needs to protect himself from people.

He is, however, making a stand which is positive. He is taking responsibility.

He may be expressing a need for shelter, a need for an environment where he can feel protected and secure.

and it's situated near water.

Here he is possibly concerned about his physiological needs. Perhaps he is still functioning on this level, as he is very much concerned with the concrete.

It's not near any cities.

Here he may be stressing his need for safety. He wants to

be protected and sheltered, perhaps from a hostile world.

if this is a city.

Once again he does not want to commit himself. He would like reassurance, he is very dependent on others as he does not trust his abilities. His safety and love needs have not been satisfied.

It looks like a village

He distances himself as usual as he is anxious and insecure. Because he is so anxious and afraid he is becoming confused and he is possibly trying to avoid talking about the people for as long as possible.

or something.

He cannot trust himself. He cannot make judgments because he has not had a loving and secure environment. His safety and love needs have not been satisfied. It is suggested that his lack of commitment is the result of inconsistent parenting. The confusion created in the child's mind by these inconsistencies is the central factor in the genesis of the pattern of non-commitment. The non-committal person is unable to become wholeheartedly involved in anything.

There's a lot of mountains around.

He is afraid to get emotionally involved so he keeps to the concrete. He is expressing a need for protection. He has a need to protect himself from people as they are threatening for him. He also has a need to protect himself from exposure.

There's a woman

When he does get round to talking about people he puts what he is saying at a distance. He is afraid of people but they are important to him.

Once again he does not commit himself. He neutralises what he is saying. It is possible that this maternal looking mother is an area of tension for him in meeting task demands. He, however, has a need for affiliation and love.

looking at a guy

The woman is distant from the guy in that there is no real communication between them. She is just looking, there is no care being shown. Contact is purely on a perceptual level.

He may be expressing a need for recognition or a need to be given attention to.

It is possible that he is afraid of not living up to the mother's expectations of him.

who's sowing the crops

He is aware of the mother's expectations of him in a work situation.

He is being active which is positive. He has a need for achievement and he also has physiological or oral needs.

and she looks like the mother to him

He cannot bring himself to say that it is the mother. He cannot even identify a mother - he cannot make a stand. He is, however, expressing the importance of a mother figure to him as he needs the warmth and love of a mother. He makes the relationship closer by saying 'to him'. He could be expressing his possessiveness about the mother as he may like to feel that she belongs to him. He has a need for security and love.

It is suggested that he may be unsure of his relationship with the mother.

and she's also dreaming.

This supports the fact that the mother does not really care.

She is living in her own world. There is distance between mother and son and his needs for affection and recognition are unsatisfied by the mother.

It is suggested that he may be aware that the outside world is painful for the mother; she therefore satisfies her needs through fantasy.

Summary of Card 2

This person does not trust his abilities in meeting the demands of his environment and he therefore needs guidance. He is dependent on the approval of others and for the sake of approval he is prepared to satisfy the other person's needs rather than his own. People are of primary importance to him and he has a need for dependence, acceptance and love. He sees himself as being weak in relation to authority and tends to feel that his environment puts pressure on him.

He avoids becoming emotionally involved with people as he has a need to protect himself, possibly from being rejected. He feels insecure and anxious, and is unable to commit himself. This may be due to the fact that in his relationship with his mother he has been made to feel unloved or worthless. This may also be due to inconsistency on the part of the parents. His needs for safety and love have not been met and he expresses a need for shelter and protection against a hostile world.

Card 3BM

This looks like a female.

There is identification and he has a need for acceptance and affiliation.

However, he always keeps his distance from a situation as he has a need to protect himself.

As he finds it difficult to express his feelings it is less threatening for him to talk about a female than a male.

Sexual confusion may, however, be evident. As his dependency needs have not been satisfied it is possible that he has not developed adequate attachment to and identification with the parent of the same sex.

It is suggested that he may be interested in the opposite sex. He may be expressing a need for affection.

a person

As usual he is unable to commit himself as he does not trust his own abilities and feels very insecure. He cannot make a decision because his needs for safety and love have not been satisfied.

People are important to him - he has a need for affiliation.

down in the dumps,

He feels helpless and depressed. He has possibly been so rejected and punished in the past that this has resulted in worthlessness.

It is suggested that suffering may be a way for him to obtain love. By suffering he may get what he wants, i.e. love and affection. He may also be able to control a situation and recoil from active mastering of life.

maybe an addict.

Once again he is unsure of himself. Possibly he feels so desperately alone that becoming an addict would be the last resort for him. Drugs would help him to forget his feelings of helplessness and alienation. His way of coping with stress is to escape.

By resorting to drugs he is appealing for help. He is expressing a need for love, support and care which his environment does not provide him with at the moment.

The way she's lying there

He is suffering, he is alone and he feels depressed because his needs for safety and love have not been met.

she looks very miserable.

He distances himself when he speaks of feelings. He possibly finds it difficult to accept that he is a person with feelings. Perhaps he feels that as a person with feelings he will be rejected.

Maybe he uses his suffering as a way of obtaining affection and help. Possibly he also attempts to control situations in this way.

She's either lost her folks,

He cannot commit himself as usual. He feels insecure.

He experiences fear associated with being abandoned or left alone. This may be due to the fact that he has grown up to feel unlovable or unwanted. As Maslow (1951) says, if in the relationship with the mother the child is made to feel unloved or worthless, if he is constantly disapproved of and punished, then a feeling of helplessness and worthlessness arises in him. The helpless person then becomes afraid of being abandoned or humiliated.

friends, relations or something like that.

He has a need for love and security and he is emphasising the fact that he has no support, no one close to talk to - his emotional needs have not been satisfied.

He cannot commit himself as his safety needs have not been satisfied. In addition, he is attempting to brush off what he is saying because it is anxiety provoking for him to reveal his deeper feelings.

If she's an addict

Again he is not prepared to make a stand. He lacks confidence and he is keeping his distance in order to protect himself.

she may have to go to hospital.

He is expressing his need to be cared for, to be looked after. He has a need for safety and love.

He is trying to convey the seriousness of his feelings of loneliness. Perhaps there are only institutionalised figures for him to turn to.

If her folks have just died

He needs security, love and support. He needs parents.

He is afraid of being abandoned. This may be due to the fact that in his relationship with his parents he was made to feel worthless and unloveable. Maslow (1943) maintains that quarrelling, physical assault, separation or divorce may be threatening. Parental threats, calling him names, and punishment could elicit terror, which might represent a loss of parental love.

There is a frustration of his emotional needs. Maslow (1951) says that the death of someone close to the individual leads to such a frustration. Parents do not seem to exist for him.

He may be expressing his resentment toward his parents for having neglected him.

she may have to go to a home.

He wants to be in a place where he can be looked after. He feels alienated because there is nobody in the family to go to when he is upset. He is expressing a need for safety and love; he hungers for love.

Summary of Card 3BM

Once again a pattern of non commitment is evident, confirming the fact that his needs for safety have not been met. He also attempts to distance himself from what he is saying, especially when people are involved. This indicates a need for protection.

He expresses a need for support and care. He is appealing for help as he feels alone, isolated. He wants to be in a place where he will be looked after. There is nobody for him to turn to except institutionalised figures. His emotional needs are unmet by his parents.

He experiences fear associated with abandonment. It is suggested that he tends to feel unwanted and unlovable. He possibly experiences fear of losing his parents because of the terror his parents have aroused in him through threat or separation.

Maybe his way of obtaining love is through suffering. This may also be a way for him to control a situation or recoil from active mastery of a situation.

Card 6BMIt looks like someone

He keeps his distance, his approach is a non committal one as usual. He has a need to protect himself possibly from being punished or disapproved of (his safety needs have not been met).

He also finds people threatening and he therefore remains neutral by saying 'someone' - he is cautious.

People are, however, important to him and he has a need for affiliation, a need for affection.

has just died

He experiences fears associated with abandonment. His emotional needs are frustrated.

because both of them look very unhappy or sad.

Again the pattern of non commitment is evident. He feels unloveable, unwanted or worthless. He feels very much alone in the world and his emotional needs are not satisfied.

Maybe he uses suffering as a defence, protecting himself from imminent dangers (need for safety).

He has a need for affiliation.

The old woman is looking out the window.

When he says woman he distances himself as he could have said man. He is not identifying. He is, however, expressing a need for affiliation.

There is no contact between the woman and the other person. It is suggested that he may perceive the mother as being non-caring or rejecting.

He tends to feel so anxious that he needs to look for clues and then keeps to the concrete.

Either this guy

He identifies with this person. He has a need for affiliation, a need for acceptance.

As he does not mention a son, it is suggested that there may be distance in the mother son relationship. Maybe he feels that he is just like a guy to the mother and not really her son.

As usual he is afraid to commit himself. He plays it safe by posing alternatives.

is a detective

This could refer to his superego. Perhaps he is experiencing

guilt with regard to his antisocial impulses. His feelings are being censored.

It is suggested that he does not trust people, and has to continuously be on guard. He experiences a need for protection.

or he's got something

Once again his lack of commitment is evident.

This may confirm his acquisitive need. He may need to get concrete things into his hands in order to obtain love, as abstract love may not exist for him.

to do with murder.

He is expressing a need for aggression and also a need for revenge. He has not been given adequate support and love from his parents and he therefore feels revengeful toward them. Maslow (1951) says that, in the event of a serious deprivation of one of his needs, the individual may express his aggression in a pathological way. As he has been humiliated in the past he has become vindictive.

He possibly has difficulty accepting that he can love a person and feel aggressive toward that same person. He may be afraid that he will be rejected or abandoned if he expresses his aggression. He experiences conflict between his aggressive impulses and his superego.

The old lady looks like she's been crying.

There is no relationship between the woman and the guy. There is most probably distance in the mother son relationship. He is still not committing himself as he has a need for protection. He is also expressing a need for affiliation.

It is suggested that he may be expressing a wish to make the mother suffer because of her disregard. He has a need for revenge.

If I'm correct

He is unsure of himself. He lacks self confidence and feels inadequate.

He is eager to please authority. For the sake of approval he would prefer to satisfy the other person's needs rather than his own. He has a need for affiliation.

By being compliant he is protecting himself from anxiety.

He cannot commit himself to a relationship, to an opinion or to what he sees. This is most likely due to inconsistent parenting.

the man is holding a hat in his hand.

He focuses his attention on the factual. This is a way for him to cover up his anxiety as it is easier to discuss the factual than to reveal his emotions (he has a need for protection).

Summary of Card 6BM

His usual pattern of non-commitment is evident here as a result of his safety needs being unsatisfied.

Once again he is expressing the loneliness he is experiencing because his emotional needs are unmet. People are very important to him, he has a need for love, for affiliation, a need for approval.

There is distance in the mother son relationship. Perhaps she has rejected him. As a result it is suggested that he tends to distrust people as he feels that they are threatening. He therefore needs to be on guard, to protect himself from being hurt.

He tends to experience guilt with regard to his aggressive feelings. He is possibly scared to acknowledge his aggression

for fear of being rejected or abandoned. He has a need for aggression but he experiences conflicts with regard to his antisocial impulses.

It is possible that he experiences a desire to make the mother suffer as a result of her disregard. Maslow (1951) says that in the event of a serious deprivation of one of his needs the individual may express his aggression in a pathological way. As he has been humiliated in the past, he may have a need to be vindictive.

He tends to feel depressed. This may be a conflictual depression as he experiences difficulty in accepting his antisocial impulses.

Card 7BM

This looks like father and son.

There is identification. He has a need for affiliation and acceptance.

However, there is always an element of uncertainty. He does not commit himself.

He needs a father figure, someone who will give him love and support.

Father looks happy.

There is distance between father and son as he does not mention any contact between them.

He perceives the father as being contented but there is a lack of concern or sensitivity being shown toward the son.

If it is the son,

His relationship with the father is possibly one of confusion. He is unsure of who he is to the father and there is possibly

tension in the father son relationship.

He is, as usual, not able to commit himself.

the boy looks disgraced.

There is possibly inconsistency in the father son relationship. Perhaps he is sometimes treated like a son whereas at other times he is treated like a boy without respect and love.

In his relationship with the father he is shamed and made to feel worthless. His needs for safety and love are not satisfied by the father.

The boy is sneery.

He does not feel like a son to the father. There is distance in the father son relationship.

Anger and resentment is expressed toward the father. Maslow(1951) says that if the individual feels unloved and rejected by the environment he grows angry because of this.

He is reacting to his father with contempt and disapproval. Because his father has been rejecting and insensitive he has given up respecting him and has become revengeful.

The father or the old man

As usual he is unable to commit himself. He seems unsure of his relationship with the father. It is possible that he could be expressing his aggression towards the father by insulting him.

He may feel guilty about having expressed this anger and he may be attempting to alleviate his anxiety by saying 'or the old man'. He, however, experiences tension in his relationship with the father.

looks very proud.

Perhaps the father looks down upon the son. Father is perceived as being insensitive.

What he could be saying is that father will not lower himself to associate with him. This ties up with the fact that he feels worthless and unloveable. He therefore does not feel worthy of his father's affection.

Something is wrong with the boy.

He possibly feels that the reason why his father does not love him is because there is something wrong with him. He tends to be critical of himself as he has grown up to feel unloveable. It is suggested that this attitude of self blame has been facilitated by the self sacrificing attitude on the part of a parent's overt or covert emphasis on how much suffering and deprivation he or she is going through for the child's sake.

It is suggested that he may feel guilty because of the aggression he feels toward the father. Perhaps emotions are punishable. As a person with feelings he is possibly rejected. Perhaps he is accusing himself so as to avoid accusations from others.

maybe he is a snob.

It is suggested that he may use his bravado to hide his lack of self esteem.

Possibly he is very conscious of the fact that he comes from a poor home and therefore has great respect for wealth. He has a need for status and security to hide his feelings of inferiority.

Maybe he has just finished a jail sentence.

It is suggested that he experiences his emotions as being punishable.

Because he feels guilty and worthless he feels he needs to be caught and punished. He would expiate his guilt in this way.

Possibly the only way he gets attention is when he acts in a negative way.

Summary of Card 7BM

There is tension in the father son relationship and he seems unsure of his contact with the father. This could be due to the fact that his needs for safety and love have not been satisfied in this relationship.

He feels belittled, humiliated and rejected by the father and he perceives father as being insensitive to his needs - his emotional needs have not been satisfied by the father. He experiences anger toward his father because of his lack of care and support. He tends to feel guilty about expressing his feelings of anger because he is most probably scared of being abandoned or punished.

He tends to be critical of himself. Because he has not been respected as an individual and has been made to feel unloveable, he has grown up to feel that there must be something wrong with him as a person. He has possibly been rejected as a person with feelings and as a result feels that emotions are punishable.

It is suggested that he tries to cover up his lack of self esteem with bravado. When he steals he has bravado.

Card 13 MFThis man's either raped a girl

He has a need for affiliation and acceptance. As usual he is not able to commit himself.

It is suggested that he may be expressing his vengeance for the rejection suffered at the hands of the opposite sex.

or killed a girl.

It is suggested that inconsistent behaviour of a significant adult or adults has made it impossible for him to discover

reliable ways of gaining acceptance.

It is possible that the confusion he has experienced as to whether the world is friendly or hostile has led him to respond to people with both love and hostility. Affection and aggression have not been clearly distinguished for him. Through aggression he is therefore expressing his need for affection.

As his emotional needs are not satisfied he tends to behave in a destructive manner. Maslow et al (1951) maintain that in the event of a serious deprivation of one of the basic needs, the individual may express his aggression in a pathological way.

It is suggested that by acting out his aggression he may be asking for limits to be set - he is expressing a need for guidance.

By being aggressive he is also protecting himself from being harmed.

In his anger he did not know what he was doing.

It is suggested that he expects rejection and becomes angry. Because he has been rejected by his parents he has developed a deep feeling that the world is hostile; he also feels isolated, humiliated, unwanted and unworthy of love. Maslow et al (1951) state that the main trend observed here is toward aggressiveness. Stealing may be a way for him to express his aggression toward his parents.

He has a strong need for affection, but as he has never had the opportunity to experience love, the world has remained alien. Therefore all his energy is put into protecting himself. He feels helpless, he cannot control his impulses.

He finds interpersonal relationships threatening as he has not learnt how to relate on an interpersonal level. He has not had the basic trusting relationship with his mother to enable him to reach out to others.

Maslow et al (1951) suggest that the individual tends to expect the environment to respond to him in the same way as he responds to it, for instance if he is certain that no one will show him care or affection, then he will not be willing to extend his love toward his environment.

He feels helpless as in his early relationship with the mother he was possibly made to feel worthless and helpless.

He always tends to avoid responsibility. By appearing ignorant he avoids reproaches.

He looks petrified.

He is frightened of his lack of self control. He realises that what he has done is wrong but he could not help it. He is unable to master his world, he feels helpless.

Maslow et al (1951) maintain that a person who is deprived does not have enough strength to tolerate even a normal amount of aggression in himself, therefore the enormous amount which arises in a frustrating situation leads to an extremely intense expectation of counterattack, abandonment, condemnation and disapproval. This in turn leads to self condemnation and guilt.

The girl is either dead or unconscious.

As usual there is a lack of commitment.

His emotional needs are frustrated. People are important to him but he feels aggressive toward the opposite sex because he has been rejected in the past.

It's a very small room.

Whenever a situation becomes anxiety provoking for him he focuses his attention upon the factual.

He is possibly expressing his need for shelter.

Either he's raped her on the streets

Once again he is posing alternatives, playing it safe (he

has a need for safety).

He is expressing his hunger for love. He is interested in the opposite sex.

or this is her flat or apartment

He has a need for shelter or safety. He needs to have a place to go to where he can feel protected.

He has a need to belong.

whatever you'd like to call it.

For the sake of approval he is prepared to satisfy the other person's needs rather than his own. He cannot act on his own initiative as he is dependent on other people for help.

It is suggested that, by being compliant, he is protecting himself from anxiety. He avoids taking responsibility.

She looks like she had quite a rough time.

He retains his distance once again. He can, however, empathise with other people. He has a need for affiliation.

He feels sorry about his actions but his hostility is out of control.

The man's quite ashamed of himself,

He feels guilty. It is possible that as a person with feelings he is rejected and as he cannot integrate his feelings within his total personality, he tends to act out.

it looks like he's crying actually

He is suffering but he tends to be reluctant to express his feelings of sadness. Maybe he has been made to feel that he should be strong and it is wrong to feel sad.

By suffering, it is suggested that he tends to evade responsibility. He also tries to win the sympathy of others

in this way. He is expressing a need for attention and recognition.

and he wants to get away from it all.

He does not take responsibility and runs away from consequences. He is unable to face the frustrations of his environment.

It is suggested that he has not had the opportunity of experiencing his emotions in an accepting environment, but has been made to feel ashamed of his feelings. He therefore cannot integrate his feelings within his total personality and tends to act out. This results in feelings of helplessness.

Summary of Card 13MF

This person experiences emotional confusion. The inconsistent behaviour of the parents has made it impossible for him to discover reliable ways of gaining acceptance (his need for safety has not been satisfied).

He has a need for revenge. He is expressing his vengeance for rejection suffered at the hands of the opposite sex. His need for affection has not been satisfied and therefore women tend to be associated with aggression. It is suggested that perhaps affection and aggression are not clearly distinguished for him as a result of inconsistent parenting.

It is suggested that his need for aggression is a way for him to protect himself from a hostile world. He is frightened of his lack of control but as Maslow (1951) says, the insecure or deprived person does not have enough strength to tolerate a normal amount of aggression in himself, therefore an enormous amount of aggression arises in a frustrating situation.

He is afraid of abandonment, condemnation or disapproval. By suffering he tries to evade responsibility and win the sympathy of others.

He chooses to avoid facing frustrations. His world is overwhelming and threatening and he feels helpless. His needs for safety and love have not been satisfied.

3.1.3.3 Main Summary of the TAT

(i) Basic Orientation

When confronted with a task this person experiences uncertainty as he does not seem to know what is expected of him or what the demands embrace. Possibly his parents have never taught him how to cope with demands.

He tends to avoid becoming involved in a situation because he probably needs to protect himself from being rejected or perhaps disappointed by not obtaining what he desires. It is suggested that his inability to commit himself may be the result of inconsistent parenting.

He perceives his environment as restricting, depriving and inhibiting. He has a large expectation of frustration and copes with his frustration by withdrawing and resorting to fantasy.

He is dependent on the approval of others and for the sake of approval he is prepared to satisfy the other person's needs rather than his own.

(ii) Interpersonal Relationships and Communication

It is suggested that in this person's relationship with the mother and particularly the father, he has been made to feel unloved and worthless. As he tends to feel isolated and alone he projects a desire to be in a place where he would

be looked after as there are only institutionalised figures for him to turn to. There is nobody in the family for him to go to when he is upset. He feels unwanted and experiences fears associated with abandonment.

He appears to be unsure of his contact with the father. Father is perceived as being rejecting, humiliating and insensitive to the needs of the son. The son experiences anger towards the father as a result of his lack of support and care. However, he feels guilty about expressing this anger because he is scared of being abandoned or punished. It is suggested that as a person with feelings he is rejected.

The inconsistency on the part of the parents has made it impossible for this person to discover reliable ways of gaining acceptance. However, he experiences feelings of revenge as a result of rejection suffered at the hands of the opposite sex.

Women tend to be associated with aggression. It is suggested that affection and aggression are not clearly distinguished for him as a result of inconsistent parenting.

(iii) Needs

There are indications that this person's physiological needs are not satisfied and he may therefore still be functioning on the physiological level. It is possible that he may need to get something concrete in his hands in order to obtain love.

The TAT also indicates that his needs for safety, love and esteem have not been met, and as a result he tends to feel insecure and worthless.

3.1.3.4 Explanation of Stealing from the information provided by the TAT

This person steals because he feels inadequate, deprived and insecure.

It is suggested that his way of obtaining love may be to get something concrete into his hands as he may still be functioning on the physiological level, according to Maslow's hierarchy of needs. Abstract love may not exist for him and he therefore steals in order to obtain love.

Stealing also compensates for his feelings of inadequacy so that stealing is a show of bravado. In this way he hides his lack of self esteem.

By stealing he is given attention, even if it is on a negative level.

Stealing is also a way for him to get back at his parents for their disregard - he is expressing his anger toward his parents by stealing.

3.1.4 Draw a Person Test

3.1.4.1 Interpretation of the Draw A Person Test

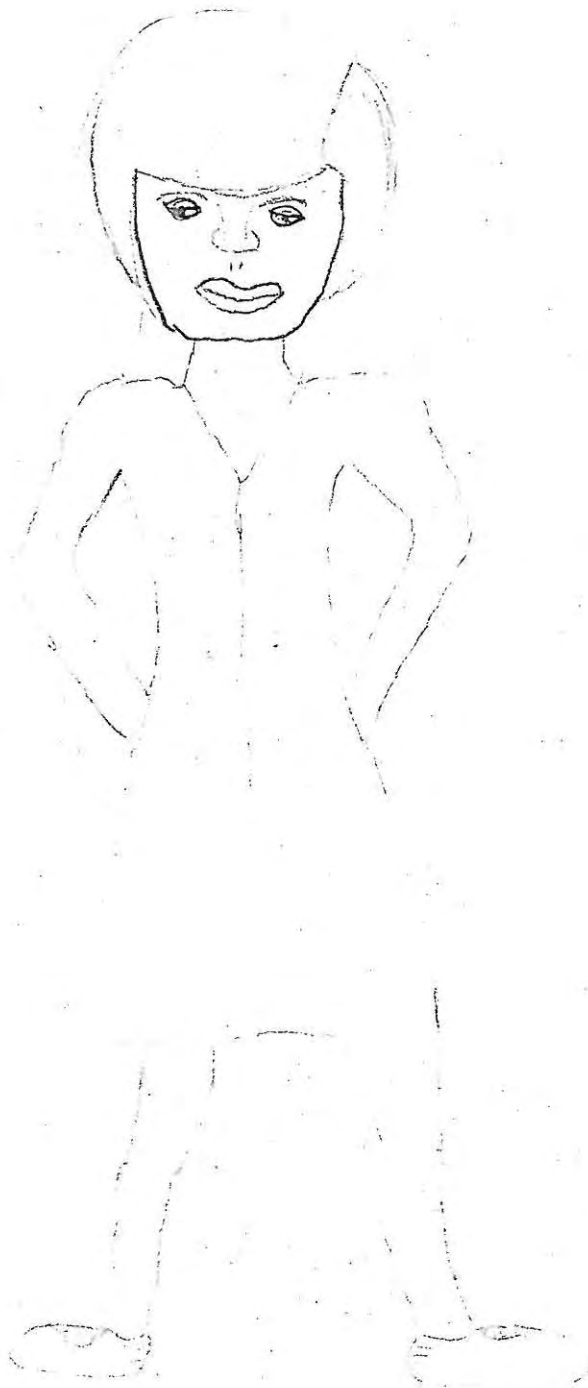
Male

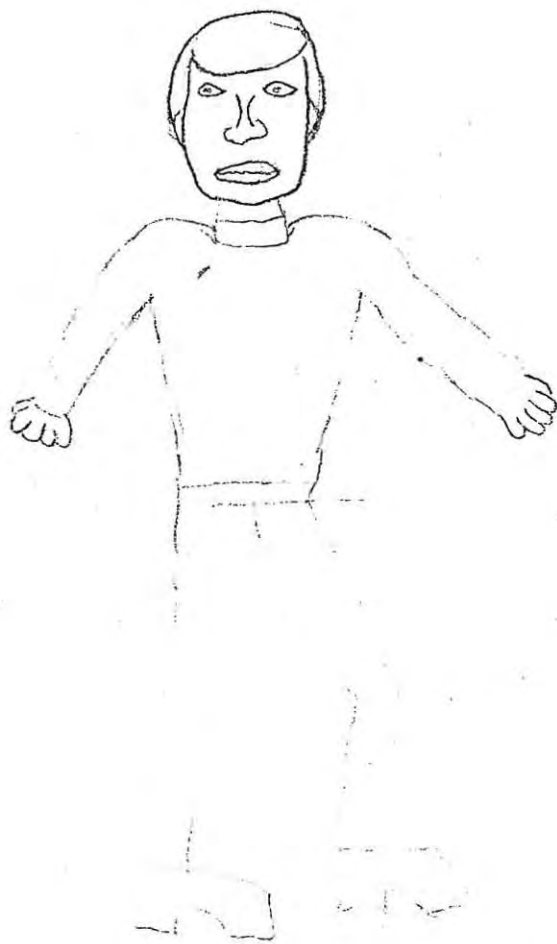
(i) Basic Orientation

The male figure is smaller than the female which indicates that he may feel that the male is weaker than the female.

A twisted or confused perspective is evident which indicates that he may be going in different directions at the same time.

The arms are relatively short and are extended outwards. Extension is, however, somewhat uncertain. The arms are cut





off somewhat abruptly in length which indicates that he possibly applies brakes rather sharply to behaviour. The short arms reflect this person's difficulty in reaching out into the world and toward others, and may also be associated with the tendency to withdraw and the inhibition of impulses.

The sketchy lines may be associated with fearfulness, insecurity, feelings of inadequacy, anxiety, stubbornness or negativism.

The fingers are petal-like suggesting an inability to cope with the environment and is indicative of immaturity.

(ii) Interpersonal Relationships and Communication

The head is drawn with heavy pressure and has received special attention. This may indicate a need for social participation, a need for dependency and social communication. This is also a sign of immaturity.

The nose is broad and large and this could be associated with feelings of impotence (adolescents who are attempting to establish their male role but who feel inadequate usually draw large noses).

The mouth is rounded and full and the head is emphasised, suggesting that he may be an oral dependent character.

The eyes and the mouth also suggest aggression. Sideways glancing of the eyes suggests suspicion and paranoid tendencies.

(iii) Intrapersonal Communication

The head has been given a dark outline and the body is lightly drawn. The same applies to the female. This may indicate a need to repress emotions.

The body is also divided into definite areas - the head area,

the area of physical strength and the genitals. The body is zoned so that the person can master his body in small, regulated and departmentalised sections. The person is therefore possibly reluctant to acknowledge his needs and maintains control through breaking up of the body.

Female

He drew the female first which suggests poor sexual identification. This could also indicate a strong attachment to or dependence on someone of the opposite sex or a regression to an infantile stage where one is one with mother.

The female figure is facing forward which indicates social dependence - a sign of immaturity.

The stance of the figure is wide and assertive, but fearfulness, insecurity, anxiety are portrayed by the sketchy lines.

There is no meaningful contact with others as the hands are drawn behind the back which suggests an evasive approach to the world. The hidden hands may also suggest guilt, a need to control aggression or unwillingness to deal with a situation.

The strongly outlined face and the faintly drawn body indicate a repression of emotions, and could also indicate a need for social participation.

The sideways glancing of the eyes suggests suspicion and paranoid tendencies.

The oval mouth indicates oral dependency needs.

The body axis line suggests body preoccupation and feelings of inadequacy. The largeness of the female figure may reflect narcissism and delusions of grandiosity. This may be a cover up for feelings of inadequacy.

3.1.4.2 Application of Maslow's Theory to the DAP

Poor sexual identification is evident. As a result of deprivation and unmet dependency needs he has never developed adequate attachment to and identification with the parents. It is possible that he has identified with the mother and not the father.

He experiences anxiety and insecurity because his safety needs have not been met and because these safety and love needs have not been satisfied he cannot make meaningful contact with his environment. His approach to his environment is one of wariness and evasiveness. His need for aggression is possibly a way for him to protect himself from a threatening environment (need for safety).

There is a tendency to inhibit or control his impulses. This may indicate a need to protect himself from being rejected or abandoned. He experiences a strong need for dependency as by being dependent he will have the care of another person and he will be safe. This would protect him from feelings of helplessness.

A need for recognition is also evident which may be a way for him to cover up his feelings of inadequacy.

3.1.4.3 Explanation of stealing from the information provided by the Draw a Person test.

Stealing is a way for this person to express his aggression toward a depriving environment. It is also a compensation for his perceived inferiorities. By stealing he is gaining recognition, he is gaining power, and in this manner he covers up his feelings of inadequacy.

He steals as a result of feeling insecure, anxious and deprived.

3.1.5 Conclusions on Subject One

3.1.5.1 Main Summary

(i) Basic Orientation

This person is dependent and finds it difficult to act on his own initiative. He cannot cope with a situation alone and needs help and support from authority.

An important factor here is that he is scared of rejection and therefore cannot cope independently without the approval of an authority figure. This is confirmed by the extra-tensive balance, where he tends to direct his energy to the outside world rather than into himself. He tends to re-structure his world little in terms of his own needs.

He is very unsure of himself and cannot assume responsibility. He therefore plays it safe by not getting wholeheartedly involved in anything.

His pattern of non commitment is possibly due to inconsistency on the part of the parents, i.e. he has grown up in an insecure environment and does not trust his abilities. As he has not had a trusting relationship with the mother he is wary and suspicious of his environment.

Coping with demands of the outside world is a problem for him. Although he can see the demands he is not sure what it embraces. Possibly his parents have never taught him how to cope with demands, or maybe he has not been given the opportunity for self-determination and has therefore learnt to be helpless.

He has a large expectation of frustration and copes with his frustration by withdrawing and resorting to fantasy.

(ii) Interpersonal Relationships and Communication

This person tends to keep his distance from people. Because he has been rejected in the past, he is afraid to reach out to people as he may be hurt again.

As a result of these feelings of rejection he has developed a negative self concept. Contact with people is, however, still important to him but he attempts to make contact on a negative or aggressive level. He feels negatively toward himself as well as toward other people. Perhaps affection and aggression are not clearly distinguished for him.

He tends to feel powerless and anxious in relationship with authority. He also has a poor relationship with the father as he perceives father as being insensitive and he feels rejected by him. His emotional needs are clearly not met by the father.

There is also distance in the mother son relationship and he does not anticipate that his affectional needs will be met by the mother.

He is appealing for help as he feels alone and isolated. There is nobody for him to turn to except institutionalised figures as there is no one in the family for him to go to when he is upset.

He experiences fear associated with abandonment. It is suggested that in his relationship with his mother, and particularly the father, he has been made to feel unwanted and unloveable. This has resulted in confusion in sexual identification.

(iii) Intrapersonal Communication

As already mentioned, this person has a negative self concept and as a result he also lacks self acceptance.

He tends to feel guilty that he is a person with feelings, which is due to the fact that as a person with emotions he feels rejected. As he is unable to integrate his emotions within his total personality he tends to act out.

Sex interests him and he is aware of his sexual impulses but these impulses make him anxious because he experiences confusion with regard to sexual identification. He tends to cope with the situation in an aggressive manner and he does not take responsibility for his sexual impulses.

It is possible that there is not a clear distinction between aggression and affection because he makes contact on a negative aggressive level.

The DAP shows that there is poor intrapersonal communication. The body is divided into definite areas. It is zoned so that the person can cope with the body in small departmentalised sections. The person is therefore possibly reluctant to acknowledge his needs and keeps control through breaking up the body.

Intrapersonal communication is poor, which results in poor interpersonal communication and vice versa.

3.1.5.2 The function of stealing as derived from all the data

The TAT suggests that this person's way of obtaining love may be to get something concrete into his hands as he could still be functioning on the physiological level, according to Maslow's hierarchy of needs. Abstract love may not exist for him and he therefore steals in order to obtain love.

The TAT and DAP indicate that he tends to feel insecure and has a need to compensate for these feelings of inadequacy. Stealing is a show of bravado; in this way he hides his lack of self esteem. By stealing he is given recognition, even if it is on a negative level.

The TAT and the Rorschach tests indicate that he experiences aggression toward the father. Therefore he may steal in order to punish the father for his disregard. There are also indications on the TAT that he may have a desire to make the mother suffer.

The Rorschach suggests that he experiences a conflict with regard to dependence and independence. By being dependent he will lose his identity and by being independent he may lose the affection of others. By stealing he is therefore fighting his dependency.

The Rorschach also indicates that he has a very high level of aspiration but he is unable to be the person he would like to be. This results in frustration which may manifest itself in acting out behaviour.

It is suggested that he may steal in order to prove his masculinity.

3.2 SUBJECT TWO

3.2.1 Background

The subject was a 16 year old scholar repeating standard 7 in the practical class. The family composition was as follows:

Father	38 years
Mother	32 years
Subject	16 years
Brother	13 years
Brother	11 years
Brother	7 years

The family appeared to live reasonably comfortably although their house was a three bedroomed one and therefore somewhat over-crowded. The father worked as a boilermaker.

The mother's father apparently abused alcohol and seldom worked. As a result her family suffered.

According to the subject's parents their marriage had been a happy one and they had never had any problems with their children. In the interview with the parents it was apparent that the mother wanted to get rid of the son by placing him in a boarding school.

The mother stated that she was having difficulty communicating with her son because he was going through a difficult period. The subject and his younger brother, besides having stolen together, had played truant at the beginning of the year. The mother stated that the subject was not allowed to go out in the afternoons and play freely with the children in the neighbourhood as she was trying to protect him from the negative influences of the neighbourhood in which they live.

Description of Stealing

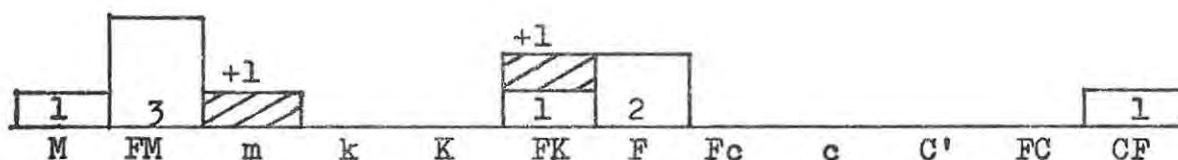
This person tends to steal money but not in a compulsive manner.

He carried out his recent offence with his younger brother. Both these boys knew the people from whom they stole and they knew where the money was kept. He could not give any reasons why he had stolen the money.

The mother does sometimes refuse him money and he has to earn pocket money by doing work around the house.

Behaviour during testing

This subject presented as an introverted and depressed young person and rapport was difficult to establish. He approached the test items in a hesitant and wary manner.

3.2.2 Rorschach3.2.2.1 Psychogram and Interpretation(a) Quantitative Findings(i) Inner resources and impulses

M : FM	1 : 3
M : (FM + m)	1 : 3,5

(ii) Organisation of affectional needs

FK + Fc : F	1,5 : 2
(Fc + cF + c + C' + C'F + FC')	0 : 1
(FC + CF + C)	
(FK + Fc + Fk)	1,5 : 0
(K + KF + k + kF + c + cF)	

(iii) $\frac{F}{R}$	$\frac{2}{8}$	25%
$\frac{FK + F + Fc}{R}$	$\frac{3}{8}$	37%

(iv) Reaction to outside world

FC : (CF + C)	0 : 1
$\frac{FC + 2CF + 3C}{2}$ Sum C	1
M : Sum C	1 : 1
(FM + m) : (Fc + c + C')	3 : 0
% Responses to cards viii, ix and x	25%
FK + F + Fc %	37%

(v) Manner of approach

W %	87,5%
W %	12,5%
W : M	7 : 1
D %	0
S %	12,5%

(b) Interpretation of Quantitative Findings(i) Inner Resources and Impulses

This subject tends to be an introversive person, that is, he tends to direct his energy into himself rather than toward the outside world. He tends to restructure his world in terms of his own values or needs.

He seems to experience tension and conflict in attempting to maintain the integrity of the ego against disintegrating forces from within or outside the personality. These tensions appear to be too strong to allow him to utilise his inner resources for the constructive solution of his everyday problems of living.

(ii) Organisation of Affectional Needs

There tends to be denial, repression or under-development of the need for affection. This has probably arisen as a result of experiences of rejection. The fear of rejection seems to influence this person's behaviour.

(iii) Control and Reaction to the Outside World

There is weak control over emotionality. He tends to act out his emotions in overt behavioural expression. He has not learnt to cope with his emotions in an appropriate and controlled manner.

There seems to be little responsiveness to the influences from the environment. He has withdrawn from the emotional impact of the environment possibly because he is threatened and withdraws as a defence.

3.2.2.2 Hypotheses derived from content and sequence analyses

When confronted with a new situation this person tends to be cautious. He is hesitant to get involved as he feels threatened.

He tends to be critical of himself and a poor self image is evident.

His relationship with people is tense and aggressive in nature. It is possible that he has to fight his way through life as he needs to protect himself from a hostile world.

Affectional and aggressive responses have possibly not been clearly distinguished for him and this has an adverse effect on his ability to communicate.

It is suggested that he experiences anxiety in his relationship with the father figure as he is afraid of rejection. He therefore protects himself from rejection by distancing the father from himself.

He also experiences anxiety in the mother-son relationship.

The rejection of Card ix indicates that this person may be emotionally disturbed. However, according to Klopfer (1954) the rejection of this card is more common than with any other card.

His affectional needs are more likely to be satisfied by the father.

Possibly he feels aggressive toward the mother for not having satisfied his affectional needs and having rejected him. He may be expressing his aggression toward the mother by stealing.

3.2.2.3 Summary of the Rorschach

(i) Basic Orientation

This person tends to be unresponsive and unreceptive to the world about him. He has withdrawn from the emotional impact of the environment possibly because he is threatened and withdraws as a defence.

He seems to be afraid to commit himself as he is unsure of his abilities and expects rejection. He approaches his world in an aggressive manner. This is possibly due to the fact that he has to protect himself from a hostile world. In order to survive he may have to fight his way through the world.

This subject has an overly high level of aspiration with ambition outstripping the creative resources of the personality. The productive resources of the personality are unduly low. He seems to have difficulty recognising everyday problems and facts.

(ii) Interpersonal Relationships and Communication

As a result of the feeling that he will be rejected, he has developed a negative self concept. Contact with people is important for him but he attempts to make contact on an aggressive or negative level. That is to say, he is aggressive towards himself as well as toward other people with whom he is communicating. Affectional and aggressive responses are possibly not clearly distinguished for him.

He tends to be anxious in his relationship with authority as

he is afraid of rejection. This also applies to the father figure.

He experiences anxiety in the mother-child relationship. His needs for affection are not being satisfied by the mother and as a result he feels aggressive towards her. It is suggested that relationships are established on an oral dependent level.

(iii) Intrapersonal Communication

This person finds it difficult to cope with emotionally laden situations in an effective manner and therefore when confronted with an emotional situation he lacks control. He cannot integrate his emotions into his personality. This may be due to the fact that he is rejected as a person with feelings.

He can express his aggression easily. It is possible that he does not have a clear distinction between affection and aggression as he attempts to make contact on an aggressive level.

There is a possibility of sexual disturbance for he seems to experience feelings of impotence and helplessness.

He appears to be experiencing tension and conflict in attempting to maintain the integrity of the ego against disintegrating forces from within or outside the personality. These tensions appear to be too strong to allow him to use his inner resources for the constructive solution of everyday problems.

3.2.2.4 Application of Maslow's theory to the Rorschach

This person has a need to protect himself from a hostile world because he has been rejected in the past.

He has a need to share experiences, a need for affiliation.

However, the way in which he relates to people is on an aggressive level. He expresses his need for affection through aggression as affection and aggression are not clearly distinguished for him.

It is suggested that the frustration of his affectional needs has resulted in feelings of aggression which are expressed in particular toward the mother figure. Maslow et al (1951) maintain that the strongest form of aggression is experienced toward the person who is the frustrator.

As his early relationship with his mother was unsatisfactory he tends to relate to people on an oral dependent level.

By being aggressive it is possible that he is asking for guidance or for limits to be set (need for safety). As his safety and love needs have not been satisfied, he tends to feel impotent and helpless. He has a need for recognition, to cover up his feelings of inadequacy and insignificance.

It is suggested that this person may still be operating on the physiological level.

3.2.2.5 Explanation of stealing from the information provided by the Rorschach

The Rorschach indicates that, as this person is unable to integrate his emotions into his total personality he tends to act out. Hence he steals.

Stealing is a way for him to express his resentment or aggression toward his mother, for example. As he has been deprived of affection he has decided to take what has been denied to him, i.e. love.

The Rorschach suggests that he has a need for recognition. Therefore by stealing he is trying to cover up his feelings of inadequacy or lack of self esteem.

It is also evident on the Rorschach that this person is unable to communicate effectively and may therefore communicate his needs or fears through stealing.

3.2.3 Thematic Apperception Test

3.2.3.1 TAT Stories

Card 1 - 3.5 secs.

Hoe kan hy maak om viool te speel? Hy voel moeg om te speel. Gaan sy pa hom verkoop? Hy het nie geld in die huis nie. Miskien is hy te oud en say pa sal vir hom 'n ander een koop.

Card 2 - 0.6 secs.

Dis beter om 'n boek te lees as op die lande te werk. Miskien het sy die twee boeke by haar gehou om beter begrip te kry van hoe op die lande te werk. Miskien net lui en lus om te lees.

Card 3BM - 2.6 secs.

Hy het pak gekry en nou huil hy. Hy sit en slaap. Hy dink aan iets wat hy kan vrydag doen.

Card 6BM - 2 secs.

Hierdie ou soek werk en nou is hy en sy ma baie bekommerd. Of hy dink watter onding het hy aan sy ma gedoen.

Card 7BM - 1.8 secs.

Hierdie twee mense beplan om 'n roof by die bank te pleeg of hy luister na goeie raad (stoot kaart weg).

Card 13MF - 2 secs.

Hierdie man is 'n bietjie gehindered omdat hy hierdie vrou vermoor het. Of hy dink "ja hoekom het ek so laat my die huis gekom, ek wil nou gaan slaap."

3.2.3.2 Interpretation of the TAT

Card 1

Hoe

He is unsure of himself. He does not trust his own abilities and needs help, guidance or reassurance when confronted with a new task. He has a need for dependence (need for safety).

He is cautious before acting upon his environment as perhaps he is afraid to get involved because he may fail, be rejected or disapproved of. He is therefore playing it safe (need for safety). By appearing ignorant he also avoids reproaches (need for protection). It is suggested that he may be expressing a need for approval (need for love).

He possibly does not know what is expected of him as his parents have never taught him how to cope with demands. He has possibly learnt to be helpless as he has not had to do things for himself.

kan hy maak

There is a feeling of helplessness here because his needs for safety and love have not been satisfied.

He possibly is keen to meet the demands of his environment actively but there seem to be certain factors preventing him from doing so. What he could be saying is how can he make a plan to play the violin as his environment is inhibiting or restricting. Perhaps he is asking permission to act upon his environment. Once again there is a need for affiliation and dependence.

He could be saying, what can he do to feel adequate, to feel loveable as a person, as at the moment he feels worthless, i.e. what can he do to have his needs fulfilled.

He sees that it is a boy but he does not really become involved in the situation. Perhaps he is afraid that he will be rejected or disapproved of. Therefore he may be ex-

pressing a need to protect himself. Interpersonal relationships are, however, important to him.

om viool te speel?

He can see the demands. His perception is accurate. He would like to master the demands and feel competent - he is expressing a need for adequacy (esteem needs). He is perhaps wondering what he can do to feel adequate or competent.

Hy voel moeg om te speel

He is confronted with a conflict. He would like to master the demands but he has not got the strength to do so. This results in tension or frustration and hence he feels tired. It is suggested that he hides his anxiety behind feelings of physical discomfort.

Undertaking an activity about which he feels anxious produces fatigue. It could be that he is too scared to put himself to the test and find that he cannot master the task. It is safer to withdraw than have to face failure, criticism or punishment.

He needs protection. Maslow (1951) says that the motto of this person would be 'If I avoid the dangerous situation I will escape pain and catastrophe'. Maslow (1951) discusses the internal frustration which refers to the inability of the individual for psychological reasons to gratify an urge, a need or a desire even when he has the opportunity to do so. He says that 'in every activity the person's evaluation of his self (self esteem) and his evaluation by other persons (feeling of security) is involved. If a person feels helpless in a situation, if he expects disapproval he cannot engage in an activity' (ibid, p 63). His needs for safety and affection have not been satisfied and he therefore cannot engage in an activity.

He conceals resentment or frustration by feeling tired. He gets rid of tension in this way so as to avoid activity which would otherwise be revealing, noticed and bring punishment.

The above statement also indicates a physiological need. His need for sleep is not satisfied. Maybe he is still functioning on this level, therefore he steals because he has to get something concrete into his hands in order to obtain love as abstract love may not exist for him.

The low energy level suggests depression. (The subject presented as being depressed during testing).

Gaan sy pa hom verkoop?

He experiences his father as rejecting or untrustworthy. His father may betray him or get rid of him. Because he has not had a secure environment he tends to feel inadequate and helpless. He needs a father who will give him affection and support. His feelings of safety are based upon the affection of others and he is therefore afraid of losing that affection.

He is possibly trying to avoid getting involved in the task as he is so afraid of failure or being disapproved of, and therefore would like to get rid of the violin.

There is object identification (the violin is personified). It is suggested that because he has failed to get affection from people he has therefore attached himself to things.

Hy het nie geld in die huis nie.

He is still not getting involved in the situation. He is playing it safe (need for protection).

He experiences his environment as materially depriving. It is suggested that money may reflect his need for affection and his need for security. He does not have a secure and loving relationship with his parents and he is therefore crying out for affection. He feels unloved and unlovable.

Money is a material aspect of reality and it is therefore suggested that he may still be functioning on a material or concrete level where in order to obtain love he needs to get something concrete into his hands.

Miskien is hy te oud

He is unsure of himself as his safety and love needs have not been satisfied. There is object identification as he could be personifying the violin. As he did not get love when he reached out to people he has withdrawn and has attached himself to things.

He tends to avoid taking responsibility. He avoids involving himself in a situation because he needs to protect himself perhaps against failure or being disapproved of.

He realistically puts the blame on the environment for his feelings of inadequacy as he lives in a depriving environment. He tends to recoil from active mastery of life as he himself feels inadequate.

en sy pa sal vir hom 'n ander een koop.

There seems to be inconsistency in his relationship with the father. Father gives and takes away. It is suggested that he experiences emotional confusion. The confusion created in the child's mind by these inconsistencies is the central factor in the genesis of the pattern of non commitment. The non committal person is unable to get wholeheartedly involved in anything. This is clearly indicated throughout the protocol.

It is also possible that this person is spoilt and therefore does not have to do anything for himself. He has learned to be helpless.

Summary of Card 1

The subject expresses a desire to meet the demands of his environment but he is not sure how to go about this. He is cautious before acting upon the environment. He needs help or guidance when confronted with a new task as he does not trust his own capabilities. It is suggested that he is hesitant in his approach to his environment as he is afraid that he will be rejected, disapproved of or be a failure. He has a need to protect himself. Maslow et al (1951) explain

the feeling of helplessness or inadequacy by looking at the infant in his relationship with his mother. They maintain that if the baby is made to feel unloved or worthless, if he is constantly disapproved of or punished, then a feeling of helplessness and worthlessness arises in him. His safety and love needs have possibly not been met.

It seems that he needs to obtain permission from authority before acting upon his environment. Perhaps in his strivings for self determination or self expansion he was continually inhibited or over-indulged. He tends to avoid taking responsibility because he has not learnt to do things for himself.

He experiences his father as being untrustworthy. Father appears to be inconsistent and, as a result, the subject tends to feel insecure.

As he has failed to get affection when he reached out to people he has possibly withdrawn from people and has become attached to obtaining objects. Acquiring objects or money may symbolise love for him. It is therefore suggested that he may still be functioning on a concrete level.

Card 2

Dis beter om 'n boek te lees.

There is distance in his approach to his environment. His approach is an evaluative and reflective one, an intellectual orientation. Once again, he has a need to protect himself from a hostile world. It is safer for him to isolate himself as he may be rejected or punished if he becomes involved in the demands.

It is suggested that he failed to get affection when he reached out to people and he has therefore withdrawn from people. Maslow (1942) says that the insecure person feels isolated and rejected.

It is possible that his unfulfilled needs are compensated for by re-directing his energy into intellectual activities. He may also be expressing a desire to know, as by acquiring knowledge he might obtain safety.

as op die lande te werk.

He tends to avoid taking responsibility. He has a need to be active, a need to achieve, but there seem to be certain factors preventing him from doing so. It could be that he is afraid to put himself to the test in case he is a failure. Perhaps he has not been given the opportunity to do things for himself and has therefore learnt to be helpless. This person may be reacting to his parents who stress work. (He has to work for his pocket money). Perhaps he does not have the physical strength to be active and this is why he is avoiding work.

Miskien het sy die twee boeke by haar gehou

The pattern of non commitment may be due to inconsistency on the part of the parents. He is avoiding responsibility and perhaps protecting himself from being disapproved of or rejected.

As he failed to get affection when he reached out to people he has attached himself to books. Books are concrete or material aspects of reality. It is suggested that he may operate or function on a concrete level, and therefore he steals.

om beter begrip te kry

He is expressing a need to understand.

Perhaps he feels guilty about not working and is now trying to rationalise about why he is reading. By rationalisation he is giving a good logical reason instead of the real reason. In this way he is evading responsibility and controlling his anxiety.

He is expressing a need for guidance. He is dependant upon an external frame of reference.

van hoe op die lande te werk.

He has a need for achievement. He, however, lacks self confidence and needs guidance in meeting the demands of his environment. It is possible that his parents have never shown him how to cope with demands.

It is also suggested that in his strivings for self determination or self expansion he may have been continually inhibited and as a result learnt to be helpless.

He may also have been over-indulged and not learnt to do things for himself.

Miskien net lui

His pattern of non commitment is evident here. He experiences conflict between activity and passivity. He feels he should be active and he experiences guilt with regard to his inability to be active. There is a conflict between the id and the superego. The co-activation of opposite tendencies is most probably due to the confusion created by the parents by their contradictory demands and failure to live up to what they preach. (The father's inconsistency is clearly indicated on the card).

en lus om te lees.

He tends to isolate himself and recoils from active mastering of his environment. Maslow et al (1951) maintain that if a person feels helpless in a situation, if he expects disapproval, then he cannot engage in an activity.

It is suggested that a family may not exist for him and therefore he experiences feelings of alienation.

He seems to be reluctant to express his true feelings because he may be disapproved of. The demands are not in line with his needs.

Summary of Card 2

He chooses to withdraw from a situation rather than involve himself as he is afraid of being rejected or disapproved of and he therefore needs to protect himself.

It is suggested that a family may not exist for him and he feels very much alone. When he reached out to people he failed to get affection and therefore he has withdrawn from people.

He is insecure and cannot make a decision. A pattern of non commitment is evident and this is possibly due to inconsistent parenting.

He seems to be unsure of his abilities and depends on an external frame of reference for guidance. He has a need for adequacy or competence. He, however, experiences conflict with regard to activity and passivity. He feels he should be active but he does nothing about being active and experiences guilt with regard to his inability to act.

It is suggested that his unfulfilled needs may be compensated for by redirecting his energy into intellectual activities.

There are indications that he may still be functioning on a concrete/material level.

Card 3BMHy het pak gekry

There is distance in his relationship with his world. He avoids taking responsibility.

He experiences his environment as being punitive. It is possible that, because people reject him, he is scared to act upon his environment.

It is suggested that he could be expressing a need for safety. He possibly wants limits to be set so that he will feel secure.

He may be expressing a need for punishment as he experiences guilt with regard to his inability to act.

Maybe the only time he gets attention is when he behaves in a negative manner. It is also possible that he is simply used to getting hidings.

en nou huil hy.

He is appealing for help. Maslow et al (1951) believe that punishment may result in terror and this terror may represent a loss of parental love. This person is expressing a need for support and love.

It is suggested that suffering may be a way for him to obtain affection and help and at the same time evade all demands that others may place upon him.

He most probably feels lonely and helpless in a hostile world.

Hy sit en slaap.

This person tends to resolve problems on a physiological level and does not seem to be coping effectively with his world. He experiences tension, hence there is exhaustion. He possibly gets rid of tension by sleeping so as to avoid activity which would otherwise be revealing, be noticed and bring punishment. Sleeping is therefore a defence against exposing himself. He is also concealing resentment and frustration.

He tends to shut himself off from his world. As this person has not been given the opportunity to experience love the world has remained alien. An alien world is potentially threatening, and therefore all his energy is put into protecting himself from this world (need for protection).

Hy dink aan iets

He is possibly busy discharging his needs or redirecting his energy through mental activities, for example through fantasy. He resorts to fantasy because his environment is punitive or restricting. In this way he satisfies those needs which are

unsatisfied in real life.

He is very much alone in a hostile world and attempts to cope with problems on an intellectual level.

wat hy kan vrydag doen.

He contemplates doing things but never gets round to doing anything - he experiences conflict with regard to activity and passivity.

The environment is possibly restricting as he has a need to achieve but there are certain factors prohibiting him from doing so. He feels helpless. He needs the permission of others before acting upon his environment as he is dependent on people for approval.

His usual way of coping with stress, i.e. by avoidance and procrastination, is evident here.

It is suggested that as his safety and love needs have not been satisfied he is unable to master his environment.

Summary of Card 3BM

This person experiences a need to be punished. He feels guilty as he feels that he should act upon his environment but he does not get down to doing things. He avoids taking action as he is scared of being disapproved of or being a failure.

He perceives his environment as being punitive. Because people reject him, he is scared to act upon his environment. Being treated without respect and understanding has resulted in feelings of worthlessness. He may be expressing a need for safety and love and he may be appealing for help. He attempts to cope with problems on an intellectual level.

As he feels rejected, he has developed a feeling that the world is hostile. He has therefore withdrawn from the world

and all his energy has been put into protecting himself from the threatening world. He has a need for safety.

He has a need for sleep. This may be a defence against exposure as he may be concealing his resentment and frustrations. He gets rid of tension in this way so as to avoid activity which would otherwise be revealing, be noticed and bring punishment.

It is suggested that he tends to resolve problems on a physiological level and that he does not seem to be coping effectively with his world.

Card 6BM

Hierdie ou soek werk

He has a need for acceptance and affiliation.

He is looking for work which is positive in contrast to his previous withdrawal reactions.

He is expressing a need for independence and he is also expressing a need for achievement.

en nou is hy en sy ma baie bekommerd.

It is suggested that he may be experiencing a conflict with regard to independence and dependence. By being independent he may lose the care of the mother but by being dependent he may lose his identity.

He needs a mother, he needs love and care. Mother seems to show concern but she may only be concerned about her own welfare, for instance her son may embarrass her. He does not mention a relationship between mother and son, and it is therefore suggested that there may be distance in the mother son relationship.

This person could be expressing concern that he may not live up to his mother's expectations. Maybe the mother and the son are both concerned that he may fail. It is therefore possible

that mother may contribute to his feelings of inadequacy.

The mother figure could be an insecure and anxious parent and this tends to convey to the child that he lives in a world that is full of dangers. Therefore he feels helpless.

Of hy dink

He does not commit himself. As there is inner confusion he cannot be wholehearted about anything.

He feels very much alone in a hostile world so that withdrawal is used as a defence.

He never does anything about what he says he will do and he seems to experience anxiety about work. It is suggested that he may be afraid of reproaches.

His unfulfilled needs may be compensated for by re-directing his energy into intellectual activities. He may solve problems on an intellectual level.

watter onding het hy aan sy ma gedoen.

His relationship with his mother is of concern to him. He experiences guilt in his relationship with the mother and he is perhaps wondering what he has done to the mother to make her treat him in such a neglectful way. It is possible that he experiences guilt with regard to his need for independence. The attitude of self blame ties up with his pattern of non commitment. This self blame may have been facilitated by the self sacrificing attitude on the part of a parent, the overt or covert emphasis on how much deprivation and suffering the parent is going through for the child's sake. When a child is threatened with a parent's unhappiness, the results for his self image may be disastrous. His needs for affection, security and self esteem are not satisfied.

By self recrimination it is suggested that he avoids being accused and avoids accusing others.

He possibly uses his suffering and conflicts as a way of recoiling from active mastering of life.

Summary of Card 6BM

He expresses a need for acceptance and a need for affiliation. He also has a need for independence and a need for achievement.

A pattern of non-commitment is evident. As he experiences inner confusion he cannot be wholehearted about anything.

He seems to experience anxiety with regard to work as he is possibly afraid of reproaches. He would like to be active but he is unsure of his abilities. It is possible that in his relationship with his mother he was disapproved of and made to feel helpless.

He expresses a need for maternal care. He, however, experiences guilt with regard to his relationship with the mother. He seems to feel that he is the cause of the mother's neglectfulness. The attitude of self blame fits in with his pattern of non-commitment. This self blame may have been facilitated by the self sacrificing attitude on the part of the mother, the overt or covert emphasis on how much deprivation or suffering she is going through for the child's sake. He has possibly been threatened with a parent's unhappiness and this has adversely affected his self image. As a result he feels insecure and threatened.

He seems to experience conflict with regard to independence and dependence. If he is independent he may lose the affection of the mother but if he is dependent he may lose his identity.

He attempts to cope with his problems on an intellectual level.

Card 7BMHierdie twee mense beplan

He has a need for affiliation and acceptance. There is a

feeling of togetherness here which is positive.

He is expressing a need to achieve but he is cautious in his approach to his world.

It is suggested that his environment may be restricting, inhibiting or over protective, and he may need to make plans. He may be expressing a need for self determination or independence.

om 'n roof by die bank te pleeg

He may be expressing a need for revenge. Because he has been deprived of affection he is planning to get 'by hook or by crook' what has been denied to him, i.e. affection. He feels aggressive toward his environment because it has been depriving. As he failed to get affection when he reached out to people he has attached himself to getting things. According to Maslow (1951) "insofar as guilt and the feeling of rejection are aroused they get translated into irresponsible acts wither to obtain what the individual wants or in order to be detected or punished." (p 407).

His attitude may be 'if people are out to hurt me then I have every reason to fight back.'

It is suggested that he could be seeking money so that people will love him for his achievements (need for esteem).

He may be testing his parents, as control is an indication of love. Maybe the only time his parents show concern is when he acts in a negative manner.

Father may not be a good identification model for him as he may foster antisocial activities for his own vicarious satisfaction.

By acting in an antisocial manner he is trying to fight his dependency and in this way he is expressing a need for independence. He is also trying to overcome his feelings of weakness and insignificance (need for esteem).

It is suggested that his antisocial behaviour may also be a retaliation against the weak adults who have failed him. In this case it could be the father who has failed to provide him with a clear set of values.

of hy luister na goeie raad.

Ambivalence is evident which results from the conflict between strong id impulses and a stern super ego. Here there is a co-activation of opposite tendencies, i.e. good and bad, or positive and negative.

The pattern of non commitment, which is evident throughout this TAT, is the result of a confusion as to whether the world is basically friendly or inimical and this results in a constant struggle against confusion.

The confusion is due to inconsistent parenting, which has resulted in contrasting images of a good world and a bad world, but allows neither to become strongly dominant.

Summary of Card 7BM

He experiences a need for affiliation, a need to achieve, and he expresses a need for affection and security. Because he has been deprived of affection he is planning to get 'by hook or by crook' what has been denied to him, i.e. affection and security. He has a need for revenge, i.e. if people are out to hurt him, he feels that he has every reason to fight back. As he failed to get attention when he reached out to people he has attached himself to getting things in the form of depriving others.

It is suggested that by being rebellious he may be trying to fight his dependency.

His antisocial behaviour could be a retaliation against the father for not having provided him with a clear set of values (his safety needs may not have been satisfied by the father). It is also possible that the father may not be a

good identification model for him as he may be fostering antisocial behaviour for his own vicarious satisfaction.

He tends to experience conflicts about what he is doing. He experiences conflicts with regard to his antisocial impulses and he also experiences conflicts with regard to independence and dependence.

His pattern of non commitment is the result of a confusion as to whether the world is friendly or hostile and this may be due to inconsistent parenting.

Card 13MF

Hierdie man is 'n bietjie gehinderd

There is identification and he has a need for affiliation and acceptance.

He feels anxious and troubled because in his relationship with his parents he was made to feel unsafe. Inconsistency on the part of the parents has created feelings of insecurity and anxiety. He experiences conflict with regard to whatever he does.

omdat hy hierdie vrou vermoor het,

Because of inconsistent parenting aggression and affection are not clearly distinguished for him. Love and hate have become inseparable and therefore function as a unit decreasing or increasing together. Given the uncertainty as to whether the world is friendly or hostile it is safer to act on the negative assumption than to have a false security. Through his aggression he is expressing a need for affection.

It is suggested that he acts in an aggressive manner because he has been deprived of affection and because he feels rejected. Maslow (1951) maintains that in the event of a serious deprivation of one of his needs, the individual may express his aggression in a pathological way. He feels the blocking of a vital need as an extremely serious threat, one

which endangers his whole existence. People tend to become destructive when their inner self is denied, twisted or frustrated. Here we find that the individual's love needs are frustrated.

This person needs to protect himself from a hostile world.

Of hy dink

Withdrawal and intellectualisation are used as defence mechanisms. When he does something hostile he retracts and attempts to solve his problems on an intellectual level.

He tends to avoid taking responsibility and recoils from active mastery of life

"ja, hoekom het ek so laat by die huis gekom."

He is really identifying here.

He experiences a lot of guilt with regard to what he does. He experiences guilt feelings with regard to his failure to act correctly and he seems to punish or torment himself constantly. Perhaps in his early relationships with the mother he was disapproved of and made to feel worthless.

Possibly, by accusing himself he avoids being accused by others. He is expressing a need for protection and a need for recognition.

ek wil nou gaan slaap."

He is expressing a need for sleep. This confirms the fact that he may still be operating on a physiological level.

As a result of emotional confusion there is tension and hence exhaustion. Sleeping is a defence against exposure. He has a need to protect himself from a hostile world. By sleeping he will get rid of the self and avoid confronting his frustrations and sadness. He gets rid of tension by sleeping so as to avoid activity which would otherwise be revealing, be noticed and bring punishment.

Summary of Card 13MF

He is expressing a need for affection but as a result of inconsistent parenting, aggression and affection are not clearly distinguished for him. Therefore love and hate have become inseparable and function as a unit decreasing or increasing together.

Contact with people is important but he attempts to make contact on a negative or aggressive level. Women are associated with aggression because in the past his needs for affection and safety have not been satisfied. As his needs are frustrated he expresses his aggression in a pathological way. His need for aggression is also a way for him to protect himself from a hostile world (need for protection).

He experiences guilt with regard to his failure to act correctly and he seems to punish or torment himself. Perhaps in his relationship with the parents he has been made to feel worthless.

As a result of emotional confusion there is tension and hence exhaustion. By sleeping he gets rid of the self and avoids confronting his frustrations and sadness.

There is confirmation that he may still be operating on a physiological level

3.2.3.3 Main Summary of the TAT

(i) Basic Orientation

This person would like to meet the demands of his environment but he is not sure how to go about this as his parents have never shown him how to cope with demands or allowed him to cope. It is suggested that, in his strivings for self determination he may have been continually inhibited and as a result he tends to feel helpless when confronted with a new task.

He experiences difficulty in committing himself. Ambivalence is particularly characteristic of this pattern of non-commitment and the co-activation of opposite tendencies is evident throughout the TAT.

Love and aggression are directed toward the same object. These two opposite sets of emotions or attitudes seem to co-exist in a functional unit. This is most probably the result of a confusion as to whether the world is friendly or hostile. His loving impulses are, however, more deeply hidden than his hostile or tabooed impulses. Given the uncertainty as to whether the world is friendly or hostile, it is safer for him to act on the negative assumption than to have a false security.

There is also a conflict with regard to activity and passivity. He feels that he should be active but he has a need for safety. He experiences guilt with regard to his inability to act. He therefore has a need to be punished as in this way he can expiate his guilt if he does act and this in turn will enable him to withdraw. His need for safety conflicts with his need to act.

He experiences conflict with regard to dependence. It is suggested that if he is independent he may lose the affection of the mother but if he is dependent he may lose his identity.

The presence of two conflicting orientations has resulted in an inhibition of action because anything he tries to undertake activates the opposite tendency.

(ii) Interpersonal Relationships and Communication

This person experiences guilt in his relationship with the mother. His self blame attitude fits in with his pattern of non commitment. This attitude may have been facilitated by the self sacrificing attitude on the part of the parent whose overt or covert emphasis is on how much deprivation or suffering the mother is going through for the child's sake. He has possibly been threatened with the parent's unhappi-

ness and this has adversely affected his self image.

It is suggested that father may not be a good identification model for him as he may be giving him double messages. He may be fostering antisocial behaviour. This person's antisocial behaviour could, on the other hand, be a retaliation against the father for not having provided him with a clear set of values.

As a result of inconsistent parenting aggression and affection are not clearly distinguished for this person. Contact with people is important but he attempts to make contact on a negative or aggressive level.

Because this person failed to obtain affection when he reached out to people he has attached himself to obtaining things. He has a desire to get 'by hook or by crook' what has been denied to him, i.e. affection. This he does by stealing.

(111) Needs

The TAT indicates that this person may be operating on a concrete level. His basic physiological needs do not appear to be satisfied.

The TAT also suggests that his safety needs, i.e. his need for dependence and security, his love and esteem needs, i.e. his need for recognition and competence, have not been met.

3.2.3.4 Explanation of Stealing from the information provided by the TAT

The Thematic Apperception Test suggests that this person may be functioning on the physiological level. He may therefore steal because he needs to get something concrete into his hands in order to obtain love, as abstract love may not exist for him.

Stealing is a way for him to express his resentment toward his parents for having deprived him of affection. It is suggested that he may be trying to fight his dependence on his parents by stealing money. Stealing money also enables him to gain security.

He tends to feel guilty about his inability to act correctly or his inability to act at all. Therefore he may steal because he has a need to be punished, as in this way he will expiate his guilt. A self-fulfilling prophesy is evident here because if he steals he is punished and this, therefore, enables him to withdraw (his need for safety seems to conflict with his need to act).

By stealing he is gaining attention even if it is on a negative level. He may be making a plea for help.

He is also asking for limits to be set by stealing - he is expressing a need for guidance, a need for safety.

3.2.4 Draw a Person Test

3.2.4.1 Observations during testing

The subject asked whether he could draw a person with a profile. This reflects his uncertainty when confronted with a new task. He does not trust his own abilities and is dependent on people for guidance. For the sake of approval he would prefer to satisfy the other person's needs rather than his own.

3.2.4.2 Interpretation of the Draw a Person Test

Male

(i) Basic Orientation

The male figure lacks adequate detailing, conveying a feeling of emptiness and reduced energy. He employs the defence of withdrawal.





C

(S)

The arms clinging to the body reflect rather rigid inner control and difficulty in reaching out to others, a tendency for reserve and passivity. This is commonly found in paranoid people who need to protect themselves from the blows of the environment.

The small feet suggest that he feels insecure and the person drawn in profile indicates evasiveness.

The out-off hands reflect feelings of inadequacy or guilt over failure to act correctly or inability to act at all.

The emphasis on the waistline suggests that he tends to be a dependent person.

(ii) Interpersonal Relationships and Communication

The eye is a small dot which indicates that he tends to shut himself off from his environment. He tends to be wary of his environment. His wariness and limited range of vision indicates that he may be paranoid. The eye in this case is used primarily as a tool of defence.

The face drawn in profile confirms the fact that social communication is limited.

The mouth is a straight line indicating aggressive tendencies.

(iii) Intrapersonal Communication

The male figure is divided into definite areas - the head (the intellectual area), the chest (area of physical strength) and the genitals (sexual area). This person is hesitant to acknowledge his own needs and maintains control by breaking up his body into sections so that there is minimum intrapersonal communication. He attempts to control his needs because as a person with needs he is rejected. He may also be afraid of losing control.

The head is relatively big and suggests that he controls his anxiety by intellectualisation.

Female

The female figure is smaller than the male. Females are possibly perceived as being weaker than males.

The arms clinging to the side also indicate that the female tends to be reserved and passive.

The sharp nose and the mouth indicate aggressive tendencies.

The small feet and the slant of the figure suggest feelings of insecurity.

Emphasis on the breast may indicate oral deprivation.

The female figure is also projected as being unable to acknowledge her own needs. By breaking up the body into sections a minimal amount of interpersonal communication is indicated.

3.2.4.3 Application of Maslow's Theory to the DAP

This subject projects himself as an alienated and insecure person who employs defences of withdrawal and depression.

As his needs for safety and love have not been met he has difficulty in reaching out to others. He is wary of his environment and has a need to protect himself from its blows. An alien world which cannot be mastered is potentially threatening.

He is dependent on other people for guidance (need for dependence). This is due to the fact that he does not trust his abilities; most probably because in his relationship

with his mother he was made to feel worthless and unwanted (safety, love and esteem needs are unsatisfied).

The world is perceived as being hostile. He is angry because his needs are frustrated.

3.2.4.4 Explanation of stealing from the information provided by the DAP

The DAP indicates that he tends to feel inadequate. He also feels guilty about his failure to act correctly or his inability to act at all. It is therefore suggested that he steals in order to overcome his feelings of inadequacy and also to expiate his guilt, as by stealing he will be punished.

The DAP suggests that he has an aggressive approach to the world. He is angry because his needs are frustrated and he therefore steals in order to express his resentment toward his parents for having deprived him of affection.

It is suggested that by stealing this person is evading reality. He is not coping appropriately with his world.

3.2.5 Conclusions on Subject Two

3.2.5.1 Main Summary

(i) Basic Orientation

This person is dependent and finds it difficult to function on his own initiative. It is difficult for him to cope with a situation alone and he needs help and support from an authority figure. For the sake of approval he is prepared to satisfy the other person's needs rather than his own.

As he is unsure of his abilities and is afraid of rejection, he plays it safe by not getting wholeheartedly involved in anything. A pattern of non-commitment is evident. Ambivalence is particularly characteristic of this pattern of non commitment and is evident throughout the TAT.

Love and hate are directed toward the same object. These two opposite sets of emotions or attitudes seem to co-exist in a functional unit.

He seems to experience conflict with regard to activity and and passivity. He experiences guilt feelings with regard to his failure to act correctly or his inability to act at all. He feels he should be active but then does not get round to do anything. There is ambivalence in his relationship with the demands.

This person also seems to experience conflict with regard to independence and dependence because if he is independent he may lose the affection of the mother, whereas if he is dependent he may lose his identity.

There are indications of paranoid tendencies. He has a need to protect himself from the blows of his environment and this he does through withdrawal. He tends to be a reserved and passive person.

Fatigue and sleep are possibly used as a defence against exposure, or may be a way of concealing resentment and frustrations. He gets rid of tension in this way. He tends to direct his energy into himself rather than toward the outside world. He tends to restructure his world in terms of his own values or needs.

It is suggested that this person is unable to meet the demands of his environment because in his strivings for self expansion or self determination, he was continually inhibited. It is possible that he has not been shown how to cope with

the demands by his parents. It is also possible that he was over-indulged and has not learnt to do things for himself.

(ii) Interpersonal Relationships and Communication

As a result of early experiences of rejection this person does not believe that people will accept him.

Because of the above factor he finds it difficult to make contact with people. He tends to limit social communication as he is wary of people and feels the need to protect himself from being harmed. He therefore has an aggressive approach toward people.

As a result of feeling that he will be rejected he has developed a negative self concept. Possibly in his relationship with his parents he was disapproved of and made to feel helpless and worthless.

Contact with people is important for him but he attempts to make contact on a negative or aggressive level. That is to say that he is aggressive toward himself as well as toward other people with whom he is communicating. Affectional and aggressive responses are not clearly distinguished for him, most probably because of the confusion created by inconsistent parenting.

He perceives the father as being inconsistent and he feels that he is not able to trust the father. It is suggested that the father may not be providing a good identification model for him as there are indications that he may be fostering antisocial behaviour for his own vicarious satisfaction.

His relationship with the mother and people of the opposite sex is poor. He does not expect his affectional needs to be satisfied by the mother and he therefore feels aggressive toward women because his affectional needs are frustrated.

He also experiences feelings of guilt in his relationship with the mother. These guilt feelings have possibly been facilitated by the self sacrificing attitude on the part of the mother who emphasises, either overtly or covertly, how much suffering she is going through for the child's sake.

(iii) Intrapersonal Communication

This person has a negative self concept and there is therefore a lack of self acceptance.

He cannot integrate his emotions into his personality and as a result he finds it difficult to cope with an emotionally laden situation in an effective manner. When confronted with an emotional situation he lacks control.

A possible reason why he cannot integrate his emotions into his total personality is that he feels that as a person with needs or impulses he will be rejected.

The DAP confirms the fact that there is poor intrapersonal communication and illustrates that the various parts of the body with their particular needs are broken up into sections and are in this way cut off from the conscious. He attempts to cope with his anxiety by intellectualisation or distantiation.

There seems to be some difficulty in the sexual area. He tends to feel impotent and helpless.

Aggression, however, is one emotion which he can actually experience. He can make contact on an aggressive level and it is therefore suggested that perhaps he does not have a clear distinction between affection and aggression.

3.2.5.2 The Function of Stealing as derived from all the Data

The main function of stealing for this person is to try and obtain love. Stealing money symbolises his need for

affection. The TAT and the Rorschach both indicate that he has been deprived of affection in the past. These tests also suggest that he is still functioning on the physiological level and he may therefore need to get something concrete into his hands in order to obtain love as abstract love may not exist for him. As Maslow (1951) says, stealing may represent the acquisition of what was otherwise denied to the individual, i.e. love.

By stealing he is also appealing for help. At least in this way he is able to obtain attention, even if it is on a negative level.

All the tests point to the fact that this person's safety needs have not been satisfied. Therefore, by stealing he is perhaps asking for limits to be set. He is appealing for a structured environment. By stealing money he is also gaining security.

The TAT and the DAP both indicate that he experiences guilt feelings with regard to his inability to act in a correct way or his inability to act at all. Therefore, by stealing he may be expressing a need to be punished. In this way he will relieve himself of guilt feelings. It is suggested that he has a need to expiate his guilt.

The TAT suggests that he experiences a need for independence. Therefore by stealing money he is possibly fighting his dependency.

His need for acceptance or affection is not constructively integrated within his total personality and gets translated into irresponsible acts to obtain what he desires.

3.3 SUBJECT THREE

3.3.1 Background

The subject was 17 years old and not attending school at that time. The family composition was as follows:

Father	Has not been living with the family for the last ten years.
Mother	56 years
Sister	21 years
Sister	22 years
Brother	27 years
Subject	17 years

The subject's parents' marriage was initially a happy one. However, the father started abusing liquor and changing his employment. Both parents agreed upon a separation when the subject was about 7 years old. Since the separation the subject and his family have not had any contact with the father.

The mother described the early relationships between the father and children as good. It appears that the subject must have experienced the situation more traumatically than the older children who were aware of the instability of the family dynamics caused by the father's way of living.

The subject experienced resentment toward the mother. He maintained that she had never given him enough money.

In the interview the mother stated that when she and her husband separated she had to go out and work and was unable to spend sufficient time with her son and give him enough affection. She maintained that she had never been able to discipline him nor had she been able to communicate with him. He has always tended to get his own way by manipulating the mother; for example, he used to threaten to cut himself if the mother did not give him what he wanted. As a young boy he enjoyed being hurt and loved visiting doctors. He has in

the past slashed himself and has not shown any concern.

The mother described the subject as being aggressive. He tends to lash out at people. She said that he has always been a fearless and assertive boy.

Apparently, whenever the subject felt anxious or upset he used to pack his bags and leave home for a few days, and often came back starving.

Mother came across as an intense, emotional person. She felt that she had been an inadequate mother but at the same time felt highly embarrassed by her son's behaviour.

It is important to note that the father was absent during a period in the boy's life when a father figure is essential for the identification process to develop properly.

The mother manages to maintain a comfortable standard of living.

The subject failed the ordinary course in standard six and was promoted to standard seven practical course. During the following period of three years he only passed standard seven. It is clear that the subject's performance at school has been below his intellectual potential.

Description of Stealing

This person has, when he was younger, stolen money from his mother. He has also taken valuable medals from his mother and pawned them.

He has been involved in housebreaking and has stolen a tape recorder and a cheque. He sold the tape recorder and forged the cheque. He then spent the money.

Asked why he carried out this act, he said he was bored and needed money. He claims that his mother does not give him

anything. He maintains that his mother believes that a tickey is enough.

He has also been involved in motor car thefts.

He steals with other people rather than by himself.

Behaviour during testing

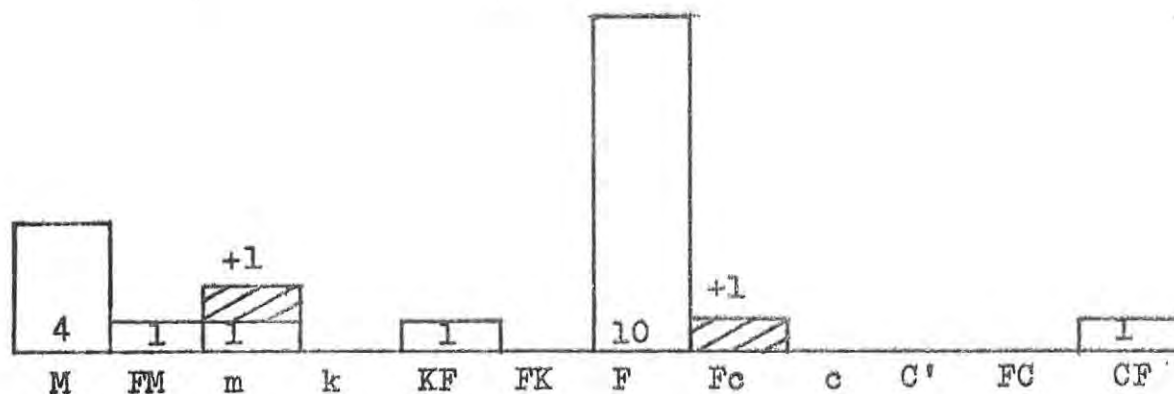
This person presented as insecure and anxious. He tended to dominate the testing situation and tried to get the tests over with as quickly as possible.

Rapport was difficult to establish initially but improved during the course of testing.

The subject brought a friend to the testing situation and wanted him to remain with him while he was being tested.

3.3.2 Rorschach

3.3.2.1 Psychogram and Interpretation



(a) Quantitative Findings(i) Inner resources and impulses

M : FM 4 : 1
 M : (FM + m) 4 : 2,5

(ii) Organisation of affectional needs

FK + Fc : F ,5 : 10
 (Fc + cF + c + C' + C'F + FC') ,5 : 1
 (FC + CF + C)
 (FK + Fc + Fk) ,5 : 1
 (K + KF + k + kF + c + cF)

(iii) Control

$\frac{F}{R}$ $\frac{10}{18}$ 55%
 $\frac{FK + F + Fc}{R}$ $\frac{10}{18}$ 55%

(iv) Reaction to outside world

FC : (CF + C) 0 : 1
 $\frac{FC + 2CF + 3C}{2}$ Sum C 1
 M : Sum C 4 : 1
 (FM + m) : (Fc + c + C') 2 : 0
 % Responses to cards viii, ix and x 44%
 FK + F + Fc % 55%

(v) Manner of approach

W % 39%
 W* % 11%
 W : M 7 : 4
 D % 61%

(b) Interpretation of Quantitative Findings

(i) Inner Resources and Impulses

This person tends to stick to the obvious concrete aspects of his world. His adjustment tends to depend upon stripping the personal components from experience. He is interested in his world but he is unable to express himself in a socialised manner and therefore seems to communicate by acting out.

There is a tendency to suppress his needs and emotions to such a great extent that when he does express feelings he does so in an explosive manner. He has possibly never been taught how to express himself in a socialised manner. There are very few indications of tension and inner conflict.

(ii) Affectional Needs

This person's affectional needs tend to be denied, repressed or underdeveloped. This is probably due to early emotional deprivation based upon a poor mother child relationship.

According to the psychogram he experiences very little anxiety related to his affectional needs.

(iii) Control and reaction to the outside world

There is a tendency not to acknowledge and respond to his own inner needs and act according to his own emotional reactions. There is a repression of emotional responsiveness.

He becomes very defensive in emotionally laden situations. He has difficulty coping with emotional situations as he cannot integrate his emotions with his total personality and he therefore tends to act out his emotions.

His defences are not operating effectively as he experiences a lot of anxiety. Too much psychic energy is being used to repress his impulses and therefore control can break down.

His energy is not being used in a constructive way.

The productiveness of this individual is stimulated by environmental impact.

3.3.2.2 Hypotheses derived from the Content and Sequence Analyses

The testing situation evoked a lot of anxiety in this person and he seemed to want to get the testing situation over with as quickly as possible. His short reaction times on the Rorschach may indicate an impulsive orientation to his environment.

He is concerned with the external aspects or the persona of the person and he keeps relationships on a superficial level as he is most probably afraid of being hurt.

He finds the colour unpleasant or distressing because of the unpleasant connotations the colour suggests to him. As he cannot cope with emotional situations he has difficulty in interpersonal relationships.

The father seems to provide a negative model for him and as a result he appears to be having identification problems.

He experiences anxiety in the mother child relationship. He feels aggressive toward the mother because she has not fulfilled his needs for affection.

This person tends to vacillate between over control and explosiveness.

He uses fantasy as a way of coping with his world. It is suggested that he has wants and needs but these are not being met and he has therefore resorted to fantasy as a way of satisfying his needs. Therefore fantasy serves an adjustive function for him.

3.3.2.3 Summary of the Rorschach

(i) Basic Orientation

When confronted with a new and unfamiliar situation this person tends to feel anxious and threatened. He copes with his anxiety by distancing himself from his environment and controlling himself as much as possible. Possibly in the past he has been so rejected that he is afraid of becoming emotionally involved in his environment. It is suggested that he may be afraid of losing control.

Even though his adjustment tends to depend upon stripping the personal components from experience, he is interested in his world.

He resorts to fantasy because he is dissatisfied with the outside world. Fantasy satisfies those needs which are unmet in real life and in this way helps him to cope with his world.

This person has creative potential for which he has not found an adequate outlet or focus.

A practical, everyday, common-sense application of intelligence is evident.

(ii) Interpersonal Relationships and Communication

As a result of past experiences of being rejected this person is not willing to extend his love toward his environment as he is afraid of being rejected. He therefore keeps relationships on a superficial level.

People are, however, important to him. It is suggested that he is unable to express himself in a socialised manner and therefore tends to communicate by acting out.

The anxiety felt in relationship to authority is manifested in suspicious and aggressive behaviour.

The father figure seems to be providing a negative model for him, and, as a result, he is having identification problems. His identity problem is more intensified because of his difficulty in interpersonal relationships.

There is a disturbance in the mother child relationship. He feels aggressive toward the mother because his emotional needs have not been met by her.

(iii) Intrapersonal Communication

There appears to be a lack of self acceptance. He tends to deny his own inner needs and therefore does not act according to his own emotions.

He becomes defensive in emotionally laden situations. He has difficulty coping with emotional situations as he cannot integrate his emotions with his total personality and he therefore tends to act out in an unsocialised way. The reason for this could be that as a person with feelings or needs he is rejected.

It looks as if he finds it difficult to express his needs in the presence of other people and therefore feels compelled to withdraw into himself and discharge his needs within himself. The fact that his needs are not being satisfied creates frustration which results in explosive behaviour. This person tends to vacillate between over control and explosiveness.

There is a denial of sexual impulses as he is possibly unable to accept them.

3.3.2.4 Application of Maslow's Theory to the Rorschach.

As this person's safety and love needs have not been satisfied his world is perceived as being threatening. He therefore has a need to protect himself from a hostile world. This he does by limiting his contact with the environment.

The frustration of his needs at times leads to an explosive expression of aggression. As he does not have enough strength to tolerate a normal amount of aggression, an enormous amount of aggression arises in a frustrating situation.

The Rorschach indicates that he has an immediate need for gratification. This may be due to a lack of dependency and security in his environment as he seems to feel the need to grab things now, i.e. steal, as there may not be a future for him.

He uses fantasy as a way of escaping from the pain of his environment. Through fantasy those needs are satisfied which are not satisfied in real life. In this way he protects himself from anxiety (need for protection).

This person's needs for safety, love and stimulation have not been satisfied.

3.3.2.5 Explanation of Stealing from the Information provided by the Rorschach.

The Rorschach indicates that his need for affection has not been satisfied. Therefore what he steals may symbolise affection for him. Maslow (1951) says that stealing may represent the acquisition of what was otherwise denied to the individual, i.e. love.

The Rorschach also suggests that his need for stimulation is not satisfied and he may therefore steal in order to satisfy this need.

As he is unable to integrate his feelings within his total personality, he tends to act out his emotions in an un-socialised way by stealing.

3.3.3 Thematic Apperception Test

3.3.3.1 TAT Stories

Card 1 - 8 secs.

He's depressed about the music 'cause he can't work it out. Maybe it's too hard for him. He was trying to work out the song and now he's depressed.

Card 2 - 10 secs.

It's about a very hard working family. It's a mother looking back on how her children have grown up and they've grown up hard and they're hard working people.

Card 3BM - 11 secs.

What's that? Some-one in the family has just died and she's come back from a funeral and she's lying there upset. Those things are keys.

Card 6BM - 11 secs.

He's leaving his family and that's his mother. He's come from a farm and he's telling his mother he's leaving to go to the big city and she's taking it badly because the people from the farm know about the big bad city.

Card 7BM - 7 secs

That's the same one. The father is explaining to him about the city telling him not to go. He's still determined to go.

Card 13 MF - 9 secs

He's just killed her. He's found her with another man or something and now he's just realised what he's done and he doesn't know what to do about it.

3.3.3.2 Interpretation of the TAT

Card 1

He's depressed

He expresses a need for affiliation. He does not really become involved in a situation, perhaps because he is afraid that he will be rejected or disapproved of, or even lose control.

He experiences feelings of inadequacy and helplessness. It is suggested that the demands make him angry. He, however, does not express his aggression overtly but turns it inwards. He is possibly afraid of being rejected if he expresses his aggression.

Suffering may be a way for him to recoil from active mastering of life. He has a need for protection from imminent dangers.

By suffering he possibly gets what he wants, i.e. attention and affection. Therefore suffering and helplessness are possibly his way of obtaining affection, help and control, and at the same time allow him to evade all demands that others may make upon him.

Suffering is also a way for him to express his accusations against others.

about the music

He sees the source of troubles in external circumstances. He tends to avoid taking responsibility. There could be resistance. He could be protecting himself from being exposed (need for safety). It is suggested that he is over-extending himself, looking beyond the demands. The demands placed upon him are great.

'cause he can't work it out.

He tends to feel inadequate and helpless. This could be due

to the fact that in his relationship with the mother he was disapproved of and made to feel worthless. According to Maslow (1951) the individual's self image and evaluation of the self will depend upon whether he is secure or constantly frustrated or threatened.

Possibly his parents have never shown him how to cope with demands. Perhaps he has been over-protected and over-indulged and, as a result, has learnt to be helpless.

It is suggested that as the expectations placed upon him are great he is unable to meet these expectations.

Maybe it's too hard for him.

There is an element of uncertainty here. His needs for safety have not been met and he is therefore unsure of himself.

Once again he is blaming external circumstances and is avoiding taking responsibility. When he says 'too hard' he is referring to his environment, his family. He has been through hard times. He has not been given the love and respect to enable him to grow up to feel an adequate and self respecting person.

Perhaps he is finding it difficult to be the person people expect him to be. People expect a lot from him and he cannot live up to their expectations.

He was trying to work out the song

He has a need for competence, a need for adequacy.

Once again he sees beyond the demands. He is overextending himself. The demands placed upon him are great.

It is suggested that he is trying to make a life for himself but in an inappropriate way.

and now he's depressed.

He emphasises his present feelings of incompetence and

hopelessness. There is no future, he has given up.

His anger and frustrations are turned inward resulting in feelings of depression. His needs for security, esteem and love have not been met and as a result he feels depressed.

Summary of Card 1

This person tends to distance himself from his world as he is afraid that he will be rejected or disapproved of. He experiences feelings of inadequacy or failure because he is not able to meet the demands of his environment. He copes with his frustration and anxiety by withdrawing from his environment.

He sees the source of his troubles in external circumstances. This is realistic but also indicates resistance. He has a need to protect himself from exposure (need for safety). His suffering may be a way for him to recoil from active mastery of life, a protection from imminent dangers.

By suffering he could be expressing his need for affection and attention. This could also be a way for him to express his accusations against others.

He has a negative approach to himself. He does not trust his own abilities. In his relationship with his parents he was most probably disapproved of and made to feel worthless. His safety and love needs have not been satisfied and he therefore tends to feel inadequate and insecure.

He tends to over-extend himself. He looks beyond the demands. Perhaps the expectations placed upon him are too high, and because he is not able to live up to them he tends to feel inadequate. He has given up, he is no longer resisting.

Card 2It's about a

He distances himself from his environment. He needs to protect himself from being hurt or disapproved of, or perhaps being exposed.

It is suggested that he keeps his distance because when, in the past, he has reached out to people he failed to get affection. He has therefore withdrawn from people.

very hard working family.

Life is difficult. Perhaps he suffered by not having the care and love from his mother because she had to work so hard. He may have been neglected and as a result feels inadequate. He could be saying that his needs for safety and love have not been satisfied by the family.

He could also be expressing a need for achievement.

It's a mother

There is a lack of identity as he has a need to protect himself from a hostile world. He needs to neutralise what he is saying as people are threatening to him.

He needs a mother who will give him love and make him feel secure. He is expressing his need for safety and love.

looking back on how her children have grown up

He is past oriented rather than present or future oriented. His childhood experiences seem to be contaminating his present and he appears to be enmeshed with the mother.

Perhaps he is aware that mother feels guilty because she was not able to spend more time with the children. Mother may be conveying feelings of her own inadequacies to the children.

and they've grown up hard

He emphasises the word 'hard' which could refer to harsh, unfeeling, unyielding to touch or lack of love. He may have grown up in this type of environment. As he has not received adequate love and support he feels worthless.

He could also be referring to the shell he has built up around himself for protection, which is unyielding to touch. If the child does not have the opportunities for mastering and experiencing love the world remains alien. An alien world which cannot be mastered is potentially threatening and therefore all the child's energy is put into protecting himself from the threatening world (he has a need for protection). As Maslow (1951) says, if the child is convinced that no one will show him affection then he will not be willing to extend his love toward his environment.

This person has not had the opportunities for emotional relationships, for feelings of closeness toward others. His emotional needs have not been satisfied.

There is an emphasis on suffering. Suffering and helplessness may be his way of obtaining affection, help and control and may also enable him to evade all demands that others make upon him.

and they're hard working people.

It is of great concern to him that life is difficult and that perhaps he was neglected because his family had to work so hard. He is perhaps blaming his family for his feelings of worthlessness.

He could be expressing his feelings of failure and guilt because he cannot live up to their expectations. They stress work but he cannot fit in with the family as he feels incompetent and helpless.

Summary of Card 2.

Once again he distances himself from his environment, which indicates a need for safety. Possibly when he reached out to people he failed to get affection and has therefore withdrawn from people.

There is distance in the mother-child relationship. Life has been difficult for him. His childhood experiences seem to be contaminating his present life and he appears to blame his mother for his present inadequacy.

As he has not had the opportunities for mastering and experiencing love, the world has remained alien. An alien world which cannot be mastered is potentially threatening and therefore all his energy is put into protecting himself (need for safety).

As a result of not having experienced love in his relationship with his mother he is unable to extend his love to others. Maslow (1951) says that if the child is convinced that no one will show him affection then he will not be willing to extend his love toward his environment.

There is an emphasis on suffering and helplessness. Perhaps this is his way of obtaining affection, help and control. Suffering may also enable him to evade all demands that others make upon him.

He tends to feel unable to live up to his family's expectations. They stress work and achievement but he cannot fit in with the family and therefore feels inadequate.

His emotional needs have not been met by the mother.

Card 3BMWhat's that?

He is taken aback by this card. He asks for help as he is

afraid of his own aggression.

He finds it difficult to accept that he is hostile. This is possibly due to the fact that he finds it unbearable to accept that he may love and need a person at the same time that he is hostile toward the person. He finds it frightening to recognise that he feels hostile toward anyone.

If he acknowledges his aggression he may be abandoned. He therefore represses his hostility because he fears losing love. He expresses a need for safety and love.

Someone in the family

He does not want to commit himself; he has a need for safety. He needs the security and love of a family which he does not seem to have at the moment.

has just died

The death of someone close leads to a frustration of emotional needs, i.e. need for closeness, affection, support and dependence.

He feels angry because his needs are not satisfied and he could be making a plea for love and security. He is afraid of being abandoned as he feels unlovable. Maslow (1951) says that if the person, in his relationship with his mother, is disapproved of and punished then a feeling of helplessness and worthlessness arises in him.

and now she's come back from a funeral

He distances himself from his environment - he has a need for protection.

It is suggested that there may be confusion with regard to sexual identification. This could be due to the fact that his dependency and love needs have not been adequately satisfied by the parents.

He could simply be interested in the opposite sex.

and she's lying there upset.

He is alone, he feels abandoned. He internalises his aggression and he becomes depressed. He is appealing for help as his emotional needs are not satisfied.

Here again suffering and helplessness may be his way of obtaining affection and attention and controlling a situation.

Those things are keys.

He denies his own aggression as he cannot integrate his aggressive feelings within his total personality. He finds it difficult to accept that he may experience conflicting emotions of love and aggression toward the same person.

He is afraid that he may express his aggression toward people.

Summary of Card 3BM

This person cannot integrate his aggression into his personality. He cannot accept that he may experience conflicting emotions of love and hate toward the same person. Possibly he feels that if he acknowledges or expresses his aggression he may be abandoned. Therefore he represses his hostility because of the fear of losing love. The repression of aggression results in depression.

He experiences a frustration of his emotional needs and he could be making a plea for security.

There is fear associated with abandonment. This is possibly due to the fact that he feels unlovable as in his relationship with his mother he was made to feel unloved and worthless. He feels very much alone.

Here again, suffering and helplessness may be his way of obtaining affection and attention, and may also be a way for him to control a situation.

Card 6BMHe's leaving his family

There is distance, he does not really become involved in the situation as he has a need for protection. He is breaking off ties with his family because they have not given him care and affection or made him feel wanted.

He is expressing a need for independence.

He mentions a family here although there is no family on the card. Perhaps he is expressing the need to have a family with warmth and security. A family or a supportive environment does not seem to exist for him (refer to cards 2 and 3BM). He is expressing a need for love and security.

He could be testing his family as he may want them to say 'No please do not go.' Perhaps he is trying to get attention (need for attention).

He could be expressing his revenge against his family for not having satisfied his emotional needs.

Possibly he is unable to face the frustrations of his family and he is therefore escaping. He is expressing a need for safety.

and that's his mother.

He says this in an objective manner. There is no contact between mother and son. She, however, is his mother and not just any mother and he is therefore expressing the importance of a mother figure. He says this in an aggressive way. Possibly he is blaming her for his feelings of worthlessness.

There is an element of possessiveness here. Perhaps he is experiencing a conflict between dependence and independence.

He's come from a farm

Possibly he has had an impoverished, unstimulating environment. It has been restricted but also protected.

and he's telling his mother

There is a tone of aggression here. There is distance in the mother-son relationship. He, however, needs a mother figure. He needs her love and security.

He is also expressing a need for domination.

he's leaving to go to the big city

He feels aggressive toward the mother. He rejects her as he feels hurt because she has not given him affection in the past.

His need for stimulation has not been satisfied and therefore stealing may be motivated by this need.

He may feel unable to face the demands of his family and is possibly trying to avoid facing frustrations by escaping. He has a need for protection.

He also experiences a need for independence.

and she's taking it badly

Perhaps he would like to punish the mother because she has not given him love. He would like her to feel the pain.

If people are out to hurt him he fights back. Stealing is a way for him to punish his mother. It is also a way of getting attention as the mother may only show some concern when he steals. By being rebellious he could be testing the mother to see whether she cares about him.

It is suggested that he could be expressing a need for safety. If mother sets limits he will feel safe. He is also expressing a need for revenge and a need for attention (esteem needs).

because the people from the farm know about the big bad city.

There is a lack of real concern from the mother. She is only concerned about how the other people on the farm will react. She is concerned about morals. This person knows that by

stealing he can embarrass the mother and in this way punish her for her disregard. His needs for love and security have not been met.

He has a need for affiliation and attention. He wants people to react and pay attention to him. In this way he gains power. Acting in a negative way may also be the only way in which he can have an identity.

Possibly the demands placed upon him are too high and he therefore has to prove that he is not great by being bad. He needs to prove that he is human.

Summary of Card 6BM

There is distance in the mother son relationship. He feels aggressive toward the mother because she has not given him love and care and he therefore wishes to punish her. This he does by stealing.

It is suggested that his rebellious behaviour may be a way for him to get attention as the mother may only show concern when he behaves in a negative manner. By behaving in a rebellious way he could be expressing a need for safety. He may be asking for limits to be set. However, there is a lack of real concern from the mother because she is only concerned about morals.

He expresses a need for independence. It is also suggested that he is unable to face the frustrations of his family and he therefore has a need to escape.

As his need for stimulation has not been met his stealing behaviour may be motivated by this need.

It is possible that the demands placed upon him are too high and he therefore has to prove that he is not great by being bad. In other words, he needs to prove that he is human.

Card 7BMThat's the same one.

He has a need for a predictable and orderly world where anything unexpected will not occur (need for safety). Possibly he is relieved that he can give the same response because these cards are anxiety provoking for him. He does not have to reveal any more of himself by giving the same response (he needs to protect himself).

There is still distance in his relationship with the environment.

The father is explaining to him about the city

He would like to have a father to set limits for him - to guide him.

There is distance in the father-son relationship. The father is, however, showing concern in that he is worried about his son. He is possibly only concerned about his wellbeing as his son may embarrass him.

telling him not to go.

He is expressing a need for a father to guide him (need for safety). By showing control parents express their love.

Perhaps the only time he gets attention is when he acts in a negative manner.

He is also expressing a need for revenge against his parents. He has a need to punish his parents for their disregard.

Perhaps in his strivings for self determination and expansion he has been continually inhibited.

He's still determined to go.

There is a strong resentment toward wrongs suffered from the parents. He wants to show his parents what it is like to be

rejected. He uses his rebellious behaviour to hurt and punish the parents.

He has a strong need for independence, stimulation, excitement and self determination.

Summary of Card 7BM

He expresses a need for a predictable and orderly world (need for safety).

He would like to defy the father. It is suggested that the only way he can win the father's attention is by acting in a negative manner. By being rebellious he may be seeking guidance, i.e. limits to be set. He is also expressing a need for independence, excitement, stimulation and self determination by behaving in a defiant manner.

He experiences resentment toward the wrongs suffered from the parents and punishes them by stealing

Card 13 MF

He's just killed her.

He distances himself from his environment, he needs to protect himself. He feels that everything is against him and he is therefore out to destroy anything that hurts him. He kills the woman in anticipation that he will be hurt. He is protecting himself against feeling helpless or insignificant. He has a strong need for affection but he feels unlovable and therefore feels that no one will show him affection.

It has been suggested that people become destructive when their inner self is denied, twisted or frustrated. Here his need for affection is frustrated. Maslow(1951)says that, in the event of a serious deprivation of one of his needs, the

individual may express his aggression in a pathological way. He feels that this blocking of a vital need is an extremely serious threat, one which endangers his whole existence.

Perhaps he is unable to extend his love toward people - he does not know how to as he has not had a relationship with a mother figure based on warmth and love. Perhaps aggression and affection are not clearly distinguished for him and through aggression he is expressing a need for affection. It is suggested that he cannot incorporate his aggressive drives into his personality (refer to Card 3BM). He therefore acts out his emotions. Aggression may be a way for him to have limits set for himself (need for safety).

He feels aggressive toward females. Maslow (1951) says that the strongest form of aggression is directed against a person who is the source of frustration. He has been wounded by humiliation and has therefore become vindictive.

It is possible that this person has not learnt to communicate in a socialised manner and therefore communicates by acting out.

He's found her with another man or something

He experiences jealousy and sibling rivalry may be evident. He does not trust his own ability to maintain a relationship as he has not had a trusting relationship with his mother. Women are therefore not to be trusted. He expects rejection and he becomes angry. He feels aggressive toward females. Maslow (1951) says that the reaction of anger occurs in situations in which the individual feels disappointed in his vital expectations of help and affection, in which rejection is threatened. It is also aroused by sheer deprivation or frustration. His emotional needs are unmet.

He alleviates his anxiety by saying 'or something' as if what he said does not really matter. He is playing down what he

is saying. He is also not committing himself as he has a need for protection.

and now he's just realised what he's done

He does not plan things carefully. He has difficulty controlling his behaviour.

He could not help acting out his feelings but now he seems to regret it. He approaches his world in an impulsive manner. He does not express any feelings of being sorry. He has realised what he has done on an intellectual level but his behaviour does not seem to worry him on a deeper level.

and he does not know what to do about it.

There is a feeling of alienation here as he distances himself from what has happened. He does not solve problems but opts out (he has a need for safety).

His relationship with people is poor, but people are important to him. He is scared to lose their affection but he does not know what to do about his inability to control his impulsive acting out.

He feels helpless as he cannot cope with his world. It is suggested that by appearing helpless he evades all demands that others may make upon him.

Summary of Card 13MF

People are important to him but he finds them threatening. As he has not had a trusting relationship with his mother he is unable to trust people. He also does not trust his own ability to make relationships.

Women tend to be associated with aggression. Because his emotional needs are not satisfied he expresses his aggression in a pathological way. Through his aggression it is suggested

that he may be expressing his need for affection as he seems to make contact with people on an aggressive level. It is possible that affection and aggression have not been clearly distinguished for him.

It is possible that this person has not learnt to communicate in a socialised manner and communicates by acting out.

By appearing helpless this person evades all demands that others may make upon him.

He tends to avoid emotional involvement. He opts out as he has a need for safety.

3.3.3.3 Main Summary of the TAT

(i) Basic Orientation

This person tends to distance himself from his world as he is afraid that he will be rejected or disapproved of.

He is unable to meet the demands of his environment. It is suggested that perhaps the expectations placed upon him are too high and he is unable to live up to these expectations.

It is also possible that his parents have not shown him how to cope with the demands. In his strivings for self determination he may have been inhibited and as a result learnt to be helpless.

It is suggested that suffering may be a way for him to recoil from active mastery of life, a protection from imminent dangers.

(ii) Interpersonal Relationships and Communication

It is suggested that when, in the past, this person reached out to people he failed to get affection. Therefore he has learnt to withdraw from people. Because he has not had the

opportunity of experiencing love, the world has remained alien. Therefore all his energy is put into protecting himself from an alien world. As he tends to feel unloveable he experiences fears associated with abandonment.

People are important to him but they are also threatening. It is possible that because he has not had a trusting relationship with the mother he is unable to trust other people.

Women are associated with aggression, possibly because his emotional needs have not been met by the mother. It is suggested that through aggression he is expressing his affection as he seems to make contact with people on an aggressive level. It is possible that aggression and affection are not clearly distinguished for him.

It appears that this person has not learnt to communicate in a socialised manner and tends to communicate by acting out. For instance, he feels revengeful toward his parents because of their lack of support and care and expresses his resentment by behaving in a defiant manner.

(iii) Needs

This person's needs for safety, love, esteem and stimulation have not been satisfied and this has resulted in depression. He has given up and he is no longer resisting.

3.3.3.4 Explanation of Stealing from the information provided by the TAT

He feels resentful toward his parents for having been rejecting and hurtful in the past. Therefore, by stealing he attempts to punish his parents for their disregard.

By stealing he is expressing his need for affection. As his parents have been depriving and he experiences sibling rivalry, he has decided to take 'by hook or by crook' what has been denied to him, i.e. love.

It is suggested that he may only get attention if he behaves in a negative manner.

By stealing he could be expressing an inner desire for status, or a need to overcome some sort of inadequacy.

The TAT suggests that his need for stimulation has not been satisfied and he may therefore be motivated to steal by this need.

Stealing also enables him to assert himself and express his need for independence.

It is suggested that, as the demands placed upon him are great, he has to prove that he is not great by being bad. By stealing he may therefore be trying to show everyone that he is human.

3.3.4 Draw a Person Test

3.3.4.1 Observations during testing

When asked to draw a person this person said: 'How can I draw? I can't draw.' He lacks self confidence. When confronted with a new situation he feels anxious and insecure.

3.3.4.2 Interpretation of the Draw a Person Test

Male

(i) Basic orientation

The male figure is drawn fairly big in comparison with the female figure. It is drawn on the same page as the female



figure, suggesting that he cannot cope with his world alone; he needs support as he feels so insecure.

The front view suggests social dependency.

The broad shoulders indicate a need for strength, perhaps a compensation for feelings of inadequacy.

The arms are short and they are in a puppet-like position, waiting to be manipulated. This suggests a passive orientation.

The hands are vaguely drawn and have not been completed. He is anxious, unsure of himself and he cannot effectively cope with his environment. He is manipulated by his environment rather than being in control.

The sharpness of the eyes suggests that he experiences feelings of anger.

The broken or sketchy lines may be associated with anxiety, insecurity, feelings of inadequacy, fearfulness, stubbornness and negativism.

(ii) Interpersonal Relationships and Communication

While this person was drawing it was clear that he wanted to get the task over with as soon as he could, possibly because of the anxiety it evoked.

The eyes do not have pupils. This indicates a vague perception of the world and a tendency toward egocentricity and hysteria. He possibly feeds parasitically upon what he views but never uses his eye as an instrument of objective discrimination. His defence may be 'I don't care about your needs, I'll only care about myself as no one cared about me in the first place.'

The lack of pupils may also indicate a shutting off of the world. He may be projecting a wish not to see a painful reality. His social communication is limited.

The drawing conveys a feeling of emptiness; interest in the concrete and objective is minimal except as it fits in with the subject's immediate preoccupation. This may suggest depression or regression.

(iii) Intrapersonal Communication

The long neck indicates that he is having difficulty in controlling his impulses. The shading of the hair indicates a preoccupation with sexuality. He possibly acts out these sexual needs.

However, he demarcates the chest area and the genital region which may indicate inhibition and restraint. There may be inconsistency between inhibition over impulsive expression of feelings and lack of control over powerful instinctual urges.

The forehead is covered with hair in both figures. This may indicate a conflict between sensual and intellectual needs.

Female

The female figure is smaller than the male figure and is placed behind the male. This may reflect his need to dominate the female figure and keep her passive so that she does not threaten him. He appears to cope with stress by dominating a situation. (This was also noted during testing).

The arms clinging to the body reflect a rather rigid inner control and difficulty reaching out to others. The clinging arms also indicate a tendency for reserve and withdrawal.

The female's hair is given attention to, indicating sexual preoccupation. The neck is also long suggesting poor impulse control. However, the waistline demarcates the breast area

from the genitals, indicating a tendency to inhibit sexual impulses.

The cut off hands may indicate feelings of inadequacy and helplessness, guilt or anxiety.

The vacant or non-seeing eyes may be associated with emotional immaturity, a lack of discrimination, egocentricity, depression or hysteria.

3.3.4.3 Application of Maslow's Theory to the DAP

This person experiences anxiety, insecurity and feelings of inadequacy. This is most probably due to the fact that his safety and love needs have not been met. He perceives his world as being threatening. He therefore cannot reach out and make meaningful contact with his environment and needs to protect himself from a hostile world. His need for protection is indicated by the way in which he shuts himself off from his environment. He needs support in coping with his world (need for dependence).

A need for aggression is also indicated on the DAP. These aggressive feelings are possibly the result of past experiences of rejection. By being aggressive he is protecting himself from a hostile world (need for safety).

Females are perceived as being smaller and weaker than himself. It is suggested that he may have a need to dominate females. His motto may be 'if I dominate the situation I am safe from helplessness and attack.' (During testing his way of coping with stress was to dominate the situation).

The DAP indicates that he experiences a need for recognition.

3.3.4.4 Explanation of Stealing from the information provided by the DAP

The DAP indicates that he has a need for recognition and tends to be egocentric. He therefore steals in order to gain recognition. By stealing he compensates for his feelings of inadequacy. He steals to overcome his feelings of inadequacy and insecurity.

The DAP also suggests that he has difficulty controlling his impulses. Therefore he acts out his impulses by stealing as he cannot integrate these impulses into his personality.

By stealing he is expressing his aggression toward his world which he experiences as being depriving and rejecting.

3.3.5 Conclusions on Subject Three

3.3.5.1 Main Summary

(i) Basic Orientation

This person does not feel capable of meeting the demands of his environment. This is due to the fact that his needs for safety and love have not been satisfied. He is dependent on others for help in coping with the demands. He finds it difficult to cope with his world alone as he feels insecure.

He has given up, there is no longer any resistance on his part. He copes with his frustrations and anger by withdrawing from his environment.

He distances himself from his environment as it is possibly too anxiety provoking for him to become emotionally involved. He is possibly afraid of criticism or rejection.

He feels threatened and afraid. An alien world which cannot be mastered is potentially threatening. In order to protect himself he has adopted a hostile and negative orientation to his world.

He tends to be egocentric. It is suggested that, as he has not been given love and support, his defence may be 'I don't care about your needs, I'll only care about myself as no one cared about me in the first place.'

He seems to be shut off from his world. He projects a wish not to see a painful reality. It is suggested that by suffering he is recoiling from active mastery of life, he is protecting himself from imminent dangers.

As he is dissatisfied with the outside world he resorts to fantasy. In this way he satisfies those needs which are not satisfied in real life.

(ii) Interpersonal Relationships and Communication

As a result of being rejected in the past this person is not willing to extend his love toward his environment as he is afraid of rejection.

As he feels that he will be rejected he has developed a negative self concept. Contact with people is important but he keeps contact on an aggressive level. It is possible that he has not learnt how to communicate in a socialised way and therefore communicates by acting out.

As he has not had a trusting relationship with the mother figure he is unable to trust people. He also does not trust his own ability to establish a meaningful relationship. Interpersonal relationships are threatening and he attempts to make contact on an aggressive level. It is suggested that perhaps affection and aggression are not clearly distinguished for him.

The father figure seems to be providing a negative model for him and as a result he is having identification problems.

He experiences resentment toward his parents for not having provided him with adequate love and support. He therefore has a desire to punish his parents for their disregard. This he does by acting in a rebellious manner. Perhaps the only way in which he gets attention from his parents is by acting in a negative manner.

He tends to feel worthless and unlovable and he therefore experiences fears associated with abandonment.

(iii) Intrapersonal Communication

As mentioned above, this person has a negative self concept and as a result he also lacks self acceptance.

He has difficulty accepting his hostile impulses. This may be due to the fact that he finds it difficult to accept that he may love and need a person and at the same time feel hostile toward that person. He finds it frightening to recognise that he feels hostile toward anyone. He feels a need to repress his hostility because he fears abandonment or rejection. His aggressive feelings are internalised and result in depression.

He becomes very defensive in emotionally laden situations. He has difficulty coping with emotional situations as he cannot integrate his emotions into his total personality. As a result he tends to act out.

There seems to be some inconsistency in his behaviour, vacillating between over-control and impulsivity.

3.3.5.2 The Function of Stealing as derived from all the Data

The TAT indicates that this person feels resentful toward

his parents for not having provided him with love and security. By stealing he is attempting to punish his parents for their disregard.

As he has been deprived of affection in the past, by stealing he is aggressively seeking what has been denied to him, i.e. affection. His need for acceptance or affection is not constructively integrated within his total personality and gets translated into irresponsible acts in order to get what he wants.

The TAT and the Rorschach suggest that his need for stimulation has not been satisfied and he therefore steals in order to satisfy his need for stimulation and excitement.

The TAT and DAF indicate that he tends to feel inadequate. It is suggested that stealing boosts his self esteem. He feels powerful when he steals a motor car, for example. He is accorded status and given recognition. He is motivated to steal by a need for recognition and competence (esteem needs).

By being part of a group and stealing he has some identity even if it is a negative identity.

The TAT indicates that he may need to act in a negative manner in order to obtain attention.

It is suggested that this person has not learnt to communicate in a socialised manner and therefore tends to communicate by acting out.

It also appears that the expectations placed upon this person are great and he therefore needs to prove that he is not great by stealing. He needs to prove that he is human.

3.4 SUBJECT FOUR

3.4.1 Background

This subject was a 17 year old scolar in standard 8. The family composition was as follows:

Father	49 years
Mother	44 years
Subject	17 years
Brother	15 years
Brother	9 years
Four older independent children	

According to the parents the subject experienced no difficulties in childhood and has always been an average child.

In the interview the mother admitted that she was not able to give the subject enough affection in the past as she was forced to go out and work during the stages of his life when he really needed her. Father tended to abuse alcohol and this appeared to have a disruptive effect on the family. According to the subject his father became aggressive when he had too much to drink. Mother tended to cover up for father and played the dominant role in the family. Father came across as a weak and inadequate person. The subject stated that the mother was the discipliner rather than the father. Father appeared to be inconsistent. Mother appeared to feel inadequate because she did not follow post school studies. As a result she seemed to be over ambitious for the subject.

The family live reasonably well. The father appeared to have had a number of jobs in the last few years.

The subject was in standard 8 for the second time. In the past he had shown open rebellion against control, authority and discipline, and has had a disruptive influence on other pupils. He had also not applied himself or shown any ambition. However, according to both the parents and the

school authorities, there had been a great improvement in the last year. Recently they have had no problems in disciplining and controlling him.

Description of Stealing

In the past this person, together with others, broke into a bottle store and stole liquor and money. He claimed that he was a follower rather than a leader. When asked why he carried out this act, he said that it was for the excitement.

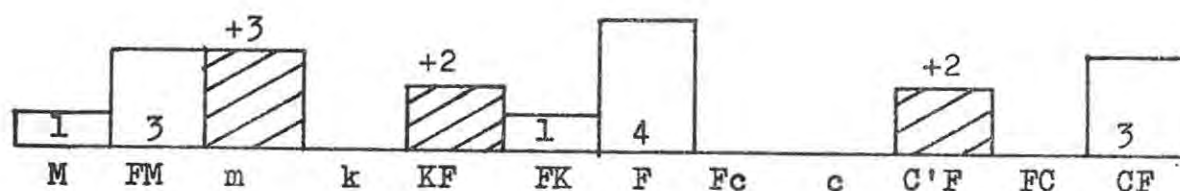
He has been convicted on numerous charges of housebreaking and theft. In the most recent offence he was involved with his brother, although they both claimed that the brother was not present. He stated that he was alone when he entered a church which seemed to be deserted. He found an envelope with stamps which he took to his brother who is a stamp collector. He had no intentions of committing a crime.

Behaviour during testing

This subject was co-operative throughout testing. He presented as a shy and anxious young person. He tried his best on all the test items and seemed eager to please the examiner.

3.4.2 Rorschach

3.4.2.1 Psychogram and Interpretation



(a) Quantitative Findings(i) Inner resources and impulses

M : FM	1 : 3
M : (FM + m)	1 : 4,5

(ii) Organisation of affectional needs

FK + Fc : F	1 : 4
(Fc + cF + c + C' + C'F + FC')	1 : 3
(FC + CF + C)	
(FK + Fc + Fk)	1 : 1
(K + KF + k + kF + c + cF)	

(iii) Control

$\frac{F}{R}$	$\frac{4}{12}$	33%
$\frac{FK + F + FC}{R}$	$\frac{5}{12}$	42%

(iv) Reaction to outside world

FC : (CF + C)	0 : 3
$\frac{FC + 2 CF + 3C}{2}$	Sum C 3
M : Sum C	1 : 3
(FM + m) : (Fc + c + C')	3 : 0
% Responses to cards viii, ix and x	25%
FK + F + Fc %	42%

(v) Manner of approach

W %	83%
W* %	17%
W : M	10 : 1
D %	17%
S %	(+ 1)

(b) Interpretation of Quantative Findings

(i) Inner Resources and Impulses

There tends to be a balance between introversion and extroversion. However, this does not imply that this person is well adjusted as he has an impoverishment of inner resources and has difficulty coping with emotional situations.

There is a lack of self-acceptance. The tensions he is experiencing are too great to permit him to utilise his inner resources for the constructive solution of everyday problems. He is aware of the conflict between id and ego.

(ii) Affectional Needs

There is either a repression of affectional needs or else these needs have not developed properly. This is most probably due to the fact that he has not received adequate affection in the past and fears rejection to some extent. He tends to act out his emotions with relatively little need for approval and affection.

(iii) Control and reaction to the outside world

He has not learnt how to cope with his emotions in an appropriate or controlled manner. As he is unable to integrate his emotions into his personality he tends to act out. Another factor contributing to acting out is the frustration he experiences as a result of not having the potential to be the person he would like to be.

This person tends to be inhibited in his productiveness under conditions of strong environmental impact.

3.4.2.2 Hypotheses derived from the content and sequence analyses

This person's approach to a new task is one of cautiousness as he is concerned about what people think of him. He looks

for guidance from authority.

There is an inhibited control of the first reaction to a new situation. He feels threatened when confronted with a new task, therefore he does not become involved in the situation.

He tends to have a poor self concept. He feels helpless and immobilised.

He is aware of a force outside of his control which may overpower him. He wants to be an individual, he wants to be given recognition but he is scared people will reject him.

The effort of controlling overt responses produces tension which is consciously appreciated by this person. He is afraid that he will be rejected if he expresses his aggression. As he is sensitive to his environment he tries to hide his aggression. However, he tends to be an aggressive person.

There is a certain amount of distance in his relationship with people. He has a need for competition and this ties up with his high level of aspiration. However, it is possible that his need for achievement conflicts with his need for affiliation.

There is perhaps threat and fear associated with the father. He tends to feel aggressive toward the father. There is more contact with the mother than with the father.

There is a possible sexual disturbance and he may experience feelings of impotence.

He does not seem to have healthy outlets for his aggression. There is conflict with regard to the gentle and aggressive aspects of himself.

3.4.2.3 Summary of the Rorschach

(i) Basic Orientation

This person seems to experience a conflict with regard to independence and dependence in his basic approach to the world.

He wants to be an individual, he wants to be unique, but he is unable to stand on his own. It is difficult for him to cope with a situation alone and he looks for help and support from authority. He is dependent on other people to give direction to his behaviour.

He would like to achieve, he would like to be given recognition but he is scared people will reject him. His needs for achievement and recognition perhaps conflict with his need for love or his need to belong.

His approach to his environment is one of cautiousness as he is very concerned about how people will regard him. There is a tendency not to commit himself as he seems to be unsure of his abilities.

He experiences aggression toward the outside world. As he fears rejection he has a need to hide his aggression. He is sensitive to the outside world.

His aspirations are very high but he does not seem to have the potential to be the person he would like to be. This results in frustration which is possibly manifested in aggressive acting out behaviour.

He possibly lacks recognition of everyday problems and facts.

(ii) Interpersonal Relationships and Communication

As a result of earlier experiences of being rejected, this person has lost trust in people's ability to accept him.

He is, however, still trying to obtain the approval of others. He seems to await conditional approval, that is approval as a result of being able to meet the requirements.

He has developed a negative self concept as a result of feeling rejected. People are very important to him but he possibly attempts to make contact on an aggressive level. He seems to have an aggressive or critical approach toward himself as well as toward other people. Affectional and aggressive responses may not be clearly distinguished for him and this must limit interpersonal communication.

There is threat and fear associated with the father and he tends to feel aggressive towards him. This may be due to the fact that he has not given him adequate love and support. There seems to be more contact with the mother.

He experiences conflict between his need for competition and his need for affiliation.

(iii) Intrapersonal Communication

As mentioned above, this person has a negative self concept. This also means that he lacks self acceptance, a vital condition for good intrapersonal communication.

He seems to find it difficult to integrate his impulse life with his value system. His ego is unable to tolerate impulses without being overwhelmed by them. He tends to express his emotions in an explosive manner. He, however, experiences anxiety with regard to his aggressive impulses. He is anxious about losing control as he is afraid of rejection.

There seems to be a disturbance in the sexual area.

3.4.2.4 Application of Maslow's Theory to the Rorschach

This person has a cautious approach to his environment because he is concerned about how other people will regard him, i.e. he has a need for approval.

It is suggested that he has a need for recognition and a need for achievement, but he is afraid of losing the affection of others. His need for achievement appears to conflict with his need for love.

He would like to be an assertive and unique individual, but there appears to be an external force which is inhibiting him. In addition, he seems to be unable to stand on his own and is dependent on others. He is, however, afraid that he may lose his identity through affiliation.

He finds it difficult to accept that he may feel aggression and love toward the same person. It is suggested that he may behave in an aggressive manner to protect himself from a hostile and threatening world.

It is possible that his aggressive behaviour may be a way for him to have limits set. He may therefore be expressing a need for safety by being aggressive.

He relates to people on an aggressive level. Affection and aggression may not be clearly distinguished for him and therefore, through his aggressive behaviour, he could be expressing his need for affection.

He, however, seems to have given up hope of expecting affection from his environment. His emotional needs are unmet and as a result of the frustration of his needs he tends to express his aggression in an explosive manner.

3.4.2.5 Explanation of stealing from the information provided by the Rorschach

The Rorschach suggests that this person feels aggressive towards the father. Stealing is a way for him to punish the father for his disregard.

The Rorschach also indicates that he has a need for guidance. It is suggested that he may steal in order for limits to be set.

He seems to be experiencing conflict with regard to dependence and independence. By stealing he is possibly trying to fight his dependency.

His aspirations are very high and he does not seem to have the potential to be the person he would like to be. This results in frustration which is manifested in stealing behaviour.

3.4.3 Thematic Apperception Test

3.4.3.1 TAT Stories

Card 1

This boy has probably been wishing for a violin. Now that he's got one he's thinking of the future. How he can practice it and impress his father. He's thinking about when he's old and knows how he can play the violin and he's thinking of all the people who will admire him for it. If he practices he might get such a position.

Card 2

I'd say that these people are having a hard time in life. All their food and everything comes out of the crops that they've been growing here. And the man over there is most probably the father and the lady over here is most probably

the mother. And this girl most probably the daughter. The books that she's got there, she's most probably trying to study. She's studying to get a degree so that she won't let her children have a hard time. She could bring them up in a proper way with education.

Card 3BM

This looks like some-one in pain, in misery. Something bad happened like parents have died, in a car crash. Like she loved them very much and they were all she had.

And now she's got nowhere to stay. She has'nt got any money to get through her studies so that she'll have to find work somewhere to keep her going until she can do her studies in the night.

Card 6BM

This lady has received bad news from the doctor. Her husband was in hospital for over a year - lung cancer. He's finally passed away and that shocked her because she wasn't expecting it. It's most probably a great loss to her and whoever knew him.

Card 7BM

This looks like father and son. And his father wants his son to carry out his studies in which his son wants to leave so when he dies his father will be able to leave his business to his son so that he will know what to do. How to handle his money so that not to let the business crumble.

Card 13MF

I'd say that this man has just broken into this girl's flat. He raped her and then he strangled her and now he's worried about what will happen if he got caught because he's just realised what an awful thing he's done to a person who was much weaker than him and did no harm to anyone else.

3.4.3.2 Interpretation of the TAT

Card 1

This boy has probably

There is identification. He has a need for affiliation and acceptance.

He distances himself by talking of the past. Possibly because what he wants he wants so badly he is playing it safe in case he is disappointed. He has a need for protection.

He is unsure of himself. He tends to avoid taking responsibility. He is possibly afraid to commit himself as his safety needs have not been met. Perhaps he does not know what he wants.

been wishing

He has wants and desires or needs. He is longing for something which perhaps he cannot have in real life. Perhaps his environment is restrictive or frustrating. Therefore he has to resort to fantasy, as his needs are frustrated in real life. He is dissatisfied with the outside world.

He possibly has an acquisition need. By acquiring things he can better himself, therefore he steals.

for a violin.

It is not a specific violin, any violin will do, because he wants one so badly. He is goal directed. He is a striving person and has a need for achievement.

His perception is accurate. He can see the demands.

Now that he's got one

Perhaps he has an immediate need for gratification. If he does not take something now he may not ever get it. There-

fore he grabs what he can now. It is suggested that abstract love may not exist for him and he needs to get something concrete into his hands in order to obtain love. Therefore he steals.

By acquiring things, maybe through stealing, he is protecting himself against destitution, impoverishment or poverty. This also protects himself from dependence on others. He may also be expressing his hostility in the form of depriving others. He may have a need for aggression or revenge.

he's thinking

He has a cautious approach to the demands of his environment. He is possibly afraid that he may not achieve his goals. He therefore puts off involving himself now as he needs to protect himself.

The demands possibly frustrate him and he is busy discharging his needs within himself through fantasy, for example. He is coping with his problems on an intellectual level.

of the future.

He is avoiding taking responsibility. He is avoiding involving himself in the present. In this way he is protecting himself from being disappointed or rejected for example (need for safety).

How he can practice it

It is suggested that he is unsure of his abilities. Perhaps he has not had the love and security in his home environment to enable him to feel an adequate and secure person. His safety and love needs have possibly not been satisfied.

His environment could be restricting in that he may not be allowed to achieve. Therefore his need for achievement may be frustrated as in his strivings for self expansion he may have been continually inhibited.

It is possible that he does not know what is expected of him.

Possibly his parents have not shown him how to cope with the demands of his environment.

It is suggested that he may be expressing a need for guidance and a need for approval.

He has a realistic orientation to his environment. He realises that it takes repeated performance to acquire a skill.

and impress his father.

He experiences a need for recognition by the father (esteem needs). It is suggested that he is seeking self esteem for the sake of love rather than self esteem itself.

He is also possibly expressing a need for acceptance. Perhaps he needs to prove himself before being accepted by the father as father may accept him conditionally.

He seems to be dependent on people to make him feel competent. He has a need for dependence.

By gaining recognition he will be protected from feelings of insignificance and helplessness (need for protection).

There is an element of possessiveness here. Perhaps he is scared that he will lose the affection of the father as his safety may depend upon this affection.

He's thinking about

He has a need for affiliation. Once again he engages in mental activities. Possibly it is too anxiety-provoking for him to have to prove his competence now, and he is therefore protecting himself from disappointment, failure or rejection for example, as his approach is one of cautiousness.

The father may have expectations of him which he is scared he may not live up to and he is therefore hesitant to put himself to the test by playing the violin. Once again, there is a need for safety and a need for acceptance.

He possibly copes with frustrations by introspective means, by fantasy for example. He possibly resorts to fantasy because his needs are frustrated in real life.

Perhaps his need for achievement conflicts with his need for love or affiliation. People may reject him as a show-off. Therefore he is cautious as he needs the approval of others.

when he's old

He is avoiding talking about the present. He is fantasising about the future and in this way he is protecting himself from anxiety, from feeling helpless and insignificant. He is evading active mastering of life. He is expressing a need for safety.

It is suggested that he may also be expressing a desire for independence. He would like to feel wise and competent (need for achievement and self esteem).

and he knows how

He has a need for competence and adequacy. He has a desire to know. Maslow (1943) says, acquiring knowledge is a way to obtain basic safety.

Through knowledge his dependence on the unknown will be reduced and hence he can control or manipulate his environment. He is expressing a need for independence. By knowing he will be protected against feeling helpless or insignificant. Hence he could be expressing a need for protection. A need for self actualisation may also be indicated.

he can play the violin

Once again he is expressing a need for competence, for achievement. He can see the demands but he perhaps is afraid of rejection, failure or disappointment.

He is present oriented and he is therefore taking responsibility.

and he's thinking

He resorts to fantasy as a way of coping with frustrations. He is perhaps escaping from a painful reality where his needs are frustrated. He feels frustrated because he cannot cope with the demands.

He is always very cautious. He has a strong need to protect himself (safety needs).

He attempts to cope with problems on an intellectual level.

of all the people

He has a need for affiliation, love, dependence and approval. People are very important to him.

Perhaps his need for achievement conflicts with his need for affiliation. He would really like to be a show-off but then he may be rejected.

who will admire him for it

He is still talking of the future. This is his dream, to have recognition and status.

Maslow (1942) maintains that the extremely insecure person will ask for complete admiration from everyone. Frustration or deprivation has led to a sense of insecurity characterised by feelings of inferiority or inadequacy. These feelings of incompetence have led to overt compensation. He may steal in order to obtain recognition or admiration and in this way compensate for feelings of inadequacy.

By being admired by everyone he protects himself from anxiety and from feelings of insignificance (need for protection).

His strong need for prestige also serves as a channel for his aggression. By gaining admiration he can dominate. He has a need for strength.

It is suggested that he believes that the person who is most likely to be loved is the person who attains respect and power or admiration. He may therefore be seeking high self esteem for the sake of love rather than self esteem itself. He is expressing a need for love.

If he practices

He has a need for achievement but he is unsure about whether he will reach his goal.

There is uncertainty. He is not prepared to commit himself or take responsibility as he is protecting himself from being disappointed or being rejected. He has a need for protection.

He has a realistic approach to his environment.

he might get such a position.

He is taking precautions in case he is disappointed. He has a need for safety. He is unable to commit himself because his needs for safety and love have most probably not been satisfied.

His need for achievement possibly conflicts with his need for affiliation. He wants to be great but he also wants to be loved. Perhaps his parents, especially the father, are over ambitious for him and hence he is anxious about living up to their expectations.

Summary of Card 1

People are of primary importance to this person. He has a need for acceptance and a need for affiliation.

He tends to resort to fantasy as he is dissatisfied with the outside world. He has wants and needs but his environment is probably depriving, inhibiting or restricting. His safety and love needs have possibly not been satisfied.

He has a need to acquire things. It is suggested that abstract love may not exist for him and therefore what he steals symbolises love for him. By acquiring things it is suggested that he is protecting himself against destitution or poverty. He is also protecting himself against dependence on others. He has a need for independence and a need for protection.

He has a cautious approach to the demands of the environment. He tends to avoid involving himself in the present as he has a need to protect himself from being disappointed or rejected for example.

He has a need to achieve and he has a realistic orientation to his environment as he realises that it takes repeated performance to acquire a skill. However, he tends to be unsure of his abilities.

In addition he expresses a desire to know. Acquiring knowledge may be a way for him to achieve safety and independence.

He experiences a strong need for recognition. He is dependent on people to make him feel competent. It is suggested that he seeks self esteem for the sake of love rather than self esteem itself. His strong need for prestige possibly serves as a channel for his aggression because by gaining admiration he can dominate.

It is suggested that his need for achievement may conflict with his need for love. He wants to be great but he is concerned that he may lose the love of others.

Card 2

I'd say that

He has a need for recognition. By saying I he becomes a participant rather than an onlooker. He has a need for acceptance and affiliation.

There is, however, an element of uncertainty. He is being cautious as he has a need for protection. It is possible

that his environment could be inhibiting or restricting.

these people

There is identification. He has a need for acceptance and affiliation. People are important to him and he is dependent on them for recognition, safety and love.

However, he initially does not say who the people are and in this way keeps his distance from the environment.

are having a hard time in life.

Life is difficult for him, perhaps materially and emotionally. Perhaps his emotional needs are frustrated.

He has possibly grown up in a stern or harsh environment which has lacked support, care and understanding. Perhaps this is why he feels so insecure.

All their food and everything comes out of the crops

He is expressing his physiological needs. Perhaps he is afraid of being deprived of food. Food could symbolise his need for affection or love and therefore everything could refer to his need for affection.

that they've been growing here.

He has a need for achievement. He realises that it takes hard work to survive in the world.

And the man over there

He is present oriented. There is identification. He has a need for affiliation and acceptance. People are important to him.

is most probably

He is unsure of himself as his needs for safety have not been met. He does not commit himself and he is therefore avoiding responsibility. He has a need to protect himself - possibly from rejection.

He tends to avoid taking responsibility.

the father

He is expressing a need for a father figure. There appears to be uncertainty with regard to his relationship with the father as he has difficulty identifying the father. He possibly keeps his distance from the father as he is afraid of being rejected by him.

and the lady over here

Once again he is expressing a need for affiliation and acceptance. Lady implies respect and distance but he is attempting to bring the person closer as he has a need for love.

is most probably

Once again there is uncertainty. He is afraid to commit himself. He keeps his distance from people to protect himself from being rejected or disapproved of. He has a need for protection. He tends to avoid taking responsibility.

the mother.

He has a need for a mother figure. At the moment he seems to experience distance in his relationship with the mother. There is also no communication between the mother and the father. Possibly the family lacks unity.

He appears to be unsure of his relationship with his parents.

And this girl

He has a need for affiliation and acceptance. He is interested in the opposite sex.

most probably

He does not commit himself and avoids taking responsibility. He keeps his distance.

the daughter.

He has a need for a family. He would like to be cared for by the parents. There is, however, no communication between the parents and the daughter. His needs for safety and love are not satisfied.

His attitude could possibly be, 'get out of my life' as he could be trying to fight his dependency.

The books that she's got there,

As he failed to get affection when he reached out to people he has withdrawn and has attached himself to books. He places importance on intellectual activities. He tends to isolate himself from his world.

It is safer for him to talk about books than people. There is no risk of being rejected or disapproved of.

she's most probably trying to study.

There is always an element of uncertainty in his approach to his environment as his needs for safety and love have not been met.

He could be expressing a need for achievement. By studying he may cope with the frustrations of his environment as he can re-direct his energy into intellectual activities.

He may only be given recognition by the family if he studies or achieves intellectually. Therefore he could also be expressing a need for love because, through self esteem, he may be seeking love.

She's studying to get a degree

He has a need for achievement. By getting a degree he will have status and recognition. This will cover up his feelings of inadequacy and insecurity.

His unfulfilled needs are possibly compensated for by re-

directing his energy into mental activities.

His aspirations are high. He is very motivated. He may be seeking high self esteem for the sake of love rather than self esteem itself. Acquiring knowledge, according to Maslow (1943), is a way to achieve basic safety in the world.

He may also be expressing a need for self actualisation.

so that she won't let her children have a hard time.

He seems to be blaming the hard time he has had emotionally and materially on the fact that his parents have not had an education. He is possibly echoing the mother.

He is concerned about the fact that his emotional needs have not been satisfied by his parents. He has therefore grown up to feel inadequate and worthless.

He realises the value of education. There is also a sense of responsibility and caring on his part.

He wants to study because he wants to lift himself from the hard times. He could be expressing his resentment toward the parents.

She could bring them up in a proper way with education.

He sees his parents as being inadequate in their role as parents. He could be pointing to the fact that he has lacked affection or security in his upbringing. Perhaps he has also not been provided with a value system.

It is suggested that in the family there is an emphasis on achievement. Only if he achieves will he be accepted.

Summary of Card 2

He has a need for recognition, acceptance and affiliation.

Life is difficult for him, materially and emotionally. His needs are not being satisfied by the parents. He tends to blame this on his parents' lack of education. He would like

to study because he would like to lift himself from the hard times.

He is concerned about his physiological needs. Perhaps these basic needs have not been met and he is still functioning on the physiological level, according to Maslow's hierarchy of needs.

There is an element of uncertainty in his approach to his world. He tends to avoid taking responsibility as he has a need to protect himself from, for example, rejection.

He experiences distance in his relationship with his parents. As he failed to get affection when he reached out to people he has withdrawn and attached himself to books and intellectual pursuits. It is suggested that he copes with the frustrations of his environment by re-directing his energy into intellectual activities. Acquiring knowledge is possibly his way of gaining safety. His aspirations are high. It is suggested that he may be seeking high self esteem for the sake of love rather than self esteem itself.

Card 3BM

This looks like

There is identification. He has a need for acceptance and affiliation. He, however, distances himself from his environment as he has a need to protect himself, most probably from a hostile world.

some-one in pain, in misery.

There is still distance and a pattern of non-commitment is evident. His need for safety has not been satisfied. He feels hurt and he is expressing the pain he is going through because his needs are unmet.

Perhaps through suffering he gets attention and affection and therefore he uses his suffering as a way of controlling or manipulating a situation. He gets what he wants in this way.

By suffering he may evade all demands that others make upon him and in this way he protects himself from imminent dangers.

Something bad happened

He is still not prepared to commit himself. He is avoiding taking responsibility, and is protecting himself, as what he is going to say possibly evokes a great deal of anxiety (he has a need for protection).

It is suggested that he feels worthless and inferior. Possibly in his relationship with his mother he was disapproved of and made to feel worthless. Perhaps he feels guilty about his actions and feels that he deserves to be punished.

like parents have died,

He is keeping his distance and playing down what he is saying as he is anxious.

He is expressing his fear of being left alone or being abandoned. This may be due to the fact that he possibly feels unlovable. Maslow et al (1951) maintain that if the child is rejected he develops a deep feeling that the world is hostile; he also feels isolated, humiliated and unworthy of love.

His needs for love, dependence and security are frustrated. Perhaps he is expressing a need to be punished.

in a car crash.

He has a need for aggression or revenge. Perhaps he is expressing his aggression toward his parents for not having provided him with love and care. He may therefore wish them to be hurt or punished. According to Maslow et al (1951) the child becomes intensely resentful toward the adult whom he feels refuses help, threatens or punishes. The helpless child may become hostile toward individuals on whom he is dependent.

Like she loved them very much

He has a need for love but he seems to experience a conflict between love and hate. He is possibly afraid of losing the parents' love if he expresses his aggression.

He is distancing himself from what he is saying. Perhaps he has been rejected as a person with feelings.

and they were all she had.

He is very much alone and he is appealing for help.

He is expressing a need for security as he is afraid of being abandoned.

It is suggested that he has a need for possessiveness. By being possessive, he protects himself from losing the affection of others.

And now she's got nowhere to stay.

He has a need for acceptance and affiliation. He is also expressing a need for safety.

He is possibly dependent upon his parents in that he uses them (he has a need for dependence).

Through his suffering he is attempting to obtain affection and attention.

She hasn't got any money

He is expressing his fear of being maternally deprived. Money could symbolise security and affection and what he could be saying is that his needs for affection and security are unsatisfied.

He feels deprived materially and emotionally and therefore he steals.

to get her through her studies

He has a need for achievement and self esteem.

His unfulfilled emotional needs are possibly being compensated for by re-directing his energy into intellectual activities.

If he studies he will be protected from feelings of insignificance or helplessness.

Seeking self esteem may be his way of gaining love. People will love him if he achieves. He is expressing a need for love.

so that she'll have to find work somewhere

Once again there is a need for achievement. If he cannot study he will do something about it. He is determined. He possibly needs to achieve and be successful in order to obtain love.

to keep her going

There is a depressed tone in what he is saying. He is referring to a type of existence where there is possibly nothing much to live for. This is possibly how he feels at present with certain of his needs being frustrated. He is, however, determined to survive.

until she can do her studies at night.

He is still determined to study, to prove to himself that he is competent. His need for achievement compensates for his feelings of inadequacy. By studying he is also escaping the pain of his environment.

He is very much out to get what he wants. He is not going to worry about anyone. He is egocentric.

He is seeking self esteem for the sake of love rather than for the sake of self esteem itself.

Summary of Card 3BM

He has a need to distance himself from his world as he has

a need to protect himself from a hostile environment.

He feels alone because his needs for dependence, support and love have not been satisfied. He experiences fear associated with being abandoned. He has possibly been made to feel unlovable in his relationship with his parents. Maslow et al (1951) maintain that if the child is rejected he develops a profound feeling that the world is hostile. He also feels isolated, humiliated and unworthy of love.

He experiences conflict between love and hate in his relationship with his parents. He feels aggressive toward his parents because they have not given him love and care. He therefore expresses a wish for them to be hurt or punished. Maslow (1951) says that the child becomes intensely resentful toward the adult whom he feels refuses help, threatens or punishes him. His needs for safety and love have not been satisfied by the parents.

It is suggested that his unfulfilled emotional needs are being compensated for by re-directing his energy into intellectual activities.

Seeking self esteem may be his way of gaining love. His need for achievement and recognition compensates for his feelings of inadequacy.

He is very determined. He is out to get what he wants and he is not going to worry about anyone. He tends to be egocentric.

Card 6 BM

This lady has

He has a need for affiliation and acceptance.

There is possibly distance in his relationship with women. Women are, however, important to him. He mentions the woman rather than the man first, which is less threatening.

received bad news from the doctor.

He is concerned with sickness and suffering. He feels depressed.

It is suggested that he may be expressing a need to be cared for and a need to be punished as he feels he is bad.

Her husband was

He does not mention a son. Perhaps there is alienation between mother and son. Possibly he does not want anything to do with the mother and his attitude is 'get out of my life', as he needs to protect himself from being hurt. He could need to break away from mother because he has a need for independence.

However, he has a need for a close relationship. He has a need for affiliation.

in hospital for one year - lung cancer.

Once again he is expressing a need to be cared for. He is concerned with sickness and he is afraid of being left alone. As Maslow says, the insecure person lives with the fear of loss.

He could be expressing a desire to make father suffer. He possibly feels resentful toward the father because his father has neglected him or has perhaps been an inadequate father figure for him.

He's finally passed away

Possibly he feels relieved that the father had died because no longer will there be expectations placed upon him. He feels angry with the father because his emotional needs are frustrated.

He experiences alienation and depression.

and that shocked her

Perhaps he also has a need to punish the mother as she too has not provided him with love and support. He is very afraid of being left alone.

because she wasn't expecting it.

He could be expressing a desire or a need for a predictable, orderly world (need for safety).

There is no concern or pain being expressed. He possibly has a selfish approach to his environment as he is only concerned about his own needs.

It's most probably a great loss to her

He tends to avoid taking responsibility. Possibly he is not sure what his needs are. It is suggested that he may experience conflict with regard to independence and dependence.

He distances himself from his world. There is an element of callousness and emptiness here. He may be expressing his aggression toward his father as his attitude may be 'get out of my life'.

However, he has a need for dependence. Perhaps his safety depends upon the affection of the other person and he is scared of losing that affection. As he is insecure he lives with fear of loss.

and whoever knew him.

Perhaps this person is expressing aggression toward the father as what he could be saying is that no one really knew him as he was not worth knowing.

Summary of Card 6BM

It is suggested that there is alienation in the mother son relationship. This person could be rejecting the mother as

he may be trying to fight his dependency upon her.

He is concerned about being left alone as his safety and love needs have not been satisfied. As he is insecure he lives with fear of loss. He expresses a desire for a predictable and orderly world.

It seems that he would like to make father suffer as he has not provided him with love and support. Possibly father has placed high expectations upon him which he is unable to meet. Therefore he feels resentful towards him. He has a need for revenge.

He tends to have a selfish approach to his environment - he is only concerned about his own needs.

Card 7BM

This looks like

There is identification. He has a need for acceptance and affiliation. He is not prepared to commit himself, his usual approach to his environment.

father and son.

He specifically says father and son as this relationship is important to him. He has a need for love and safety. He sees a father and son which is a positive sign.

And his father

It is suggested that he has a need for possessiveness to protect himself from losing affection. His safety depends upon the affection of the father.

wants his son

He has a need to belong and a need for love. Maybe at the moment he feels neglected.

to carry out his studies

Father has expectations of the son. He has ideals for the son. Importance is placed upon intellectual activities.

Father may only accept the son on condition that he studies. Perhaps the son believes that the person who is most likely to be loved is he who is given respect or admiration. He therefore has a need for achievement.

in which his son wants to leave

Once again he is expressing a need to belong.

It is suggested that he may be scared that he will not live up to the expectations of the father and he is therefore playing it safe by some sort of escape or flight response (need for protection).

He is possibly expressing his hostility toward the father for having been neglectful. He is therefore punishing the father by disobeying him. He is possibly rejecting father, as he could be saying 'get out of my life'. He is expressing a need for independence.

Perhaps his need for achievement conflicts with his need for love. If he achieves he may lose the love of the father.

He may be trying to escape from the frustrations of his family. Perhaps he is expressing his resentment toward the father because he has failed him by not providing him with a value system.

so when he dies

He may wish for the father to die as then he will be free of his ideals or expectations. He feels resentful and aggressive toward the father because his needs are frustrated.

his father will be able to leave

He has a need for a father figure. He is most probably expressing a need for safety and love.

There is a rejection of the father as he has not provided him with security and love. He is possibly expressing a need for independence. His attitude may be 'get out of my life'.

his business to his son

It is suggested that he could be perceiving father as being inadequate as father does not have a business.

He has a need for status and recognition as he feels so incompetent and insecure.

According to Maslow (1942), when there is a disturbance of self esteem it results in a hunger for prestige.

He is also expressing a need for affiliation and love.

so that he will know

He tends to avoid becoming involved in the present. He has a need for safety.

He is also expressing a need for competence and adequacy. He has a desire to know. By knowing he will feel safe in the world (need for safety).

It is suggested that he has a need to control or dominate as through knowledge he will no longer be dependent on the unknown. He has a need for independence.

what to do.

He has a need for achievement but his safety and esteem needs have not been satisfied.

He needs guidance in meeting the demands of the environment.

It is suggested that his parents have not shown him how to cope with the demands of the environment.

How to handle his money

He experiences a need for guidance as he is unsure of his abilities. His need for guidance, however, may be realistic in this instance. In addition, he has a need for approval.

Money could symbolise his love needs. Perhaps he does not know how to cope with affection or express affection because he has never had a loving and trusting relationship with his parents.

His hunger for money could be the result of a disturbance of self esteem. Money could cover up a lack of self esteem.

so that not to let the business crumble.

More importance is placed upon the business than the son. This is possibly why the son feels resentful toward the father as the father does not really care about him as a person. He is only concerned about success. Possibly only if he lives up to the father's expectations will the son be accepted by the father.

Summary of Card 7BM

He would like to feel needed by the father. Father has ideals for the son and importance is placed upon intellectual activities. Perhaps father will only love him on condition that he studies or achieves.

However, he is hostile toward the father because his needs have not been satisfied by him. Possibly he is also expressing his resentment toward the father for not having provided him with a value system and also having placed very high expectations upon him.

By going against the father he is perhaps fighting his dependency. He has a need for independence. In addition, he has a need for status and recognition as these would compensate for his feelings of inadequacy.

He expresses a desire to know because by knowing he will feel safe in the world (need for safety).

He seems to have a hunger for money. This could be the result of a disturbance of self esteem as money could cover up for a lack of self esteem.

It is suggested that perhaps he does not know how to express affection as he has not experienced love in his relationship with the father. His safety and love needs have not been satisfied by the father.

Card 13MF

I'd say that

He has a need for recognition. Although he is projecting himself into the card he is keeping his distance as he is most probably afraid of rejection.

this man has

He has a need for affiliation and acceptance.

He distances himself from his environment as he talks of the past. He has a need for safety.

just broken into

This person has a need for aggression and revenge. Feelings of anger and revenge are evident because his needs are frustrated.

When a person's inner self is frustrated, denied or twisted he will become destructive.

this girl's flat.

People are important to him. He has a need for affiliation and acceptance. He also has a need for shelter (need for safety).

He is interested in the opposite sex.

He raped her

He does not become involved in the situation as he has a need for protection.

He has a need for revenge as a result of rejection suffered at the hands of the opposite sex.

He is interested in the opposite sex, which is normal in adolescence.

and then he strangled her

Possibly he attempts to make contact with people on an aggressive level. He has a need for aggression. Perhaps aggression and affection are not clearly distinguished for him. Through his aggression he may be expressing his need for affection.

It is suggested that his aggressive behaviour may be a way for him to protect himself against a hostile world. He hides his loving orientation because he is afraid of being hurt.

He tends to express his aggression in a pathological way as a result of emotional deprivation. He unconsciously regards the frustrator as hostile, cruel, heartless. As he does not have enough strength to tolerate even a normal amount of aggression in himself, an enormous amount of aggression arises in a frustrating situation.

and now he's worried

Possibly he is worried about his own needs as he does not express care and concern about the other person.

Perhaps the enormous amount of aggression which arises in a frustrating situation leads to an extremely intense expectation of counterattack, condemnation or disapproval.

It is suggested that he may not be accepted as a person with aggressive feelings.

about what will happen

He is afraid of the consequences. He is possibly expressing a need for a predictable world. He is expressing a need for safety.

if he got caught

He perceives his feelings as being punishable. He is still only looking after his own welfare.

because he's just realised

He does not plan things carefully. He has difficulty controlling his behaviour.

He does not express any feelings of really being sorry. He has realised what he has done on an intellectual level but his behaviour does not seem to worry him on a deeper level.

what an awful thing he's done

His hostility is out of control. He cannot integrate these emotions into his personality. He cannot cope with emotionally laden situations.

He is very detached. It is suggested that as his dependency needs have not been met he has not developed adequate attachment to the parents and therefore lacks qualities of closeness.

to a person

He is keeping his distance by neutralising what he is saying. He has a need for protection as people are threatening to him. People are, however, important in his life. He has a need for love.

who was much weaker than him

He has a need to compare himself with other people because he feels that he himself is a weak person. He expresses a

need for strength because by appearing stronger than others he can cover up his feelings of helplessness and insignificance.

According to Maslow (1942) the insecure person perceives other human beings as being dangerous, threatening, hostile or challenging. This person experiences the need to keep potential rivals down as he feels threatened. He has a need for power and he therefore approaches his world in a competitive manner.

and did no harm to anyone else.

He feels humiliated and rejected.

The opposite sex threatens him and he therefore acts in an aggressive manner to protect himself from being harmed. He appears to feel worthless and unlovable.

He does not trust people as he has never had a safe and secure relationship with his parents.

Summary of Card 13MF

He behaves in a destructive manner because his needs are frustrated.

People are important to him. However, he attempts to make contact on an aggressive level. Women are associated with aggression because of his past hurtful experiences. It is suggested that affection and aggression are not clearly distinguished for him.

His need for aggression may be a way for him to protect himself from a hostile world (need for protection).

He has a selfish approach to his world. As his dependency needs have not been met he has not developed adequate attachment to the parents and he therefore lacks qualities of closeness.

His feelings of hostility can get out of control as he cannot integrate these feelings into his personality. He finds it difficult to cope with emotionally laden situations in an appropriate manner.

He has a need for power. He needs to keep potential rivals down. He approaches his world in a competitive manner as he feels inadequate and insecure. He does not trust people as he has never had a safe and secure relationship with his parents.

3.4.3.3 Main Summary of the TAT

(1) Basic Orientation

This person has a cautious approach to the demands of his environment. Perhaps he has a need to protect himself from being disappointed by not getting what he wants or being rejected if he does not meet the expectations placed upon him.

He is dissatisfied with the outside world as his environment is possibly depriving, inhibiting or restricting. Therefore he resorts to fantasy.

He has a realistic orientation as he realises that it takes repeated performance to acquire a skill. He is a determined person and he is out to get what he wants. He tends to be egocentric.

The subject also approaches his world in a competitive manner as he needs to keep potential rivals down because of the threat they impose upon him.

He seems to cope with problems and frustrations on an intellectual level.

There is a tendency to hunger for money which seems to be the result of a disturbance of self esteem.

(ii) Interpersonal Relationships and Communication

This person experiences conflict with regard to love and hate in his relationship with his parents. He tends to feel aggressive toward the parents, particularly the father, because they have not given him love and care. He therefore expresses a desire to hurt or punish the parents. It is suggested that he also feels aggressive toward the father because of the high expectations he places upon the subject, which he is not able to meet. Father seems to be only concerned about success and possibly only accepts the subject on condition that he lives up to certain ideals.

He experiences fears associated with abandonment. This is possibly due to the fact that in his relationship with his parents he has been made to feel unloveable. Maslow et al (1951) maintain that if the child is rejected he develops a deep feeling that the world is hostile. He also feels isolated and unworthy of love.

People are important to him and he is dependent upon them to make him feel competent. However, he attempts to make contact on an aggressive level. It is possible that affection and aggression are not clearly distinguished for him.

(iii) Needs

It is suggested that this person may still be functioning on a physiological level.

His safety needs (need for security, dependence and guidance), his love and esteem needs (need for recognition and competence) have not been met.

3.4.3.4 Explanation of Stealing from the information provided by the TAT

By stealing this person is attempting to show everyone how

great he is. He has a strong need for self esteem as this compensates for his feelings of inadequacy and insecurity. By seeking self esteem it is suggested that he is also trying to obtain love.

The TAT indicates that he may still be functioning on a concrete level. He may therefore need to get something concrete into his hands in order to obtain love - hence he steals.

As he has been deprived of affection in the past he has decided to take 'by hook or by crook' what has been denied to him, i.e. love.

It is suggested that his need to acquire things may be a way for him to protect himself from destitution or dependence on others. By stealing he may therefore be attempting to fight his dependence on others (need for independence).

It is possible that he steals in order to punish the father for his inadequacy and his inability to provide him with a value system.

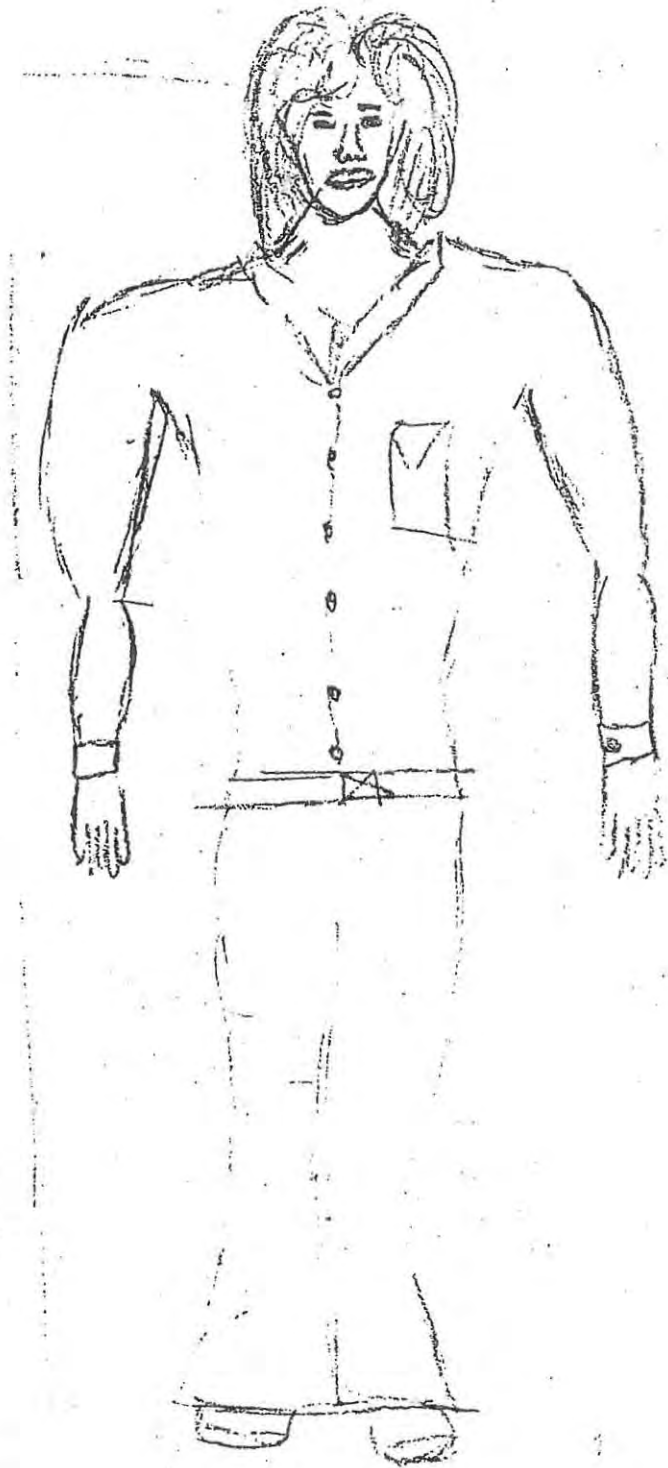
3.4.4 Draw a Person Test

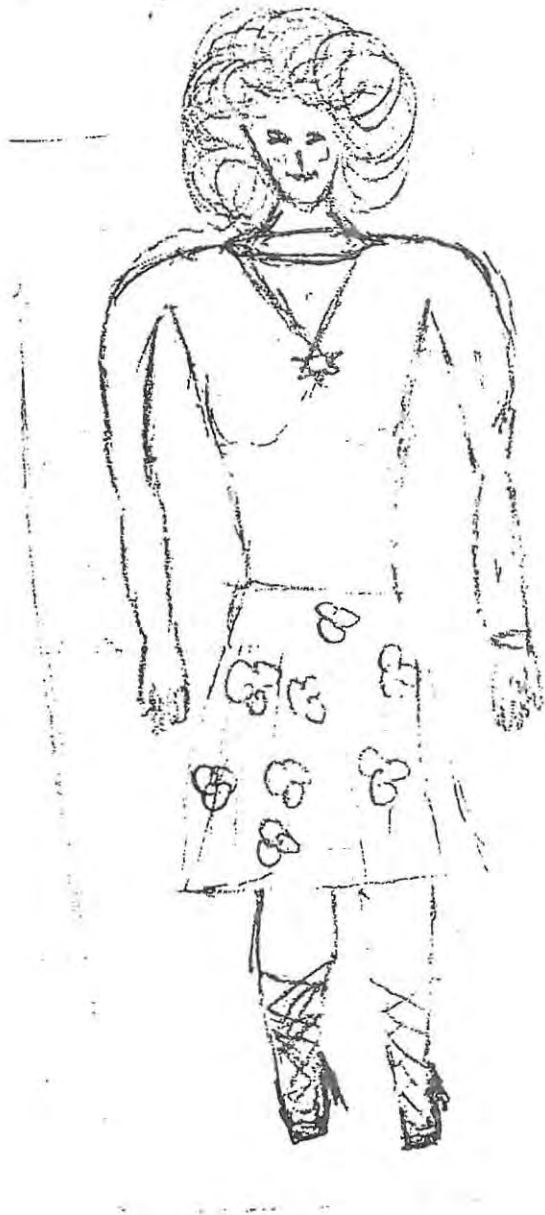
3.4.4.1 Interpretation of the DAP

Male

(i) Basic Orientation

Framing the drawing with a square indicates a need for guidance, perhaps a need for security. The male figure is drawn larger than average and is placed in the middle of the page. The largeness of the figure and the emphasis on masculinity may be a compensation for feelings of inadequacy. He possibly experiences a need to be paid attention to, a need to be recognised. The big figure also indicates expansiveness and immaturity.





The male figure is facing the environment. This suggests social dependence which is a sign of immaturity. The overly long arms extended away from the body suggests externally directed aggressive needs or needs for achievement. The overly long arms may also indicate a striving for love and affection.

The figure is inactive, one can say stuck in a position and there is no contact between him and his environment. Feelings of alienation are evident.

The big hands are associated with aggressive acting out behaviour involving the hands, either directly as in overt aggression, or indirectly in stealing.

The shading indicates anxiety and the possibility of obsessional defences are indicated. The feet are relatively small, suggesting insecurity.

The big shoulders indicate a need for strength. The rubbing out on the shoulders may indicate conflict about strength. He possibly feels weak and therefore needs to over compensate.

(ii) Interpersonal Relationships and Communication

The head is relatively small in comparison with the rest of the body and this may indicate feelings of intellectual inadequacy. He may therefore need to over compensate.

The eyes are almost totally coloured in and indicate a tendency to exclude the world. He experiences feelings of alienation.

The mouth is relatively big, which indicates oral dependency needs. He projects a need for a mother figure.

The buttons and pockets indicate affectional or maternal deprivation.

The legs pressed together may indicate rejection of sexual approach by others.

(iii) Intrapersonal Communication

The tight waistline divides the chest area of physical power from the genital region.

There is an emphasis on the sexual elements, indicated by the shading of the hair. The hair relates to sensual needs and perhaps to sexual vitality.

The waistline indicates that he tends to inhibit these needs but acknowledges them. However, the head is small and the neck is fairly long which may indicate poor impulse control.

The tiny head and large body may indicate a conscious wish to ignore the control of the brain and long to follow the dictates of his impulses. The big figure suggests poor inner controls.

The legs pressed together indicates brittle control.

The strong belt emphasis isolates the area of sexual anxiety and conflict.

Female

The female figure is smaller than the male. It is suggested that he sees females as weaker than males. This may indicate narcissistic concentration, a need for masculine superiority and a general deprecation of the female.

The arms at the side and the coloured-in eyes suggest that the female displays an inability to reach out to the environment.

The masculinity of the female and the shading indicates that he may experience anxiety in relating to females.

The detailed clothing indicates a need for appearances, a need for a social facade. Anxiety may be rationalised in clothing design.

The emphasis on the hair suggests that he sees the female as also having sensual or sexual needs.

The emphasis on detail points to the possibility of Obsessional Compulsive defences.

The female figure is facing the environment, suggesting social dependence and immaturity. The head is tiny and the body is big, indicating poor inner control.

The big shoulders suggest that he may experience a need for strength.

3.4.4.2 Application of Maslow's Theory to the DAP

This person has a need for guidance and a need for security.

He projects a need for a mother figure. He has been deprived of affection and therefore tends to feel inadequate and insecure and experiences anxiety when relating to females.

He expresses a need for achievement. This may be a way for him to protect himself from feelings of helplessness and insignificance. His need for a social facade also protects him from feeling insignificant.

He projects a need for recognition and strength. This compensates for feelings of inadequacy.

His tendency to act out may indicate a need for guidance or a need for limits to be set.

3.4.4.3 Explanation of Stealing from the information provided by the DAP

It is suggested that this person steals because he has a need for guidance. His safety needs have not been satisfied and he therefore steals so that limits may be set.

The DAP also indicates that he experiences a need for recognition. He steals in order to obtain admiration and in this way compensate for his feelings of inadequacy.

It appears that he has been deprived of affection and therefore tends to strive for love and affection. It is suggested that he may steal in order to obtain affection.

3.4.5 Conclusions on Subject Four

3.4.5.1 Main Summary

(1) Basic Orientation

As this person does not trust his own abilities he is dependent on others for guidance. He, however, seems to experience conflicts with regard to independence and dependence. He wants to be an individual, he wants to be unique, but he is unable to stand on his own.

His approach to his environment is one of cautiousness as he is very concerned about how people will regard him. Therefore there is a tendency for him to withdraw from situations. He is very much future oriented and his attitude is that he will do things afterwards. His safety and love needs have not been satisfied.

A positive outlook on life is evident. He is determined, he has not given up. He also has a realistic approach to his environment as he realises that it takes repeated performance to acquire a skill.

He tends to place importance on outside materialistic things. He has a need for appearances, a need for a social facade.

He has wants and needs but his environment is depriving, restricting or inhibiting. He therefore resorts to fantasy.

As his environment has lacked love he has adopted an ego-centric approach to his environment. If he does not look after his own needs, then nobody else will. He also approaches his world in a competitive manner. Because he experiences people as being threatening he needs to keep potential rivals down.

(ii) Interpersonal Relationships and Communication

It seems that this person, having experienced rejection, has lost trust in people's ability to accept him. He is, however, still trying to obtain people's approval by trying to meet the requirements.

As a result of feeling that he will be rejected he has developed a negative self concept. People are very important to him but possibly he attempts to make contact on an aggressive level. He seems to have an aggressive or critical approach toward himself as well as toward other people. Affectional and aggressive responses may not be clearly distinguished for him and this must limit interpersonal communication.

This person projects a need for a mother figure as he has been deprived of affection.

He experiences tension in the father son relationship. There appears to be threat and fear associated with the father. He tends to feel resentful toward the father because he has not given him love, and the father has possibly also not provided him with a value system. Father seems to have high expectations of the son and places importance on success and achievement. He appears to accept him conditionally.

(iii) Intrapersonal Communication

This person has a negative self concept and he therefore lacks self acceptance which is a vital condition for good intrapersonal communication.

It seems that he finds it difficult to integrate his impulse life with his value system. His ego is not able to tolerate impulses without being overwhelmed by them. He cannot defer gratification. There is a lot of tension as a result of the conflict between the id and the ego.

He experiences anxiety when confronted with feelings of aggression. He is anxious about losing control as he is most probably afraid of rejection.

The sexual area seems to be a problem for him. Sexual impulses tend to make him anxious and he tends to cope with the situation in an aggressive manner.

It is suggested that affection and aggression are not clearly distinguished for him as he attempts to make contact on a negative level.

3.4.5.2 The Function of Stealing as derived from all the Data

The TAT, Rorschach and DAP indicate that the subject tends to feel insecure and attempts to seek recognition in order to compensate for his feelings of insecurity. This he does by stealing.

All the tests suggest that he has been deprived of affection. The TAT indicates that he has a need to acquire things. It is suggested that his way of obtaining affection may be to steal. Maslow et al (1951) maintain that when the person has been deprived of affection, he then decides to take 'by hook or by crook' what he has been denied, i.e. love, and he rages against the frustrator. The Rorschach and TAT both indicate that he feels aggressive or resentful toward the

father. Therefore he may steal in order to punish the father for not having provided him with a safe and loving environment.

The TAT and Rorschach both indicate that he experiences conflict with regard to independence and dependence. It is suggested that by stealing he is trying to fight his dependency.

The Rorschach suggests that his aspirations are high but he does not have the potential to be the person he would like to be. This results in frustration which is manifested in acting out behaviour.

The Rorschach and the DAP indicate that he experiences a need for guidance. He may therefore steal in order for limits to be set.

CHAPTER 4C O N C L U S I O N S4.1 COMMON FACTORS IN THE GROUP OF ADOLESCENTS WHO STEAL

Although certain common personality traits have emerged from this group of adolescents who steal, it must be kept in mind that there are many differences as well. Therefore this group of adolescents must not be seen as homogeneous.

It is also important to note that there are only four subjects in this study and this is therefore not a representative sample of adolescents who steal.

The similarities found in this group of adolescents will be discussed below, looking at each test separately.

4.1.1 Rorschach4.1.1.1 Interpretation of Quantitative Findings(i) Inner Resources and Impulse Life

Subjects 1, 2 and 4 experience tension and conflict in attempting to maintain the integrity of the ego against disintegrating forces. The tensions appear to be too strong to allow them to utilise their inner resources for the constructive solution of everyday problems.

(ii) Affectional Needs

The affectional needs of all the subjects have not been satisfied and this has an adverse effect on their relationship with the outside world.

(iii) Control and Reaction to the Outside World

All the subjects tend to act out their emotions because they are unable to integrate their emotions or feelings into

their personalities. It is possible that as people with feelings they are rejected.

4.1.1.2 Summary of Rorschach

(i) Basic Orientation

Subjects 2, 3 and 4 display an aggressive approach to their world. This may be the result of the frustration of their affectional needs. Their aggression may be a way for them to protect themselves from a hostile world.

Subjects 1 and 4 find it difficult to cope with a situation alone and need help and support from an authority figure. This indicates a dependent orientation.

Subjects 1, 2 and 4 appear to have a very high level of aspiration but do not have the potential to be the people they would like to be. This seems to result in frustration which manifests itself in acting out behaviour.

(ii) Interpersonal Relationships and Communication

As a result of past experiences of being rejected these adolescents find it difficult to make contact or communicate with people.

Subjects 2, 3 and 4 attempt to make contact with people on an aggressive level. It is suggested that aggression and affection may not be clearly distinguished for them.

Subjects 1, 2 and 3 experience anxiety in their relationship with the mother. Subjects 2 and 3 also feel aggressive towards the mother because she has not satisfied their affectional needs.

All the subjects seem to experience difficulty in their relationship with the father. Subject 1 experiences tension in his relationship with the father, subject 2 is afraid of being rejected by the father, while the father figure for

subject 3 does not appear to be providing a positive model and as a result he is having identification problems. Subject 4 experiences threat and fear associated with the father and tends to feel aggressive towards him.

(iii) Intrapersonal Communication

Subjects 1, 3 and 4 experience a lack of self acceptance, a vital condition for good intrapersonal communication. This may be due to the fact that as people with needs or feelings they are rejected.

As a result of not being able to integrate their emotions into their personalities the subjects tend to act out.

(iv) Needs

The Rorschach indicates that the love and safety needs of these adolescents have not been met. As a result they experience a need to protect themselves from a hostile world. Subjects 2 and 4 protect themselves by being aggressive. Subjects 1 and 3 protect themselves from the blows of their environment by distancing themselves.

Subjects 1, 2 and 4 express a need for recognition. Their esteem needs have not been satisfied.

It is suggested that subject 2 is still functioning on the physiological level, as defined in Maslow's hierarchy of needs.

4.1.2 Thematic Apperception Test

(i) Basic Orientation

These adolescents tend to feel inadequate and are unable to meet the demands of the environment.

They tend to feel dissatisfied with the outside world because their environment is possibly depriving/inhibiting/restricting. Subjects 1, 2 and 4 resort to fantasy as a way of satisfying their needs or wants.

These adolescents tend to keep their distance from their environment. They seem to have a need to protect themselves from being rejected or perhaps being disappointed by not getting what they want. There is a tendency to recoil from active mastery of life.

They appear to use their aggression as a way of protecting themselves from being hurt.

(ii) Interpersonal Relationships and Communication

The TAT indicates that a close relationship with the family does not exist for any of the subjects. Their needs for safety and love have not been met by the parents and hence they tend to feel unloveable. As a result of feeling worthless and unloveable the subjects experience fears associated with abandonment.

Subjects 2, 3 and 4 have a desire to defy the parents. This may be a way for them to get back at their parents for not having provided them with love, support or a value system. Therefore by behaving in a defiant manner they could be expressing a need for guidance. In addition, they could be trying to fight their dependency.

The subjects have not experienced a trusting relationship with the mother and therefore find interpersonal relationships threatening. People, however, are important to these adolescents but it seems that they are only able to communicate on an aggressive level. Women are associated with aggression and this is possibly due to the fact that they have been rejected in the past. It is possible that aggression and affection are not clearly distinguished for these adolescents.

(iii) Intrapersonal Communication

The TAT suggests that these adolescents have difficulty integrating their feelings into their personality and therefore tend to act out emotions. It is suggested that as people with feelings they are rejected.

As all the subjects attempt to make contact on an aggressive level it is possible that they do not have a clear distinction between affection and aggression.

The subjects cope with their sexual impulses by acting in an aggressive manner.

Subjects 1 and 2 experience feelings of guilt and therefore express a need for punishment.

(iv) Needs

The TAT indicates that the subjects' needs for safety, i.e. dependence, guidance and security, and their needs for love and esteem, for example recognition, have not been satisfied.

The subjects also experience a need for aggression which may be the result of the frustration of their needs for safety and love. They may also use their aggression as a way to protect themselves from the blows of the environment.

It is suggested that subjects 1, 2 and 4 may still be functioning on the physiological level. This means that they may need to get something concrete into their hands in order to obtain love.

4.1.3 Draw a Person Test

(1) Basic Orientation

All the subjects find it difficult to act on their own initiative and need help and support from their environment.

These adolescents seems to approach their environment in an aggressive manner. It is possible that, because they have been rejected in the past, they need to protect themselves from being hurt again.

(ii) Interpersonal Relationships and Communication

The drawings suggest that these adolescents have difficulty making contact with others. This may be due to the fact that they have been deprived of affection and rejected in the past, and are therefore afraid of being hurt again. They all experience feelings of insecurity and inadequacy.

They possibly all communicate on an aggressive level.

(iii) Intrapersonal Communication

The DAP indicates that all the subjects have poor intrapersonal communication. Subjects 1 and 2 have minimum intrapersonal communication while subjects 3 and 4 tend to act out their impulses.

(iv) Needs

The DAP indicates that these adolescents' needs for safety, i.e. dependence and guidance, and their needs for love have not been met.

Subjects 1, 3 and 4 project a need for recognition (esteem needs). This may be a compensation for their feelings of insecurity and inadequacy.

4.2 CONCLUSIONS WITH REGARD TO MASLOW'S THEORY OF NEEDS

The hypothesis underlying the present study, that is; the person resorts to stealing as a way of satisfying certain needs which have not been met by the parents, has been demonstrated as being acceptable.

The tests have clearly shown that these adolescents have been deprived of affection and their needs for safety (dependence, guidance, security) and esteem (recognition and competence) have not been satisfied. Therefore, by stealing they are satisfying their need for love. They are also obtaining safety in the form of limits or guidance and they are able to boost their self esteem by gaining recognition when they steal. This will be discussed in the section on the function of stealing. It is suggested that subjects 1 and 2 may still be functioning on the physiological level as their basic needs have as yet not been satisfied.

It is evident that each person discharges or transforms his energy by stealing. Therefore stealing is not merely a symptom but is an inherent part of the personality; it is part of the person's particular lifestyle.

4.3 MAIN SUMMARY

(i) Basic Orientation

These adolescents tend to feel inadequate and are therefore unable to meet the demands of the environment.

They tend to feel dissatisfied with the outside world which is perceived as being depriving and restricting.

In order to protect themselves from being rejected or disappointed by not getting what they want, they tend to distance themselves from their environment. There is a tendency to recoil from active mastery of the demands.

The subjects tend to have difficulty acting on their own initiative and therefore need help and support from their environment.

These adolescents seem to approach their environment in an aggressive manner. It is possible that because they have been rejected in the past they have a need to protect themselves from being hurt again.

(ii) Interpersonal Relationships and Communication

As a result of past experiences of being rejected these adolescents find it difficult to make contact or communicate with people. People are, however, important to them.

These subjects tend to make contact with people on an aggressive level as affection and aggression may not be clearly distinguished for them.

As they have not had a loving and supportive relationship with the parents they tend to feel unloveable and therefore experience fears associated with abandonment.

Subjects 2, 3 and 4 experience a desire to defy the parents. This may be a way for them to get back at the parents for not having provided them with love and support or perhaps a value system.

(iii) Intrapersonal Communication

These adolescents have difficulty integrating their impulses into their personality and therefore tend to act out their impulses. It is suggested that as people with feelings they are rejected.

They tend to cope with their sexual impulses by acting in an aggressive manner.

(iv) Needs

These adolescents' needs for safety (need for protection, security, dependence and guidance), love and esteem (need for recognition and competence) have not been met.

All the subjects experience a need for aggression which may be the result of the frustration of their safety, love and esteem needs. By being aggressive they are protecting themselves from a hostile environment.

It is suggested that subjects 1 and 2 may still be functioning on a physiological level.

4.4 THE FUNCTION OF STEALING IN THE CASE OF THESE ADOLESCENTS

It has been found in this study that stealing may serve various functions for these adolescents. These functions are discussed below:

Firstly, stealing may be a way for these individuals to obtain love. It is clear from the study that this group of adolescents have been deprived of affection. They have therefore decided to take what has been denied to them, i.e. love. By stealing they are expressing a need for love.

By stealing these adolescents are able to focus attention upon themselves. They have a need for recognition. By gaining attention they are able to dominate, control and manipulate a situation. They are therefore able to gain power by stealing and in this manner compensate for feelings of inadequacy and worthlessness.

Stealing is also a way for the subjects to have limits imposed. Therefore, by stealing they may be expressing a need for a structured and safe environment (need for guidance and dependence).

By stealing these adolescents are attempting to punish their parents for their disregard. They feel aggressive toward the parents, especially the father because he has most probably been an inadequate father figure and not provided them with a value system (need for aggression). Therefore, they may steal in order to have some form of identity even if it is a negative identity.

Stealing also enables these individuals to assert themselves and experience independence (need for independence).

4.5 IMPLICATIONS FOR THERAPY

Although it is essential to see this group of adolescents as heterogeneous, the test results indicate that these adolescents' needs for love, safety and esteem have not been met by the parents and hence they have grown up to have little trust in themselves as well as in other people. They have grown up to feel unloveable. This is confirmed by Lang and Kamada (1964, cited by Trojanowicz 1973) who maintain that most delinquents come from family situations where there is very little emotional security and therefore they are sceptical in treatment situations, and it is difficult to build up a trust relationship.

As these adolescents feel inadequate as human beings it is important for them in the therapeutic situation to be made to feel that they have worth and dignity. This can be achieved by the therapist creating a warm and accepting atmosphere. The fact that they are accepted helps them to develop self acceptance. They begin to feel more adequate and see themselves in a positive light. As a result of being treated with respect they are able to trust and respect other individuals. Papanek (1964, cited by Weiner 1970) from his experiences with juvenile offenders in a therapeutic community found this to be the case. He states:

"It was acceptance, it was friendship, it was being taken seriously, being regarded as a human being, being respected as a responsible human being, in a democratic community where he, therefore, could also dare to respect each and every other member" (ibid, p 327).

Transference plays a very important part in treating these adolescents. The therapist will often represent a parental figure or some authoritative figure in the client's past. If an accepting and warm relationship is established between these adolescents and the therapist, they will not have to fear rejection as they did in their relationship with their parents. They will instead be able to develop a trusting

relationship with the therapist in which their needs will be met. This love and trust can then be generalised to other adults and authority figures in their community.

Friedlander (1947) found changes in behaviour due to the transference established between delinquent boys and the therapist.

Friedlander (1947, p 243) states:

"The aggressiveness was not just acted out, the person of the educator (therapist) became an important factor in it. The boys clearly wanted to provoke him to punish them and were therefore specially destructive when in his presence. This punishment would have provided them with an instinctive gratification on the sado-masochistic level which they had been able to obtain in all their former environments. When the punishment did not come, the boys grew dissatisfied. Not only did they not derive sufficient gratification when destroying inanimate things but the unforeseen reaction of their educators put them in a difficult position, there was no longer any justification for their hatred. They still tried to get what they wanted by being more and more aggressive but in the end they had to give in. They began to feel guilty (the first stage of superego development) and they broke down. Behind their aggressiveness and their wish to be punished, which had been transferred to the educators, there now appeared a fierce longing to be loved. This was still very untamed. The demands for the affection of the leader being unsatiated but they now had an emotional relationship to an adult which made education possible".

The therapist should also point out the negative dynamics of the adolescents' behaviour and the reality of the situation.

In the therapeutic situation the young person can learn about the negative consequences of stealing and how other healthy modes of behaviour can be developed to satisfy his desires and impulses. The therapist can therefore interpret the person's behaviour and provide positive alternatives.

In conclusion then, the therapist through a trusting and accepting relationship with these adolescents can facilitate positive change in them, which can be generalised to the community. By pointing out faulty perceptions, these individuals can be made aware of the negative consequences of their behaviour and in this way be helped to develop positive alternatives to behaviour adjustment.

APPENDIX:RORSCHACH SCORE SHEETSSUBJECT 1

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
I	↑	14 sec	What must I say, a pattern. It looks like something has been doubled. Maybe the intentions were to make a winged creature. That's all I can say. I don't know what to say.					
			It's got two holes in it. It's divided into two. It's got two grabbers. There are eyes. It's got a tail. It's a butterfly or crazy pattern.	It looks like a butterfly 'cause butterflies have two wings, eyes and grabbers. It's the whole blot.	d→W	F	A	P
II	↑	35 sec	Is this the right way. Can I turn it around. (Ans: As you please - he turns it around).					
	↑		(1) It looks like a rabbit doubled in two, they have got their hands together.	It's the shape. It's got ears and a tail and you see two legs on top and bottom.	D	F → FM	A	
	↑		(2) Or a butterfly.	Here's the head and wings. This (red Part) to help it keep its balance.	W	F → fm	A	
	↓		(3) Maybe this has got something to do with a dam or lake or river and the sun's on the horizon. Here are the two islands.	The river is the white. The sun is the top part. You can see half of what looks like the sun. The island looks light and dark. This side (pointing to the red) is the reflection. The top part looks like it's shining out the rays. That looks like the reflection 'cause it's the same colour as the sun.	W, S	CF, FK, CF, mF	N	

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>	
III	↑	46sec	(1) Maybe this is a pathway or a narrow slit to a mountain and in between the slits there's water.	The water is light, the land is darker. The way it's going in, from here and gets further and further and smaller and smaller	W	FK	N		
	↑		(2) It looks like Australia because of the curves, the shape		W	F	Geo		
			Turns card around						
IV	↓	23sec	(1) It looks like a winged snail and it's got feelers in front of it.	It's the shape.	W	F-	A		
	↑		(2) It could be a bird of some sort with it's wings out.	Because of it's body, if you look up in the sky you see its wings are outstretched.	W	FM	A		
V	↓	46sec	This one looks like a butterfly. It's got two feelers in the front of it. It's either in flight or it has been captured in some exhibition. That's all I can say.	A butterfly is in flight.	W	FM	A	P	
VI	↑	38sec	I've got to have a weird imagination. I don't know what this is. It looks like a boat that has exploded and the sails are on fire.	It looks like it was exploding.	Dr	mF	Expl.		

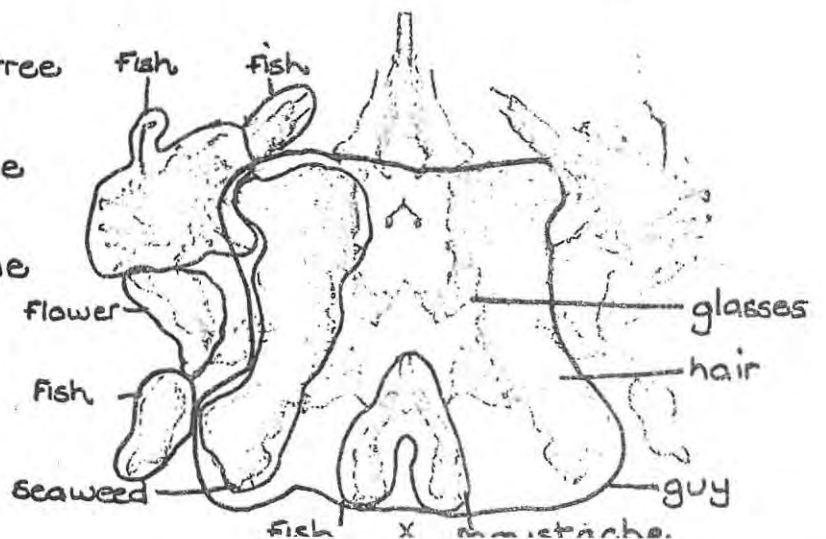
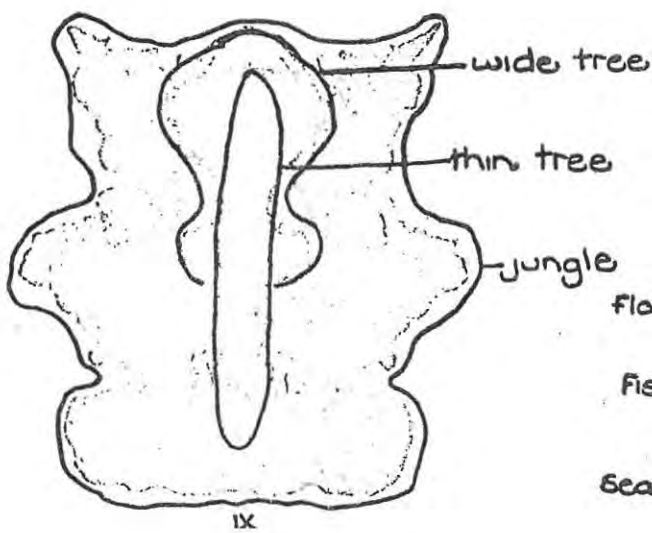
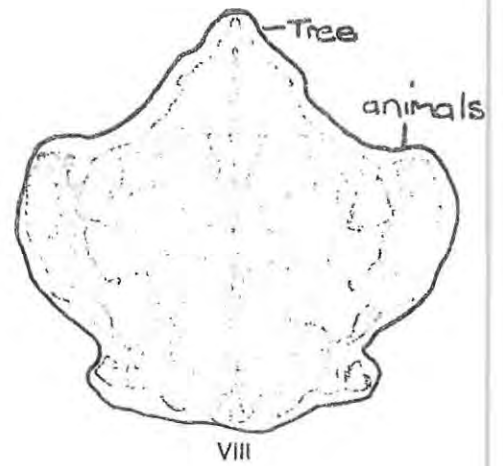
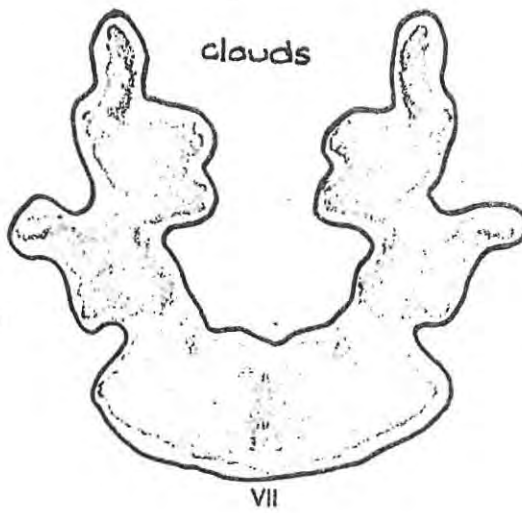
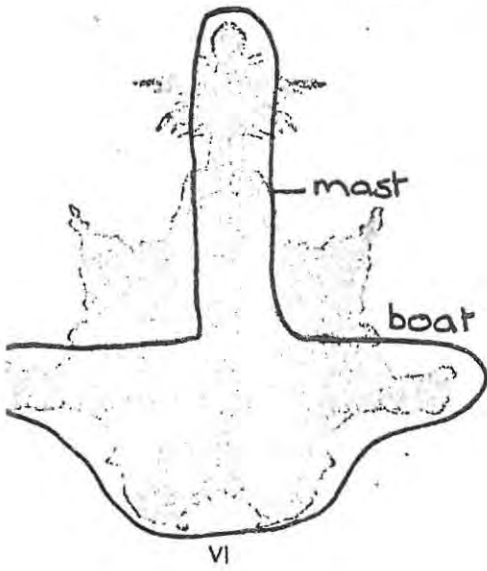
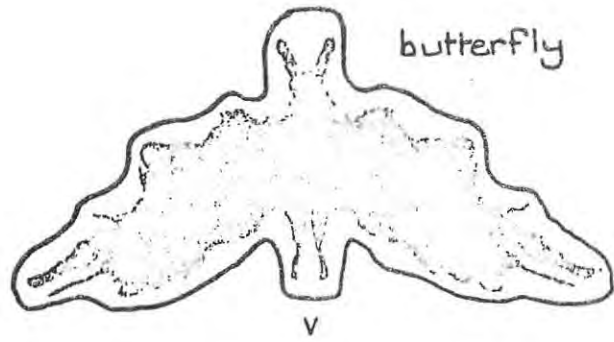
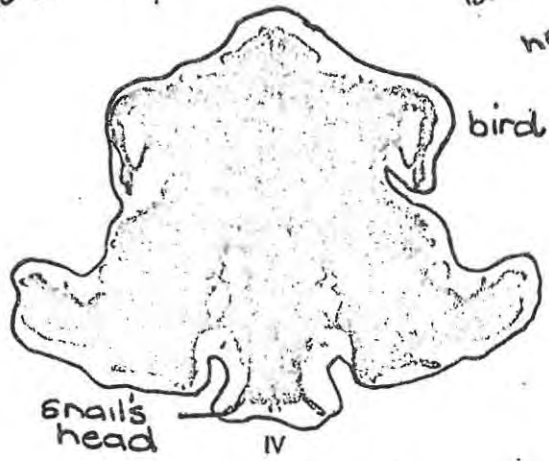
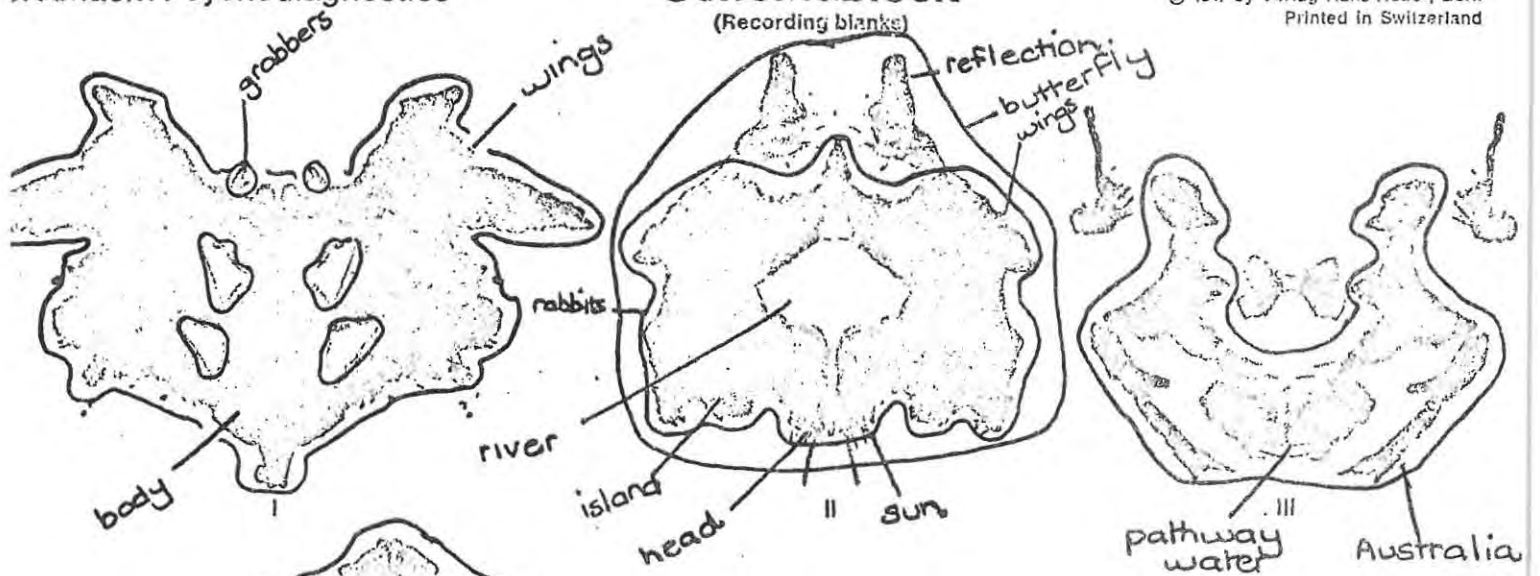
<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
VII	↑	23 sec	It looks like a bunch of clouds. They're rain clouds. I don't know (pause). No I've got no idea.	The way they're grouped together, their shape.	W	KF	Clouds	
VIII	↑	8 sec	That's more like it. (1) This is two animals and they're walking on either side of the mountain or something.	The figures are like an animal's figure. It's got four legs, it looks like a buffalo.	W	FM	A	P
	↑		(2) Or else it's a very colourful tree. That's all I can say about it.	It's not the colour, the top of it is the peak, it's a very funny tree, it's most likely the shape.	W	F	PI.	
IX	↑	5 sec	This is deep in a jungle or forest and it is a high tree in the centre of a jungle or forest. There's another tree which is wide behind it.	It's the shapes of the trees.	W	FK	N	
X	↑	11 sec	Wow! It looks like we're under water. There's a lot of seaweed and strange fishes, crabs, small little flowers sprouting out under the water.	All the different colours and shapes make it look like underwater.				
			(1) Seaweed.	It's the colour.	D	CF	PI.	

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>
			(2) A lot of strange fish, four of them.	The colour and shape.	D	CF	A
					D	CF	A
					D	CF	A
					D	CF	A
			(3) Small little flowers sprouting out under the water.	It's the colour.	D	CF, MF	Pl. Flowers
			(4) Or else maybe this is a weird guy, this is his hair, he's got a hat and here's his moustache and he looks very cross. That's all.		D, S	M	Hd

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SUBJECT 2

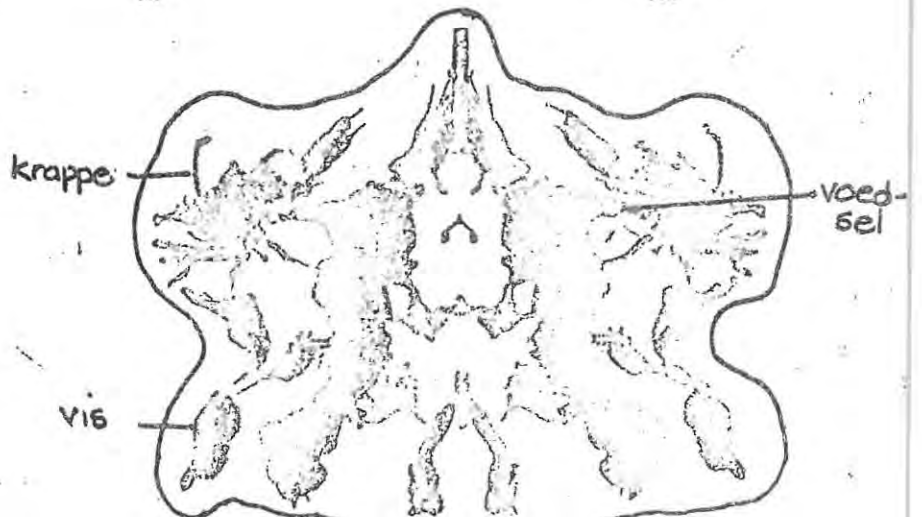
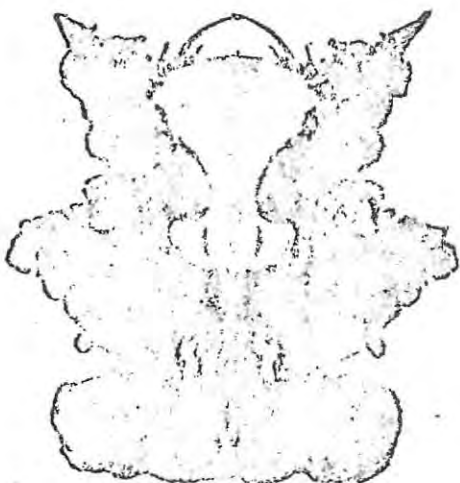
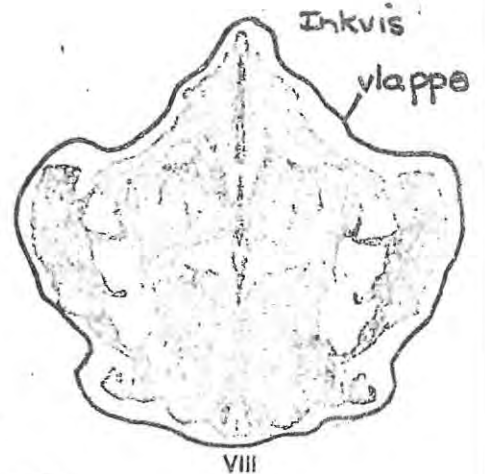
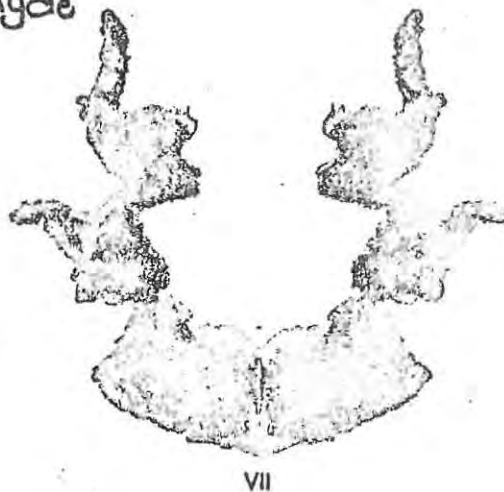
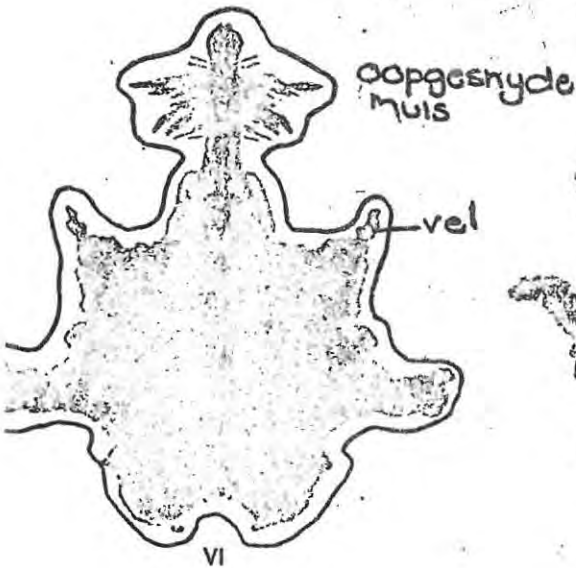
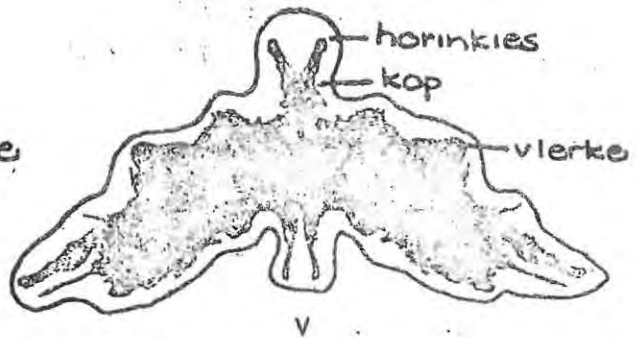
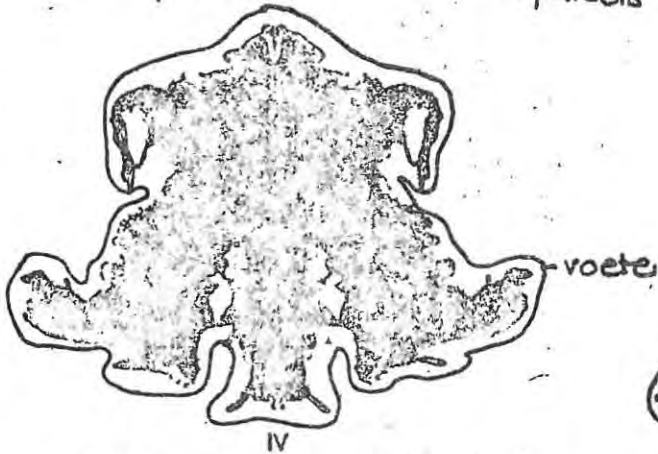
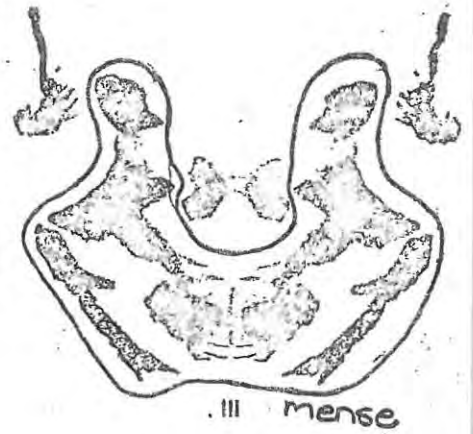
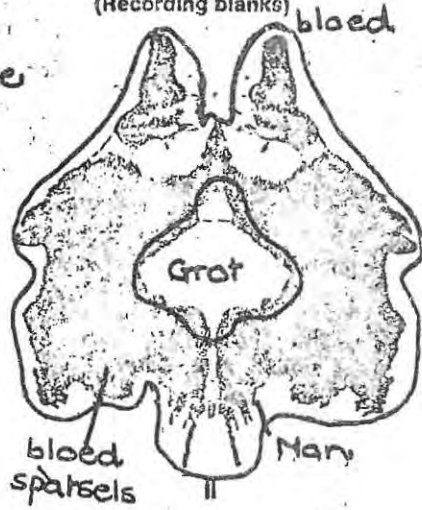
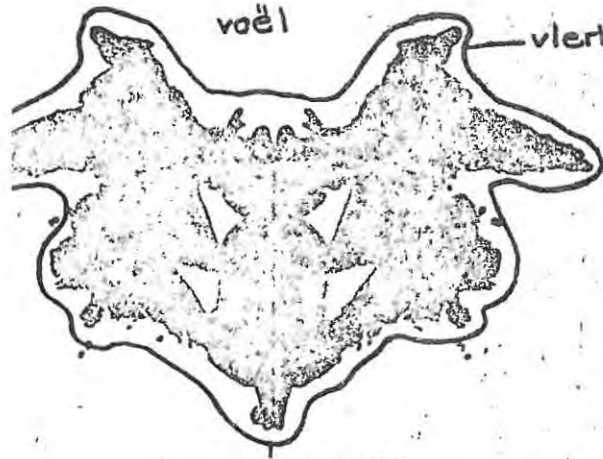
<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
I	↑	87 sec	Dis 'n voorwerp of ink wat so geblaas is om 'n patroon te maak	Op skool so gemaak, met strooitjie geblaas en die papier gevou.				
			Lyk soos 'n voël met 'n speelbeeld op die water.	Voël wat so 'n spieëling op die water het as hy oor die water vlieg. Hier is die vlerke, hierdie is die lyf, en die kop. Dis die form.	W	FM, FK	A	→ P
II.	↑	15 sec	Grot se bek waar jy ingaan, hiero is 'n man wat dood-geskiet is. Dis die hele ding as mense wil oorlog maak.	Die grot wat bloedspatsels het. Dis die kleur van bloed. Hulle het oorlog gemaak. Daar is die bloed.	S, W	CF	N	
III	↑	5 sec	Twee mense wat oor iets baklei. Mense wat iets uit mekaar uit trek.	Hierdie is 'n mens en hierdie is 'n mens wat oor iets baklei. Hulle trek iets daar.	W	M, MF	H	P
IV	↑	12,2 sec	Dit lyk vir my snaaks. Dit lyk soos iemand wat so ver sit, dat die kamera hom van onderaf neem soos hy op iets sit.	Die voete is groot en dan lyk dit of die kop daar bo klein is soos hy op iets sit.	W	FK	H	
V	↑	1 sec	Dit lyk soos 'n vlermuis wat vlieg.	Dis die hele ding met die horinkies wat hy op sy kop het en sy pootjies en die vlerke want die vlerke en pote en alles is so.	W	FM	A	P

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
VI	↑	11,9 sec	Hierdie lyk soos 'n oop- gesnyde muis wat hulle experimente op doen.	Dit het vir my so gelyk want ons het in ons skoolboeke so iets. Dis omtrent die hele ding want hier is sy vel.	W	F-	A	
VII	↑	6,6 sec	Nee hom ek weet hom nie.					
VIII	↑	7,6 sec	Hierdie lyk soos 'n Inkvis.	Maar hy het nie sy stert by nie en die flappe wat vlap as sy swem. Dit lyk soos 'n kop en hierdie is die rugstring en flappe.	W	F-	A	
IX	↑	12,3 sec	Nee hom weet ek nie.					
X	↑	5,5 sec	Hierdie lyk soos 'n klomp krappe of goed wat by voedsel uitgekom het.	Hierdie goed lyk soos krappe of vissies. Of goed wat by kos uit- gekom het en nou drom almal saam. Dis die vissies, hierdie is die voedsel, die kos. Toe ons een keer gaan krappe voer het hulle almal so bymekaar gekom. Dit laat my terug dink. Daar is ook wurms wat ingeval het want hier is hulle pote.	W	FM	A	

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SUBJECT 3

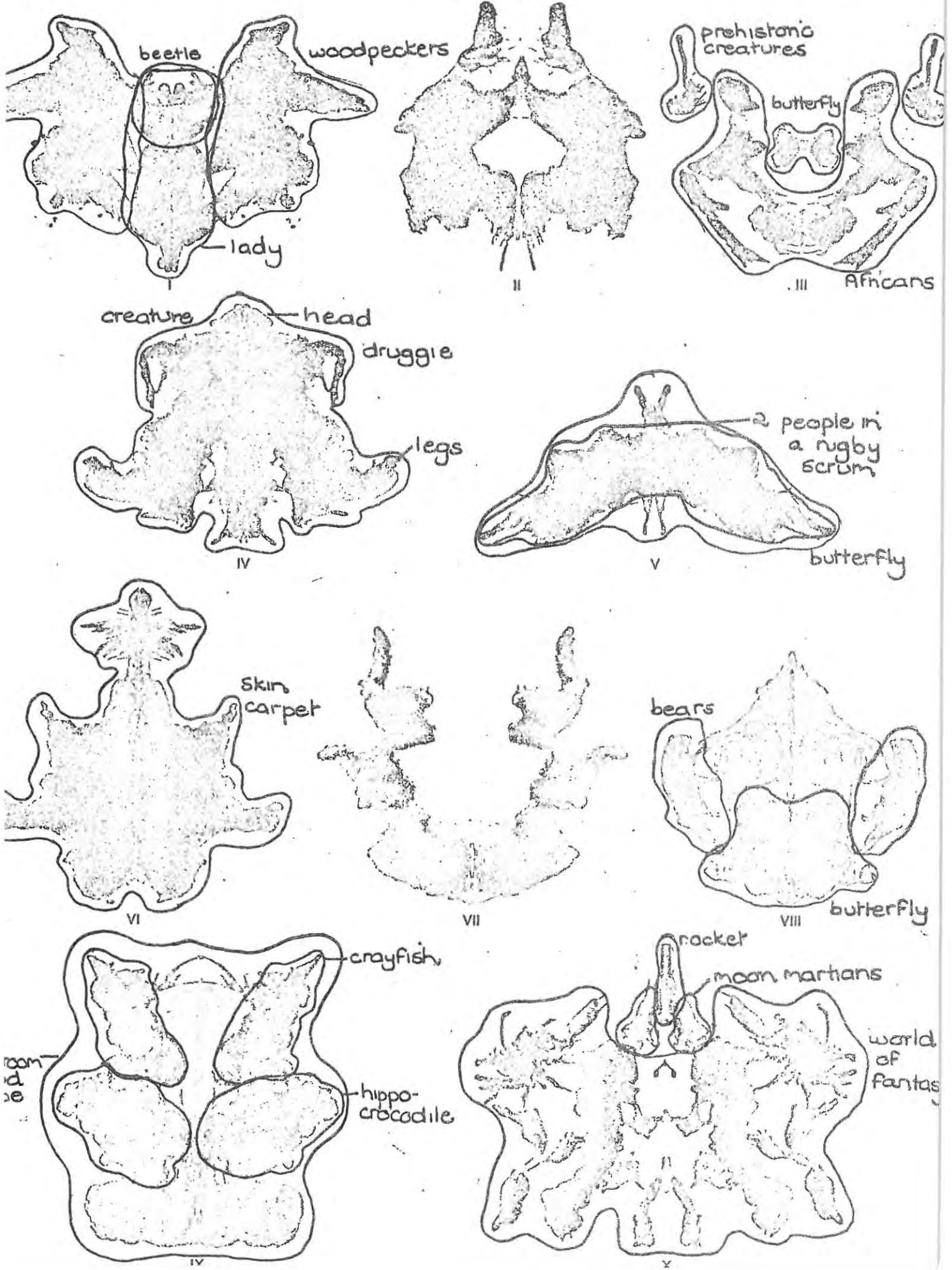
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I	↑	2sec	(1) It looks like two woodpeckers.	The shape makes it look like woodpeckers.	D	F	A	
	↑		(2) Some sort of beetle in the middle.	Here are two claws, eyes protruding.	D	F	A	
			(3) It could be a lady.	She's wearing a see through dress with outline of her body.				
II	↑	2sec	It looks like a big mess. It's nothing. It's rubbish.					
III	↑	2sec	(1) That's two Africans. They could be Xhosa wearing beads around their neck. There's a pot with mielie-pap.	They're both standing over a pot.	N	M	H	
	↑		(2) It looks like a butterfly.	The shape of it.	D	F	A	
	↑		(3) This two things look like two prehistoric creatures falling off a cliff.	They have ape like head shape on top of their body.	D	M	(H)	
IV	↑	3sec	(1) LP from Yes songs. Looks like one of those creatures.	Creatures look like.	N	F	(H)	
			(2) It could be some druggie trying to ride a motor bike.		N	M	H	

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
V	↑	2sec	(1) It's a butterfly.	The shape of it.	W	F	A	P
	↑		(2) It could be two people in a rugby scrum.	Not the top part or bottom part. They're pushing against each other.	W*	M	H	
VI	↑	3sec	It could be a skin carpet from a buck.	The shape of it.	W	F	A	
VII	↑↓	1sec	It's rubbish. It's nothing.					
VIII	↑	10sec	(1) On the left and right are grizzly bears.	The way they're walking.	D	FM	A	P
	↑		(2) This is a butterfly.	The shape of it makes it look like a butterfly.	D	F	A	P
IX	↓	1sec	(1) These two things at the bottom could be crayfish.	The claw like shape and orangy colour.	D	CF	A	
	↓		(2) These two things could be between a hippopotomous and crocodile, a hippocrocodile.	It looks like one to me. I can't explain.	D	F.	(A)	
	↓		(3) You know from the atom bomb. Mushroom cloud shape.	The whole thing. It's exploding.	W	KF, m	Cloud	

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
X	↑	4 sec	(1) First thing at the top of a rocket.	The way it's standing there, it's shape.	D	F	Obj.	
	↑		(2) These two things here are moon Martians.	There're the antennae, three feet.	D	F	(H)	
	↑		(3) The rest of this is a world of fantasy, you don't see these things in real life.	It just does to me				

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SUBJECT 4

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
I	↑	54sec	(1) This looks like a water bug. It looks exactly like one, it has clippers over here in the front. The body is shaped like a water bug and the tail looks like a sting. That's all.	Usually you see a water bug swimming in the water. I am used to seeing them. It's the shape and the detail makes it look like a water bug.	D	F	A	
	↑		(2) This whole flat picture looks like a butterfly as if a car rode over the butterfly. Its wings are stuck. All the pieces of wings have been ripped off.	At first it was placed in my mind as a butterfly. Perhaps a car went over it and its now spread out.	N	F	A	P
II	↑	72sec	Turns card around. (1) This looks like a UFO. The inside part. It looks like a shape you haven't seen before. The red part at the bottom looks like something taking off. Like rocket fire. Grayish part is like the camouflage.	If you take it as a space rocket it also has a flame shooting from the bottom, where it takes off. The edges of the red shooting away make it look like a rocket. The shape in the middle looks like a UFO. If it came to land people wouldn't be able to discover what it is, all they'd see is grey smoke. Take smoke for instance it forms around the shape. It's formed around what is meant to be a UFO.	N, S	CF, C'F MF, KF	Obj. Fire Smoke	
	↑		(2) Bat, on the outside. It looks like a bat in flight. The claws and tips of the wings.	All the grey is the bat. Its wings are all spread out in flight.	D	FM	A	
III	↑	24sec	I'd say two people. They're both holding on to chickens. They're leaning towards one another comparing the size of the chickens.	The whole shape makes it look like two people.	N	N	H	

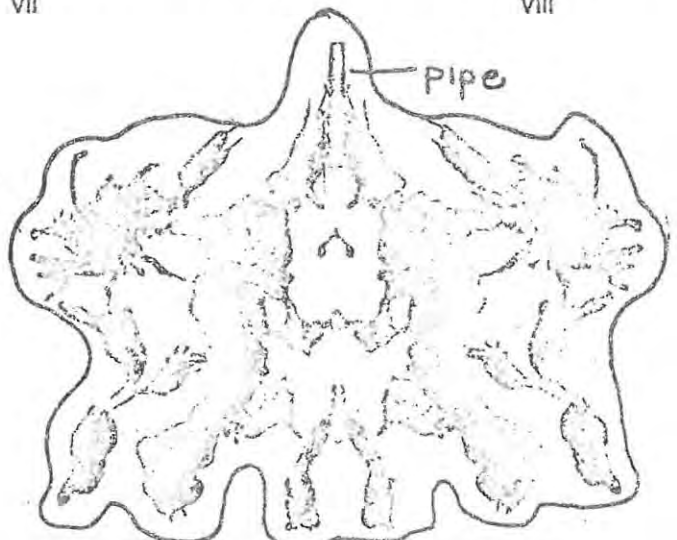
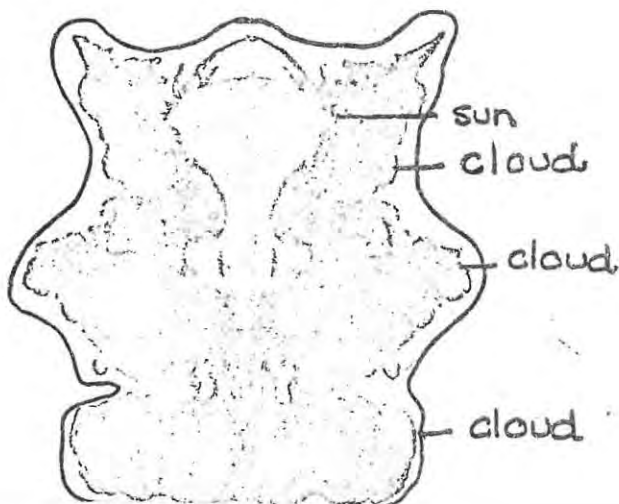
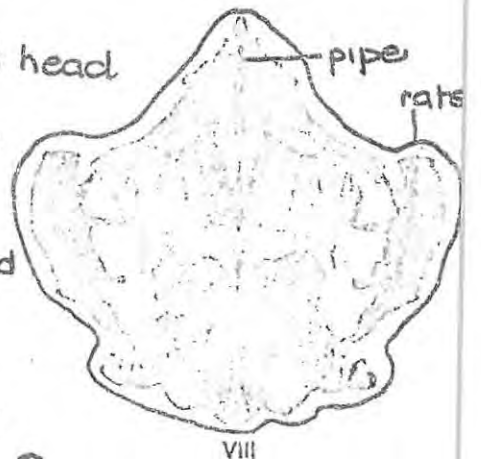
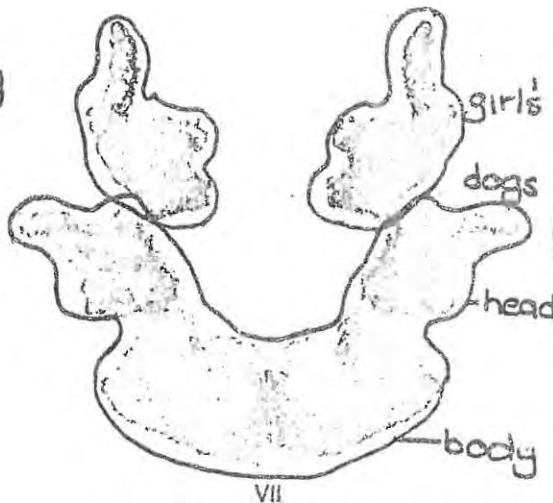
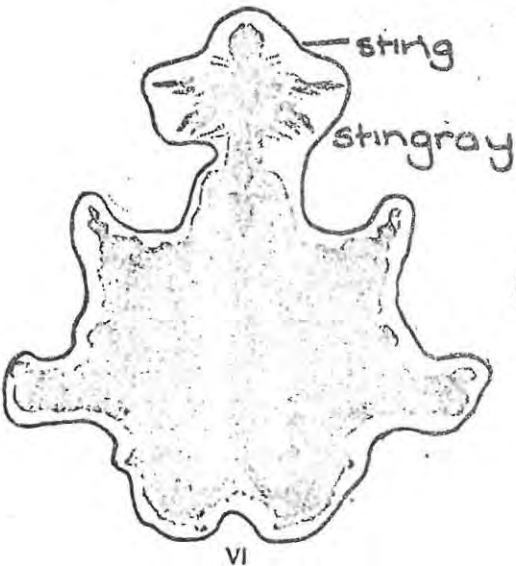
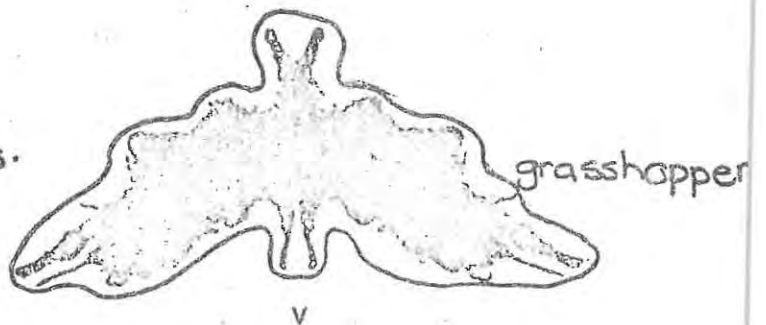
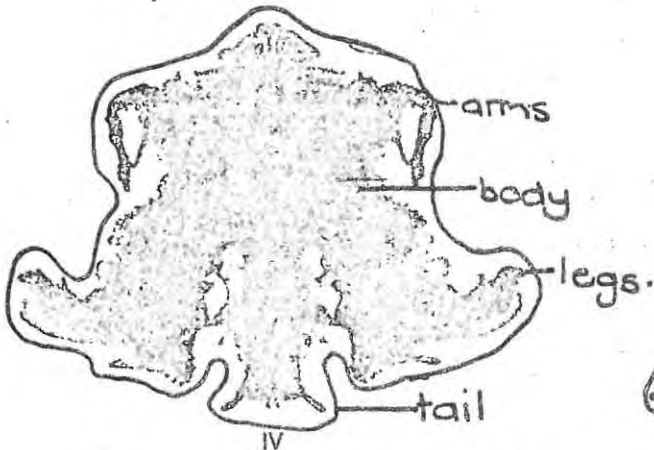
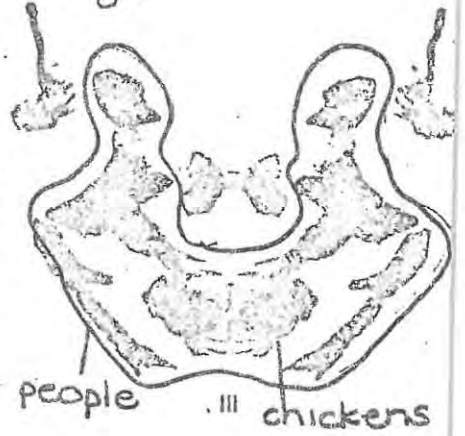
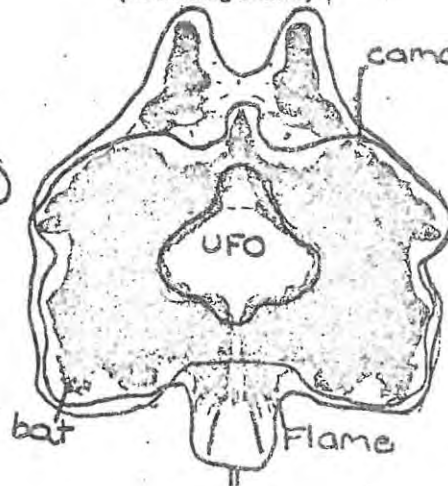
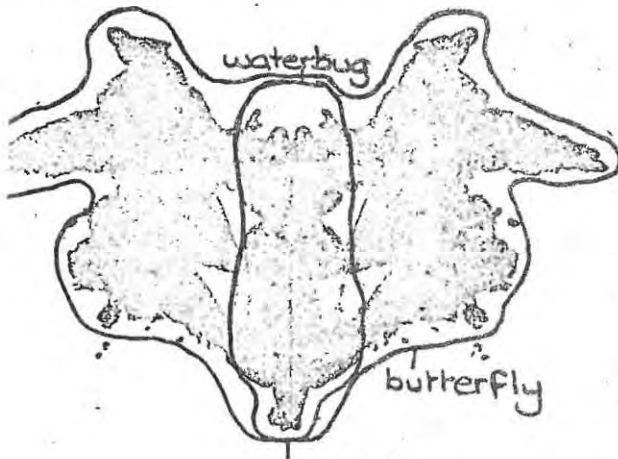
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IV	↑	27 sec	Turns card around. He asks: 'Which way can we look at it.' This looks like a monster. This is something we haven't seen before on earth. It's big and hasn't got a natural shape.	It's the whole picture. The shape of it makes it look like a monster.	W	F	(H)	
V	↑	30 sec	I'd say this was a grasshopper. It seems to be in flight with its legs pointing backwards. That's all.	A grasshopper when it takes off its legs usually fork back in a straight line.	W	FM	A	
VI	↓	30 sec	It looks like a sting ray. The shape of it makes you think of something in the sea. It's something which has got to live in the water, it has no arms and legs. That's all.	A sting ray has no other shape than any other fish in the sea. Eyes are set back into the body.	W	F	A	
VII	↑	48 sec	In this picture there're two girls and two dogs. You can just see the head of the girls. The bodies are behind.	The shape looks like the shape of a girl's face and girls tie their hair in pony tails. You can see the ears sticking out and the body joining on to the head and the tails meet in the middle.	W	FK	A, H	
VIII	↑	42 sec	In this picture 2 rats in the sewerage. They are both walking on either side of the water running down the pipe	The two shapes look like the animals. When I was younger I used to walk along drains.	W	FM, MF	A	

<u>Card</u>	<u>Pos.</u>	<u>Time</u>	<u>Response</u>	<u>Inquiry</u>	<u>Loc.</u>	<u>Det.</u>	<u>Con.</u>	<u>P/O</u>
IX	↑	66sec	Clouds with the sun breaking through in the middle making the clouds different colours, with its rays. It changes just after a storm.	Whenever it rains, then the sun starts coming through and I always look at them. When there's a wind blowing it rips the clouds apart and it makes those different shapes. If the sun was coming through it would make the clouds different colours.	W	CF, mF, KF	clouds	
X	↑	33sec,	I'd say this was after the explosion in a science lab. Somebody was experimenting. It just blew up. Then all the different colours from the different kinds of fluids and there's just one test tube standing there.	If this was a white wall if you throw colour on the wall it would burst out into different angles. It's the colour.	W	CF, C'F	Expl.	

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