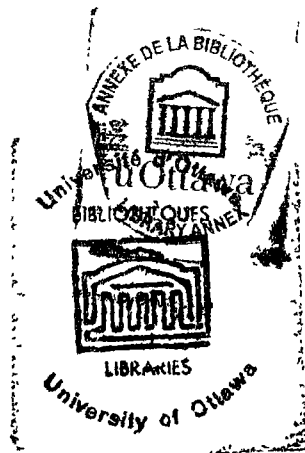


DOLL PLAY PHANTASIES OF
NEGRO AND WHITE PRIMARY SCHOOL CHILDREN

by Thomas Francis Graham

Thesis presented to the Faculty of Arts
of the University of Ottawa through the
Institute of Psychology as partial ful-
fillment of the requirements for the
degree Doctor of Philosophy.



Massillon, Ohio, U.S.A., 1952

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INTRODUCTION

The study of differences among racial groups has occasioned much interest long before the time of Aristotle (322 B.C.) and followed scientifically for the past one hundred and fifty years. However, artificial variations were often found due primarily to the employment of inadequate measuring devices or the unsound interpretation of results derived therefrom. The majority of the techniques used were standardized on white populations and applied to Negroes with little or no modifications. As a result of these investigations, many racial hypotheses were developed "revealing" superiority in this physical characteristic or that personality trait based chiefly upon racial myths, national, political or subjective opinions. While on the other hand, to claim that there are no differences among racial groups is also a conclusion with false premises. There are definitely differences between racial groups, but these differences are accidental differences which accompany human life at all times and in all places. They are not essential differences as so often has been implied.

Therefore, the purpose of the scientist in this respect is not to investigate certain racial hypotheses but to examine objective data derived from sound research methods. Specifically the task of the psychologist often requires the development of new techniques and/or the modification

of standardized research methods. There are also various other scientists who contribute to the study of racial problems. Let us take again the situation of differences among racial groups which suggests many questions. Are there significant differences other than physical? Can these differences be measured? How are these differences associated to the broader problem of racial relations? What is the nature of these differences? What is the incidence and occurrence of these differences? What can be done to improve or solve the problem? The role of the psychologist is to ascertain what are these differences, how may these differences be measured, and how they may be affected by environmental changes. The philosopher describes the nature of these differences. The incidence and occurrence of these differences is the task of the statistician. The economist, political scientist and sociologist examine the economic, political and social results before and after any action has been taken upon the problem. The job of planning any action to improve or solve the problem is the principle function of the administrator and the politician. The interdisciplinary nature of this problem also extends into many other areas such as anthropology, religion, history, literature, biology and demography. Therefore, successful attack of the problem is dependent upon the well interpreted efforts of all of these specialities.

Past studies have failed to isolate empirically any one specific aspect of the racial problem. Until this is done, the program will be limited in research and application. The logical premise, therefore, is to isolate one tiny segment of this problem, and define all the factors clearly.

Following the historical surveys concerning racial groups and doll play, the present research was designed to develop some of the essential tools needed for this problem. An effort has been made to achieve the following goals; (1) to design and standardize a projective doll play technique for studying family fantasies of Negro primary school children from a Thematic point of view, (2) to design and standardize a projective doll play technique for studying family fantasies of white primary school children from a Thematic point of view, (3) to isolate if possible psychological factors which may contribute to the development of the children's fantasies.

After the technique was standardized, the findings were analyzed entirely for intraracial differences in the projections of the children rather than for inter-racial differences. The rationale for this objective is the difficulty and unreliability of matching one race with another. Examples of some of the comparisons which were made are as follows; (1) sex differences among the Negro children, (2) age

and developmental factors among the Negro children, and (3) individual differences among the Negro children. These same comparisons were also made among the white children, that is comparing the phantasies of the white children with the phantasies of other white children.

These purposes were carried out by the selection of sixty normal primary school children, thirty Negro children for the Negro standardization, and thirty white children for the white standardization. The sex, chronological age, mental age, intelligence quotient, school grade, and occupation of father was given for each child. All of the children were then introduced to the modified projective doll play technique. The phantasies of the children projected in the experimental situation were recorded by examiners using a specifically designed method.

The possible ways of treating the data collected with reference to the problems given were many, including the following; (1) quantitative analysis of the doll play reactions of the Negro children, (2) quantitative analysis of the doll play reactions of the white children, (3) validity and reliability of the technique employed for the Negro children, and (4) validity and reliability of the technique employed for the white children. Finally a summary of the conclusions and an appreciation of the significance of such research was attempted.

CHAPTER I

SURVEY OF RESEARCH CONCERNING RACIAL GROUPS

Studies concerning racial and ethnic groups have been so numerous that a detailed description would require many volumes. The investigations of this subject have been made from two points of view, namely; (1) the social, and (2) the scientific. The social point of view is primarily a philosophical and theological study of racial theories and methods. Williams¹ arbitrarily refers to this approach as the sociophilosophical method. The scientific method is an empirical investigation of racial groups and called sociempirical by the sociologist. During the past decade two significant symposia volumes^{2, 3} have been published about race from both points of view. These monographs are cognizant of individual differences from the material view, while also considering group similarities from the incorporeal aspect.

The purpose of this chapter is, however, to survey briefly some of the experimental studies concerning racial

¹Melvin J. Williams, Catholic Social Thought, Its Approach to Contemporary Problems, New York, Ronald, 1950 p. 315-322.

²H. S. Jennings, et al., Scientific Aspects of the Race Problem, Washington, The Catholic University of America, 1941, v-902 p.

³Joseph V. Corrigan, and G. Harry O'Toole, "editors", Race: National Person. Social Aspects of the Race Problem, New York, Barnes & Noble, 1944, v-436 p.

groups. This survey is to be divided into the following three areas: (1) theories and methods, (2) intelligence testing, and (3) measurement of attitudes.

I.- Theories and Methods

Concerning group testing in race psychology, Peterson⁴ questioned the validity of all data obtained. The author recommended that only individual tests be designed and developed for the race being investigated and administered in a most standardized manner. He believed that the race of the examiner was also a variable that should be controlled by training individuals in various races to do the research. That is to say, if a psychological study is to be done on American Negroes, then Negro psychologists should conduct the research.

In an interesting publication Herskovits⁵ reported that only about 20% of the American Negroes are racially pure. Using a geneological inquiry, the author revealed that the majority of the American Negroes are a combination of white and Indian blood. He asked the question as to whether this mixture was producing a specific physical type

⁴Joseph Peterson, "Methods of Investigating Comparative Abilities in Races", in Annals of American Academy of Political and Social Science, Vol. 147, issue of November 1928, p. 178-185.

⁵Melville J. Herskovits, The American Negro, New York, Knopf, 1928, xiv-97 p.

as determined by anthropometric devices. He answered his own question affirmatively by pointing out two significant standard deviations. By his statistical analysis he concluded that American Negroes are a racial group, however, not a race.

Near the end of the second decade of the 20th century, Yoder⁶ reviewed investigations concerning the study of racial differences. He pointed out that three clearly defined frames of reference were represented, i. e. (1) acceptance of the fact of racial superiority with an interest in securing additional supporting evidence; (2) racial inferiority considered possible but not demonstrated and; (3) critical skepticism of the means used to demonstrate racial inferiority and results; usually, also an insistence upon racial equality. Concerning differences in intelligence, the author concluded that he found no proof of racial inferiority or superiority, and he recommended omitting the common techniques which determined such differences.

Garth⁷ stated that the greatest difficulty involved in studying racial differences was the assumption and

⁶Dale Yoder, "Present Status of the Question of Racial Differences", in The Journal of Educational Psychology, Vol. 19, No. 8, issue of December 1928, p. 463-470.

⁷Thomas H. Garth, "The Problem of Race Psychology, A General Statement", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 319-327.

maintenance of an open mind. His general statement outlined and reviewed briefly the problem of race psychology from the following points of view:

1. Various attacks.
2. Racial mobility.
3. The criterion of achievement.
4. Civilization and intelligence.
5. The scientific attack.
6. Are there racial minds?
7. Quantitative differences.
8. Statement of the problem.
9. Color-blindness among the races.
10. Influence of structure.
11. Racial differences in handwriting.
12. Psychological and structural differences.
13. Nurture and racial difference.
14. What is a savage?
15. Race prejudice.
16. Open mindedness and race psychology.

Among these numerous diversified approaches, Garth's "statement of the problem" revealed valuable insights. Several years previously the author⁸ had expressed in terms of a formula, the problem of investigating differences among racial groups. His scientific proposition was:

$$R_1L = R_2L + E$$

The factors R_1 and R_2 are two races (adequate sample), E is an equal amount of education or environment, L is the measuring device standardized for both races.

⁸Thomas . . Garth, Race Psychology, A Study of Racial Mental Differences, New York, McGraw-Hill, 1931, 256 p.

This formula was modified by Dearborn and Long⁹, who included the factor "O" (objectivity or freedom from racial bias). The "O" factor was added to each end of the equation, making it appear relatively more accurate. However, many difficulties inherent in this formula were made evident a number of years later by Canady.¹⁰

In a historical article Johnson and Bond¹¹ gave a brief survey of the investigations carried out concerning differences among racial groups prior to 1910. This review revealed the fact that the area of race psychology was most inclusive and that many previous investigations were poorly designed and completed.

Outstanding social scientists received a questionnaire from Thompson¹² in an attempt to reveal what generalizations were used in the techniques of investigating differences among racial groups. Those answering the questionnaire

⁹Walter F. Dearborn and Howard A. Long, "The Physical and Mental Abilities of the American Negro, a Critical Summary", in The Journal of Negro Education, Vol. 3, no. 1, issue of July 1934, p. 536-547.

¹⁰Herbert A. Canady, "The Psychology of the Negro", in The Encyclopedia of Psychology, New York, the Psychological Library, 1946, p. 407-414.

¹¹Charles S. Johnson and Horace B. Bond, "The Investigation of Racial Differences prior to 1910", in The Journal of Negro Education, Vol. 3, no. 1, issue of July 1934, p. 315-330.

¹²Chas. A. Thompson, "The Conclusions of Scientists Relative to Racial Differences", in The Journal of Negro Education, Vol. 3, no. 1, issue of July 1934, p. 494-511.

were in accord, that experiments dealing with racial differences had failed to reveal any inherent mental distinctions between the negroes and whites of this country.

The "mulatto" hypothesis that negroes with white blood were mentally different from negroes who were less white was not accepted. About 45% of the scholars believed that investigations at the present time revealed mental differences which were innate. Testing methods and validation of the tests were considered to be nebulous. A low percent of those questioned concluded that information indicated that the negroes were "inferior" and "equal" to the whites in America. However, most of the data was said to have supported the "equal" conclusion.

From a genetic point of view, Harskovite,¹³ discussed the problem of studying racial groups. He concluded that in studies of racially mixed populations the factor which determined the endowments of the subjects was the ancestral heritage of the subjects who constituted that population. He also cited evidence that pure-breeding does not necessarily result in high endowments.

¹³Malville J. Harskovite, "A Critical Discussion of the 'Mulatto Hypothesis'", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 389-42.

Klineberg¹⁴ reviewed the biological, psychological and cultural aspects of the problem of differences among racial groups. He suggested that what differences were found were possibly determined by environment, especially changes in culture. A comprehensive bibliography was found at the end of each chapter.

In a brief but significant article, Knox¹⁵ revealed pertinent information regarding the methods of investigators who completed graduate dissertations dealing with the Negro race. This report discussed the racial projects undertaken in American universities during the previous year. The importance of this study is found in the follow up which gave a great deal of insight into the methodology and trends of research concerning the Negro.

Ford¹⁶ administered scales using the Thurstone and Likert techniques which were designed to measure experiences that individuals may have had with Negroes. An evaluation of these scales showed them to be discriminatory.

¹⁴Otto Klineberg, Race Differences, New York, Harper, 1935, ix-367 p.

¹⁵Ellis O. Knox, "The Negro as a Subject of University Research in 1937", in The Journal of Negro Education, Vol. 7, No. 2, issue of April 1938, p. 172-179.

¹⁶R. H. Ford, "Techniques for Scaling Experiences, A Study of White Negro Contacts", in The University of Pittsburgh Bulletin, Vol. 37, No. 1, issue of March 1941, p. 113-122.

reliable and valid in terms of accepted criteria, with the Likert method preferred.

Knox¹⁷ completed the thirteenth in the series of articles published each year discussing graduate theses concerning the Negro. The author reported that 152 dissertations were accepted by universities in 1944. This figure represented a decrease of 20.95% from the preceding year, making it the least number of research projects dealing with the Negro since 1935.

A critique of the racial theories of Parke and Benedict was made by Cox.¹⁸ The author pointed out that Parke's teleological method was ambiguous and inconsistent. Present day notions that race bigotry may have been developed by early associations were considered false. The theories that race prejudice is caste prejudice and race relations were determined by forces was also challenged. The fact was pointed out that Benedict shows a want of racial antagonism as a recent European development. However, she was indifferent to the materialistic and economic basis for it.

¹⁷Ellis G. Knox, "The Negro as a Subject of University Research in 1944", in The Journal of Negro Education, Vol. 14, No. 1, issue of December 1945, p. 187-196.

¹⁸G. C. Cox, "The Racial Theories of Robert L. Parke and Ruth Benedict", in The Journal of Negro Education, Vol. 13, No. 4, issue of October 1944, p. 450-463.

opposing strongly the theory of ethnocentrism as a cause of racial bias.

In an interesting survey of methods employed in the investigation of race, Herskovits¹⁰ divided the empirical studies into three groups. First, the definition of the field was given and the limitations were noted. Second, the concepts of methodology, mainly the ethnohistorical and the scale of intensity of Africanism were advanced. Third, an evaluation of the theories which helped initiate and interpret the research was given. The theories discussed were syncretism, reinterpretation and change. The first theory, syncretism, was described as the tendency to identify those elements in the new culture with similar elements in the old one, enabling the persons experiencing the contact to move from one to the other and back again, with psychological ease. The second principle is the reinterpretation of the old in terms of the new. The last principle is the theory that in situations involving change cultural imponderables are more resistant to alteration than are those cultural elements of which persons are more conscious.

¹⁰ Melville J. Herskovits, "Problem Method and Theories of Afroamerican Study", Afroamerica, Vol. 1, No. 1, issue of January-July 1945, p. 5-26.

In another article Herskovits²⁰ reported that any amount of Negro blood would place an individual in the Negro group. It is evident that the differences between Negro and white are not racial but social. The author recommended that in investigation of racial differences of inherent characteristics, it is essential that the researchers examine groups of different races and not emphasize racial differences where the evaluation is primarily one of degree rather than kind.

An excellent summarization of empirical investigations concerning the Negro was made by Canady²¹ resulting in the following contributions: (1) He revealed some of the difficulties in the evaluation of psychological studies of the Negro and other ethnic groups by means of today's techniques. (2) Studies concerning differences between racial groups will be meaningless until certain factors are properly controlled. (3) It is safest to assume that all races possessed equal psychological characteristics. (4) The result of what is not proved is the most significant finding concerning psychological variation among racial groups. (5) Further research may give evidence that some clearly defined variations may be found between the races.

²⁰Melville J. Herskovits, "On 'Racial' Differences", in Science, Vol. 101, No. 2617, issue of February 23, 1945, p. 200.

²¹Herman J. Canady, *op. cit.*, p. 407-416.

II.- Differences in Intelligence Testing

Goodenough²² administered her intelligence scale to 2,457 Negro and white public school children from California, Tennessee, and Louisiana. He reported that socio-economic status was likely to be a cause as well as an effect of intelligence in Negroes. The investigator pointed out that those possessing inferior intelligence would have the tendency to move to neighborhoods where the socio-economic standards were at a minimum. This fact, although accepted, does not eliminate inter-racial individual differences among the Negroes. That is to say, individual differences may be found among any racial group, Negro, white or otherwise.

A number of years ago Stabrook²³ interviewed leading anthropologists referring to the findings of psychological investigations of intelligence between racial groups. He concluded that no marked variations could be found establishing the intellectual superiority or inferiority for one race or another.

²²Florence L. Goodenough, "Racial Differences in the Intelligence of School Children", in "The Journal of Experimental Psychology", Vol. 9, "p. 3", issue of October 1926, p. 388-397.

²³U. H. Stabrook, "The question of racial inferiority", in "The American Anthropologist", Vol. 30, issue of July 1928, p. 470-475.

Marked distinctions in the intellectual resources of different races were reported by Davenport.²⁴ In the variation of certain mental capacities, the author found the Negroes superior in discriminating elements of music and inferior in recognizing absurdities, using common sense, reality testing and judgment. He assumed that anatomical factors such as the sense organs and nervous system of the two races were different. Therefore, he concluded that sensory and intellectual variations of a similar class as the physical differences existed between the races.

Peterson and Lanier²⁵ employed a battery of tests to compare twelve year old white and Negro children. Statistical analysis of the differences found revealed the results to be relatively unreliable.

Using the National Intelligence Test, Scale A, Young²⁶ examined 637 white and Negro children ages nine to ten years

²⁴C. C. Davenport, "Do Races Differ in Mental Capacity?", in Human Biology, Vol. 1, No. 1, issue of January 1929, p. 70-89.

²⁵Joseph Peterson and L. N. Lanier, "Studies in the Comparative Abilities of White and Negroes", in The Mental Measurement Monographs, No. 5, issue of February 1929, vi-156 p.

²⁶Paul Campbell Young, "Intelligence and Suggestibility in Whites and Negroes", in The Journal of Comparative Psychology, Vol. 9, No. 5, issue of October 1929, p. 339-359.

old at the third grade level or above in school. According to the author, a marked difference was found between the Negroes and whites and with the superiority ranging from 26% to 95%. A difference of 19.7% showed the light Negro to be superior to the dark Negro. Employing the Binet Lines Test for suggestibility, he found that the Negroes in general were more suggestible than the whites.

However, no significant differences were found in suggestibility between nine and ten year old white children and between nine and ten year old Negro children. These intraracial analyses also did not reveal differences between the light and dark Negroes insofar as suggestibility was concerned. He presented the hypothesis that the lighter Negroes were more intelligent than the dark, because of their greater white blood. However, the same environment for both groups of Negroes would make them equally suggestible.

Several years later Peterson²⁷ again illustrated the unreliability of the present day procedures in race testing. He pointed out that the following weaknesses of methodology were; (1) age factor not controlled, (2) the difficulty of securing "fair samplings", (3) the purity of race, (4) Can there be race differences in intelligence or mental

²⁷Joseph Peterson, "Basic Considerations of Methodology in Race Testing", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1974, p. 403-410.

capacities?, (5) group vs. individual tests. An awareness of the significance of the above and other factors is necessary for the investigator who is attempting an experimental study of race.

In a revision of his earlier monograph, Price²⁸ attempted to demonstrate that there had been no adequate comprehensive measurement of the intelligence of the Negro. The author critically evaluated the tests used, the factor influencing sampling, assumptions underlying interpretations and the futility of comparison. Following his rather critical survey of research concerning Negro-white differences in intelligence, he summarized by disclosing two significant generalizations. The first was that the researchers have failed to observe the basic conditions of measurement. The psychometric techniques which were employed had been standardized on various groups and administered to still others. His second conclusion concerned the interpretation of the test findings. The critic pointed out that the results were not valid because the interpretation was based upon the hypothesis that such differences were determined by biological factors. Evidence was cited to support Price's hypothesis.

²⁸J. St. Clair Price, "Negro-White Differences in General Intelligence", in The Journal of Negro Education, Vol. 3, No. 3, issue of July, 1934, p. 424-452.

when he reviewed the research of Wright, Clark, Davis, Parakovits, Klineberg, Lenoir, Long, and Thomson. He concluded by pointing out the futility of interracial studies, and he also suggested that the opinion should be withheld concerning the belief that the Negro was mentally inferior.

Writing in the same journal Pintner²⁹ was in general agreement with Price, namely that a more adequate sample and better standardized tests of intelligence were needed. However, he drew a tentative conclusion that the intellect of the Negro is likely to be considerably lower than that of the white. He stated that the majority of the test results indicated this, in spite of the test or the age of the subjects which were investigated. He pointed out that it was unknown how much inferior were the Negroes, but an overlapping of 25% revealed at that time that there were many Negroes possessing intelligence superior to that of the average white. Pintner was well aware of the emotional involvement element concerning this area of investigation, and he emphasized that the scientist must not only be unbiased but must make adequate samples of the two races as well as develop sound methods of measurement.

²⁹H. Pintner, "Intelligence Differences Between American Negroes and Whites", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 513-518.

A critical summary of the methodology employed in the study of intellectual differences among Negroes and between the Negroes and whites was made by Jenkins.³⁰ The author compared the interracial and intrarace approaches and preferred the intrarace techniques. He also gave information to show that quantitatively speaking, the methods of evaluation have not revealed the validity of the racial differences hypotheses concerning intelligence.

Pell³¹ discussed briefly test findings of leading sociologists and anthropologists concerning differences in intelligence between Negroes and whites. He concluded that distinctions between the races are purely artificial and arbitrary.

One writer³² was of the opinion that there was an inherent difference between the Negro and white groups which he studied, but statistical analysis failed to support this

30p. D. Jenkins, "The Mental Ability of the American Negro", in The Journal of Negro Education, Vol. 6, No. 3, issue of July 1939, p. 511-521.

31q. Pell, "Anthropological Differences between Whites and Negroes", in The Journal of Negro Education, Vol. 8, No. 4, issue of October 1938, p. 688-697.

32u. Bruce, "Factors Affecting Intelligence Test Performance of Whites and Negroes in the Rural South", in Archives of Psychology, No. 252, issue of July 1940, 99 p.

inclination. The Muhlmann-Infleson Group Test, the "Race Arthur Point Performance" scale of the Stanford-Binet, 1916 Revision, were given to 521 white children and 432 colored children, ages from six to twelve years and nine months, living in the same county in the State of Virginia. The principal results revealed the Negro and white children were below the mean score for the Nation and with the Negroes inferior to the whites.

In a most comprehensive report Klineberg³⁷ surveyed the mental testing of individuals from different races. Concerning intelligence testing results, five factors were evaluated, that is, motivation, rapport, language, socio-economic status and schooling. Separate sections were devoted to cultural influences and interpretations of test results, the factor of sampling, the intelligence of hybrids, the problem of maturation, the range of abilities, and the effect of environmental change. He concluded that both heredity and environment were the determinant factors of individual differences of test results. However, no proof has been offered of the role played by heredity upon group differences. He completed his article with a discussion

³⁷Otto Klineberg, "Mental Testing of Racial and National Groups", in Scientific Aspects of the Race Problem, Washington, The Catholic University of America, 1941, p. 252-294.

of personality traits and their measurement. A bibliography of 95 references followed.

Tomlinson³⁴ administered both forms of the Stanford-Binet, 1937, Revision, to seventy-five pairs of Negro siblings, ages four to nine years. The range of deviation between the ages was from nine months to five years and two months. The average I.Q. found on both the L & M scales was 10.4 points below the mean for white children with much reduction in variability. Correlation of the I.Q.'s between the siblings was .26 as of a similar class as has been found for other homogeneous groups. The Sims Index of socio-economic status and I.Q. were correlated and indicative of a progressive relationship between environment and test performance as the children grew older.

Results of the Army Alpha and Beta tests were gathered by Garrett³⁵ to show that differences in the test results between Negroes and whites do exist. In this brief article the author pointed out that regardless of how the

³⁴H. Tomlinson, "Differences Between Preschool Negro Children and Their Older Siblings on the Stanford-Binet Scale", in The Journal of Negro Education, Vol. 13, No. 4, issue of October 1944, p. 474-479.

³⁵Henry E. Garrett, "'Facts' and 'Interpretations' Regarding Race Differences", in Science, Vol. 101, No. 2625, issue of April 20, 1945, p. 404-406.

interpretations were made, the fact remained that the differences were still evident. Pastore³⁶ discussed the relationship of the differences between Negroes and whites found on today's intelligence scales and the interpretation of such differences. He said that analysis of the relationship between these facts may be overdrawn, but certainly the relationship of the assumptions of the methods to the findings based on these techniques should be carefully examined before one-sided equivocal interpretations are made.

In an interesting study concerning the albino Negro, Beckham³⁷ examined fourteen boys and twenty-eight girls, all albino Negroes. He concluded that many of these children early in life developed feelings of insecurity in their homes and community, due to the fact that they were discriminated against. No significant difference in intelligence was found between the albino and his normal siblings. However, developmental retardation was evident in walking and talking.

³⁶Nicholas Pastore, "A Comment on Psychological 'Differences as Among Races'", In School and Society, Vol. 63, No. 1626, issue of February 1946, p. 136-137.

³⁷H. S. Beckham, "Albinism in Negro Children", in The Journal of Genetic Psychology, Vol. 69, issue of December 1946, p. 199-215.

Following up his earlier report, Garrett³⁸ pointed to the consistency of the lower scores made by the Negroes on tests of mental ability from babyhood to adulthood. He questioned the explanation that environment could possibly explain all of the differences found. He emphasized that these differences are not true racial differences, and that they could not be entirely explained by the selective migration hypotheses nor the environmental theory. Two years later Pastore³⁹ criticized Garrett's interpretation of the Army tests. Insofar as the statistical analysis was concerned, he noted (1) the large proportion of zero scores for both groups; (2) the fact that the proportion of zero scores is much larger for the Negro group than for the white group. The critic said that point (1) indicated that the tests are not operative as measures of intellectual ability, at least in the lower ranges, and that point (2) meant that the Negro group by virtue of factors possibly extrinsic to intelligence as measured by these tests, would be more adversely affected by the inclusion of zero scores than the white group. He also

³⁸Henry E. Garrett, "Negro-White Differences in Mental Ability in the United States", in The Scientific Monthly, Vol. 65, No. 4, issue of October 1947, p. 329-333.

³⁹Nicholas Pastore, "A Fallacy Underlying Garrett's Use of the Data of the Army Alpha and Beta Tests, A Comment", in The Scientific Monthly, Vol. 69, No. 4, issue of October 1949, p. 279-280.

cited additional discrepancies concerning the various percentages, the total alpha score and practical conclusions.

In 1928 Yerkes⁴⁰ reviewed the investigations of that time concerning racial superiority and inferiority. His conclusions were that no significant evidence of inferiority or superiority among any race was found; therefore, techniques employed to determine such differences should be omitted from the field of science as being useless.

Several years later Daniel⁴¹ also summarized the current studies concerning differences in mental ability among races. He formulated a check list of sixteen questions which he believed should be answered positively to give valid interpretations to the studies of differences among races. In view of this all inclusive criteria, the following conclusions were made: (1) Most studies so far reported are worthless, as indicating anything regarding the comparative ability of races. (2) Most of our present techniques give measures of differences due to weaknesses in educational opportunities rather than in differences of

⁴⁰Dale Yerkes, op. cit., p. 463-470.

⁴¹Robert S. Daniel, "Basic Considerations for Valid Interpretations of Experimental Studies Pertaining to Racial Differences", in The Journal of Educational Psychology, Vol. 23, No. 1, issue of January 1932, p. 15-27.

mental ability. (9) There is need of a reevaluation of the problems and studies pertaining to racial differences.

In a more recent comment on differences among racial groups, Cooper⁴² postulated by saying, "From the evidence on hand today, we cannot scientifically prove that the Nordic or the Negro is superior or inferior, one to the other."

Lyons⁴³ also showed a great deal of insight into the problems of differences among racial groups when he wrote:

Any notions of hereditary, physical, moral and racial inferiority are now without foundation. There is a definite time-lag, however, before the findings of science reach the ordinary people. At present, there exists a strange anomaly in America: the general public still has racial prejudices caused by theories which have been proven false long ago. Prejudice cannot continue that way. People always want to be rational.

III.- Measurement of Attitudes

Social scientists are today directing more attention toward the development of attitudes among racial groups and the influence of these attitudes on race relations.

⁴²John C. Cooper, "Postulates", in Interracial Review, A Journal for Christian Democracy, issue of June 1951, p. 81.

⁴³Daniel Lyons, "The Negro in America", in Interracial Review, A Journal for Christian Democracy, issue of November 1951, p. 166-167.

The purpose of this section is to survey briefly some of the studies concerning the measurement of attitudes among racial groups, specifically, those of the Negroes and whites. According to Ersch and Grutchfield⁴⁴ the study of attitudes is regarded by many as the principal problem of social psychology. They defined an attitude as; "an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world." The similarities and differences between this definition and the meaning of belief were clearly given. Beliefs were thought of as the cognitive embodiment of attitudes. That is all attitudes include the relevant beliefs about the object of the attitude, but all beliefs were not part of the attitude structures. Insofar as motivations and emotions were concerned, beliefs were neutral, although motivation may have taken part in the development of the beliefs. However, when beliefs were implanted in attitudes, they were then subject to certain psychodynamic forces.

In Chapter VII the authors discussed the problems of the measurement of beliefs and attitudes from the following points of view; (1) theory of belief and attitude

⁴⁴David Ersch and Richard S. Grutchfield, Theory and Problems of Social Psychology, New York, McGraw-Hill, 1948, p. 149-174, 205-272.

measurement, (2) measurement by scales, (3) measurement by rankings, (4) "indirect" methods of measuring beliefs and attitudes, (5) the measurements of various characteristics of beliefs and attitudes, and (6) the reliability and validity of measurement of beliefs and attitudes.

One of the earliest studies designed to determine the racial preference of college students was made by Guilford.⁴⁵ He employed the method of paired comparisons and found a very high correlation in the preferences of students from widely separated universities. The Negro ranked thirteenth among a list of fifteen ethnic groups. In other words, only the Chinese and Turkish were less preferred than the Negro. Other investigations employing Guilford's methodology were repeated with school children in St. Louis by Meltzer⁴⁶ and, very similar results were found. In still another study Meltzer⁴⁷ found that the racial preferences of Negro and white children to be the

⁴⁵J. P. Guilford, "Racial Preferences of a Group of American University Students", in The Journal of Social Psychology, Vol. 2, No. 2, issue of May 1931, p. 179-204.

⁴⁶H. Meltzer, "Group Differences in Nationality and Race Preferences of Children", in Sociometry, Vol. 2, No. 1, issue of January 1939, p. 86-105.

⁴⁷-----"Nationality Preferences and Stereotypes of Colored Children", in The Journal of Genetic Psychology, Vol. 54, issue of June 1939, p. 473-484.

rank-order correlation .60. That is both groups of children placed the English and French near the top of their preference list with the Italians and Russians in the center and the Turks and Hindus at the bottom. The relatively low rank order finding of .60 was due chiefly to the fact that the Negro children placed their own race in preference, whereas the whites rated the Negro race next to the bottom.

In a study with many problems, Horowitz⁴⁸ attempted to investigate the development of attitudes toward Negroes. He constructed three objective tests and administered them to northern and southern children from kindergarten through the eighth grade in different communities. Following statistical analysis, these interpretations were tentatively offered. Many earlier notions concerning interracial attitudes were contradicted. The white child's attitude towards the Negro was found to be determined by contact with the prevailing attitude toward the Negro and not due to contact with the Negro. There was very little difference in the attitudes of northern children as compared to those from the south.

⁴⁸Eugene I. Horowitz, "The Development of Attitudes Toward the Negro", in Readings in Social Psychology, New York, Holt, 1947, p. 507-517, edited by T. H. Newcomb et al.

Schuler⁴⁹ presented several situations concerning race segregation to 327 white and 276 colored eighth grade children in Louisiana. The children were requested to select one of five solutions representing different attitudes toward the problem and to explain their views. He concluded that similar responses between the races were evident more often than different responses. Statistical analysis verified this conclusion with the rationale for the findings being more closely related to the advantages for the child's own race when preference for segregation was expressed.

In a brief article Howe⁵⁰ described the manner in which a group of six year old colored children reacted to a white boy among them. After several days of curiosity, discussion and examination, the Negro children accepted the white child.

Two hundred and seventy-five children ranging from the fifth grade through the twelfth grade, were interviewed by Radke and Sutherland⁵¹ in a small midwestern town.

⁴⁹E. A. Schuler, "Attitudes toward racial segregation in Baton Rouge, Louisiana", in The Journal of Social Psychology, Vol. 18, no. 1, issue of August 1943, p. 33-53.

⁵⁰Ruth Howe, "White Boy", in Childhood Education, Vol. 25, No. 3, issue of April 1945, p. 368-369.

⁵¹Merian J. Radke and Jean Sutherland, "Children's Conception and Attitudes About Minority and Majority American Groups", in The Journal of Educational Psychology, Vol. 4, No. 7, issue of October 1949, p. 450-458.

Each child was asked, "What is an American like?", and "Why do you think so?" These questions were also asked concerning "a Jew" and "a Negro". In spite of the fact that the children had little or no contact with the minority group, they manifested marked stereotypes. Attitudes toward the Jew or Negro were found to be relatively more unwholesome in the other children. Results of this study indicated the need for education concerning minority groups even in relatively homogeneous "American" communities.

In a more recent study, Ladke and Cramer⁵² gave white and Negro dolls to ninety Negroes and 152 white children at the kindergarten and first two primary grades of public schools in Philadelphia. The children came from communities which were from five to 100% Negro. An attempt was made to test the subjects with respect to their understanding and interpretation of the roles played in society by the Negroes and whites. During the procedure the children were asked to make up stories about the colored dolls which were presented to them. Differences in the social roles and discrimination in living were portrayed by the children with 38% of the white and 16% of the Negro children

⁵² Marian J. Ladke and Helen C. Cramer, "Children's Perceptions of the Social Roles of Negroes and Whites", in The Journal of Psychology, Vol. 29, No. 1, issue of January 1950, p. 3-33.

representing the Negro doll in inferior social roles. Children from both groups also placed the Negro dolls in the poor house while the white dolls were assigned the better house.

In a series of studies which began in 1931 and were followed up for a number of years later, ^{53, 54, 55, 56} consistently reported a trend in children of more favorable attitudes toward other nationalities and races. He also indicated the need for intercultural education to continue developing interest and appreciation of other people's customs and traits.

Variations in the findings of techniques for measuring racial attitudes suggested the necessity of evaluation being done under a wide variety of conditions. It is important, therefore, that further research be directed toward discovering more reliable methods.

⁵³ Koss Selig, "Children's Intergroup Attitudes", in The Journal of Genetic Psychology, Vol. 7, issue of March 1948, p. 101-110.

⁵⁴ _____, "Reasons Given by Children for Their Intergroup Attitudes", in The Journal of Genetic Psychology, Vol. 76, issue of March 1950, p. 145-161.

⁵⁵ _____, "The Meaning of Democracy to Sixth Grade Children", in The Journal of Genetic Psychology, Vol. 76, issue of June 1950, p. 263-281.

⁵⁶ _____, "Children's Conceptions and Stereotypes of Polish, Irish, Finn, Hungarian, Bulgarian, Czech, Czechoslovakian, Hindu and Filipino", in The Journal of Genetic Psychology, Vol. 77, issue of September 1950, p. 73-83.

However, the core of the race problem is not to be better understood by the findings of psychology concerning intelligence or attitudes alone but on other hypotheses as well. That is to say, techniques must be designed to reveal some of the basic activities of the child toward its self and family. The next step would then be to reveal the activities of the child toward its neighbor. It was on the bases of these hypotheses that an attempt was made to quantify a projective doll play technique to reveal a few fundamental behavior patterns of children in their own home and the expression of these patterns toward people of other racial groups. Once this and additional data are collected, a program of understanding and tolerance through training of the will based upon specific postulates can be continued. Such a program has already been ably introduced in a general way by the Cologne scholar, Lindworsky⁵⁷ and other educators following the first World War. A more recent intellectual approach may also employ a method similar to Kircher's⁵⁸ in an attempt to develop better understanding among racial groups.

⁵⁷Johann Lindworsky, The Training of the Will, Milwaukee, Bruce, 1929, 5-186 p., translated by A. Steiner and E. A. Fitzpatrick.

⁵⁸Clara J. Kircher, Character Formation Through Books: A Bibliography, Washington, The Catholic University of America, 1945, 3-85 p.

CHAPTER II

SURVEY OF RESEARCH CONCERNING TOLL PLAY

One of the five "modes" of being, mutability (or
city of being changed) of all things as put forward by
Thomson and Quine is becoming increasingly evident with the
development and wide use of projective techniques. The
physical scientist of today is directing his attention
more deeply into the heart of nature. Likewise the social
scientist of the present time is turning his efforts more
profoundly into the inner motivations of the individual.
Since the child has a limited comprehension of language
which makes it difficult to express himself verbally, his
private world, as revealed by play analysis, has been a
world of change or mutability.

According to Harms¹, the theoretical philosophy
and psychology of the play of the child has a history which
began two hundred years ago. In his brief but stimulating
critique, the author pointed out that American investigations
of play have been chiefly concerned with psychoanalytic
methods, ignoring many scientific studies and theoretical
contributions of European scholars. Harms recommended that
researchers on play become familiar with the works of Groos,
Trinshorn, Piaget, Fein, von Schiller, Paul, Froebel,

¹Ernest Harms, "Children's Play and Abnormal
Behavior", in The Nervous Child, Vol. 7, no. 3, issue of
July 1948, p. 229-237.

Peeralozzi, Carus, Freyer, Hartlaub and other leaders from various European schools.

Among the many play techniques is projective doll play, a method which permits the child to dramatize his phantasies with miniature dolls. The psychoanalytic interpretation of doll play was introduced and used in a clinical manner by Anna Freud² and Klein.³

Some years later Kanner⁴ reported that the majority of the early studies dealing with doll play contributed an immense amount of clinical material. However, an objective evaluation of these studies was difficult due to the linking of hypothetical conclusions with scientific descriptions of the child's reactions, poor sampling, incomplete reports, and the lack of standardized doll play methods.

Prior to 1935 few if any doll play techniques were empirically designed to evoke quantitative results. The

²Anna Freud, "Introduction to the Technique of Child Analysis", in Nervous and Mental Disease Monographs, No. 48, issue of 1928, 59 p., translated by L. F. Clark.

³Melanie Klein, The Psychoanalysis of Children, London, Hogarth, 1932, 303 p.

⁴Leo Kanner, "Play Investigations and Play Treatment of Children's Behavior Disorders", in The Journal of Pediatrics, Vol. 17, No. 4, issue of October 1940, p. 533-546.

information gathered revealed primarily a clinical interest in emotionally disturbed children.

2.- Early Experimental Studies

Wolpe⁵ made one of the first quantitative studies of doll play. He selected forty-six nursery school children from two to five years of age and allowed each child to play fifteen minutes with dolls representing their own families. Thirty-two of the children projected aggression by separation of any member of the doll family, directing verbal hostility to some dolls, spanking others, burying them, crushing, twisting, or drowning the dolls. The data collected during these doll play sessions was applied by assisting student teachers to develop new attitudes concerning aggression.

Henry and Henry⁶ modified Levy's agitation doll play method and presented their modification to twenty-four children of a tribe of Pilagá Indians (South American). The researchers found that sibling rivalry patterns were similar to those in North American white children, however, with very little feelings of guilt or self punishment in

⁵ . . . Baruch, "Aggression During Doll Play in Pre-school", in The American Journal of Orthopsychiatry, Vol. 11, No. 2, issue of April 1941, p. 252-260.

⁶ Henry and E. Henry, "Doll Play of Pilagá Indian Children", in Research Monographs of the American Orthopsychiatric Association, No. 4, issue of 1944, 111-133.

the Indian culture. The authors emphasized the importance of interpretation of the experimental data on the basis of knowledge of the tribe's culture and language. The principal features of the Indian culture were briefly outlined and a detailed description of each doll play record was made.

The first in a series of four empirical studies of doll play was made by Bach⁷ under the direction of Robert H. Sears at the Iowa Child Welfare Research Station. Bach's objective was the development of a quantitative doll play method for the study of experimentally induced phantasies of preschool children. This goal was achieved by a detailed standardized introduction of each child to the play materials. The method used was most sensitive to many of the problems of projective tests as evident by the clear description of four types of reinforcing or anxiety reducing verbal stimulations of the child by the examiner. The doll play theme was a miniature (20" x 30") stage simulating the University of Iowa Preschool. Four dolls, a teacher, and three pupils, one of each sex, were presented to the child. Several other goals were included and are to be discussed more in detail in Chapter III of this research.

⁷George A. Bach, "Young Children's Play Fantasies", in the Psychological Monographs, Vol. 50, No. 2, issue of 1945, 111-60.

During the same year the second doll play study of the Iowa series was completed by Phillips.⁸ This experiment was an investigation of method, where the researcher compared responses to two types of material, one more realistic than the other. He also varied the time of the play periods from three trials of twenty minutes each to one period of sixty minutes. Forty children three to six years of age were matched and divided into four groups, with ten children presented with each of the four laboratory situations. The fantasies response revealed less explorative and more organizational reactions with the less realistic materials and inverse results with the most realistic materials. Phillips also found, regardless of the duration of the sessions, that aggression and tangential non-thematic play increases along with the time; however, exploratory and stereotyped projections decreased.

Pintler⁹ conducted the third study which was designed to examine the following variables: (1) presentation of the

⁸ Phillips, "Doll Play as a Function of the Realism of the Materials and the Length of the Experimental Session", in Child Development, Vol. 16, No. 3, issue of September 1945, p. 123-143.

⁹ Margaret W. Pintler, "Doll Play as a Function of Experimenter-Child Interaction and Initial Organization of Materials", in Child Development, Vol. 16, No. 3, issue of September 1945, p. 145-166.

play materials and (2) experimenter-child interaction. Ten children three to six years of age were selected for each group. The presentation of the materials was made to one group in an orderly systematic manner and in an unorganized manner to the other group. Rapport was established and held with one group by much experimenter-child interaction while the other group was held at a low level examiner-child interaction. Results of this study showed:-(1) no significant difference in the amount of exploratory and tangential and stereotyped thematic play because of the first variable, with these exceptions (a) high level experimenter-child interaction and organized material elicited least stereotyped projections and (b) tangential responses increased more readily with periods of low level experimenter-child interactions, (2) more organized play evoked by unorganized material, (3) more aggression evident under high level experimenter-child interaction when present with organized material, and (4) shorter aggression latency when experimenter interacted more with the child.

The following year Robinson¹⁰ completed the fourth study of the Iowa series. Her objective was to reveal the

¹⁰Elizabeth F. Robinson, "Doll Play as a Function of the Doll Family Constellation", in Child Development, Vol. 17, No. 3, issue of September 1946, p. 99-118.

function of the doll-family constellation. The play materials used included a family of dolls which portrayed the child's own family and a standardized doll-family. Reactions to the two doll families were studied and the following was concluded; (1) no significant difference was found in the quality or quantity of aggressive reactions, however, (2) the children identified more easily with the doll-family constellation which represented their own family rather than with the standard doll-family set.

The most significant results of the Iowa doll play studies were the establishment of reliability and validity for doll play as a projective technique. However, it must be kept in mind that this reliability and validity was established upon a very selective group of subjects. The children used in the Iowa studies attended the same University Nursery School and possessed intellectual resources above average. Further research with doll play is strongly recommended in which a more adequate sample be made of subjects with various experiences and characteristics.

Following the laboratory studies at Iowa, Sears,¹¹ Pintler and Sears applied the doll play method to one

¹¹Robert R. Sears, et al., "Effect of Father Separation on Preschool Children's Doll Play Aggression", in Child Development, Vol. 17, No. 4, issue of December 1946, p. 219-243.

hundred and twenty-six preschool children. Half of the children came from homes where the father was absent and the other half in which the father was present. The objective of this research was to contrast the effect upon the doll play reaction of the children from the father-present homes with those of the father-absent homes. The following results were reported: (1) boys, coming from homes in which their father was present, manifested more general aggression and more aggression specifically toward the father and boy dolls, (2) boys displayed more aggression toward the father doll as compared to the mother doll, (3) no significant differences were found between the girls regardless of whether their fathers were present in their homes or not.

Pintler, Phillips and Wares¹² presented the projective doll play technique to eighty preschool children (forty boys and forty girls) for one hour to every child. Each subgroup of subjects was faced with variable experimental conditions with reference to the type of experimenter-child interaction, degree of realism of the play materials, duration of the sessions, and degree of organization of the play materials. An analysis of the boys' and girls'

¹²Margaret H. Pintler, et al., "Sex Differences in the Projective Doll Play of Preschool Children", in The Journal of Psychology, Vol. 27, No. 1, issue of January 1944, pp. 73-80.

reactions was made with the following sex differences in projective doll play evident; (1) the girls manifested more stereotyped play than the boys, (2) the boys significantly surpassed the girls in amount of inhuman thematic play, number of theme changes, and amount of nontangential aggression, (3) no reliable differences between the sexes were revealed in the amount of exploratory and organizational activity, self thematic play, nonstereotyped thematic play, tangential and tangential play behavior or tangential aggression, (4) the boys showed greater intragroup variability in frequency of the various categories, (5) the data collected could be interpreted in terms of a sex typing process dependent on social learning during early childhood.

Forty children six to ten years of age, including twenty whose father was absent from the home and twenty with their father present at home, were engaged in the standardized projective doll play technique by Bach.¹³ The children coming from the father-absent home identified the father as an idealistic and feminine phantasy figure as compared to the children with their

¹³George W. Bach, "Father-Fantasy and Father-Typing in Father-Absent Children", in Child Development, Vol. 17, Nos. 1-2, Issue of March-June 1946, p. 63-80.

father present at home, emphasizing the father's aggressive trends. The nature of the maternal father-typing appeared to influence the difference. It is interesting to note that the data collected appeared theoretically sound when interpreted from the frustration-aggression hypothesis¹⁴ and the principles of social learning,¹⁵ according to the author.

Practical implications were discussed in view of the fact that families were making readjustments with fathers returning from the service. The unreal identification of the father which the father separated child had may be a handicap in the initial stages of the father's return home. However, it was pointed out that these difficulties could be avoided by an explanation to the parents the nature of the psychological forces active in their children.

The author also discussed briefly the therapeutic implications of his study based upon the play therapy

¹⁴John Dollard et al., Frustration and Aggression, New Haven, Yale University, 1939, 1-209 p.

¹⁵Neal E. Miller and John Dollard, Social Learning and Imitation, New Haven, Yale University, 1941, vii-341 p.

hypothesis,¹⁶ pointing out that phantasy control can be a most practical tool to control personality development.

A brief but important article by Sears¹⁷ revealed the most sensitive problems faced by the doll play experimenter. In reporting a case history of a six year old boy, the author suspected marital disharmony on the basis of the child's unusual doll play phantasies, but he explained:

This way of thinking about the manipulative activity of doll play is very seductive. It offers an open sesame, a kind of psychological X-ray, into the motivational systems of very young children--and in all the field of human behavior, there is no darker cavern more in need of illumination. But much as we may need new devices for entering this great unknown, we need validation and objectification of measurement more. Are such interpretations true? Was this child really seeing his parents as cold isolates, prowling separately and dangerously through his gloomy life? A comment of Fitchener's seems suspiciously apt: "The wish is father to the thought, and the thought is but a wish become dogmatic." The ambiguous character of children's play can be a dangerously fertile stimulus to the projection of our own interpretative predilections.

These remarks gave deep insight into one possible area where factors may be falsely interpreted as significant elements in the motivational life of the subject.

¹⁶G. H. Rogersen, Play Therapy in Childhood. New York, Oxford University Press, 1939, 1-66 p.

¹⁷Robert M. Sears, "Influence of Methodological Factors on Doll Play Performance", in Child Development, Vol. 18, No. 4, issue of December 1947, p. 190-197.

Hears also revealed other conditions which may be interpreted one way but actually may be due to entirely other determinants. He classified these situations into two major categories, i.e., methodological and experiential. The first category concerned factors which are controlled by the examiner such as the material and verbal reinforcements the examiner presents to the subject. The experiential factors are those which affect the child, that is the methodological variables which have stimulated him, the manner in which he responded, and the projections he manifested. These latter variables are most significant to the doll play investigator. However, the importance of the methodological factors is also significant. In light of this fact, Hears reviewed and surveyed previous investigations to determine the effect of methodological changes upon the projections of the child. He described the various ways in which doll play performance has been related to: (1) recording and measuring, (2) materials, (3) experimenter-child interactions, and (4) duration of session.

Concerning recording and measuring he discussed the four principle methods which have been applied up to the present. He pointed out that the work of Genn,¹⁸

¹⁸Jacob H. Genn, "The Play-Interview, A Method of Studying Children's Attitudes", in The American Journal of Diseases of Children, Vol. 58, No. 6, Issue of December 1939, p. 1199-1214.

Despert,¹⁹ and Lerner and Lurphy²⁰ was primarily concerned with qualitative description of thematic play. The second procedure discussed was that of Erikson²¹ which emphasized the manner in which the child organized the materials.

The third technique was the quantitative method designed by Bach and previously mentioned. This latter technique included psychological abstracts such as aggression-affect, and tangential, rather than the common sense descriptions of behavior. The fourth method, that which was developed by Pintler and others in the Iowa series, was essentially a modification of Bach's technique but with partial application of time sampling by partly applied duration sampling instead of the unit recording. Certain statistical problems were thus avoided, however lessening the relative sensitivity of the instrument somewhat.

¹⁹J. Louise Despert, "A Method for the Study of Personality Reactions in Preschool Aged Children by Means of Analysis of Their Play", in The Journal of Psychology, Vol. 9, No. 1, issue of January 1940, p. 17-29.

²⁰E. Lerner and L. N. Lurphy, "Methods for the Study of Personality in Young Children", in Monographs for Social Research in Child Development, Vol. 6, No. 4, issue of 1951, 289 p.

²¹Erik Homburger Erikson, "Studies in the Interpretation of Play: I. Clinical Observation of Play Disruption in Young Children", in the Genetic Psychology Monographs, Vol. 22, No. 4, issue of 1940, 557-671 p.

In conclusion, we are stated:

There is still much to be done. The experiments that have been summarized here have dealt with a narrow range of variation. Materials can vary in many other dimensions than those which have been studied; they can include life-size dolls, for example, or environmental objects covering a much wider range than the household or school settings that have been reported here. The experimenter-child relationship has been barely touched; the whole field of interpretation is yet unexplored, and there is no sound information about the effects of different devices for anxiety reduction.

However, the variables so far examined will aid in establishing bench marks for methods that can at least provide comparable data from one experimental situation to another. And if we are eventually to discover procedures by which the experiential representation can be isolated and understood from the child's projective play, these basic constants must be provided.²²

These remarks are most indicative of the many challenges ahead for the scientist. The conven's concern-
ing the frontiers of interpretation revealed most clearly the necessity of a sound philosophy. The scientist who ignores the philosopher may realize that his investigations into the unknown continue to be unknown.

²²Robert K. Ware, op. cit., p. 190-197.

II.- Recent Experimental Studies

In an attempt to clarify theories of criminality-causation, Mach and Bremer²³ administered the standardized projective doll play technique to a group of twelve pre-psychopathic, delinquent children seven to ten years of age. The father fantasies of these children were compared with those of a control group of twenty normally adjusted children. A most meaningful feature of this study is the fact that the doll play technique was applied to children at the primary and elementary grade level. In the past, research studies of doll play mainly concerned children at the preschool age.

Findings of this investigation were indicative of significant differences in the father fantasies of the two groups. The delinquent children manifested emotional apathy toward the father, as well as a blatant expectation of punishment. The authors concluded the study by discussing their empirical evidence in terms of two major hypotheses: (a) "The delinquent has more than normal amount of frustration-induced, aggressive drive originally directed against the father, but now generalized to all

²³George L. Mach and Maria Bremer, "Projective Father Fantasies of Pre-Adolescent Delinquent Children", in the Journal of Psychology, Vol. 24, No. 1, issue of July 1947, p. 9-17.

sources of authority;" and (b) "the delinquent has deviantly weak anticipation of punishment for defiance of social authority."

Thirty-two children, fourteen girls and eighteen boys, ages five through seven years, were investigated by Meister²⁴ to determine the adjustment of children as reflected in play performance. This experiment was not considered definitive even when linked with the findings of Bach, that the well adjusted children in his doll play experiment produced a greater number of thematic responses regardless of content. Meister mentioned that in Bach's study the well adjusted children were as Bach had observed about four months older chronologically and 11.5 months older mentally, nor were his criteria of adjustment based upon psychiatric factors. The author summarized by pointing out that additional research is needed to amplify the very complex interrelationship which exists between adjustment and maladjustment.

²⁴D. Meister, "Adjustment of Children as Reflected in Play Performance", in the Journal of Genetic Psychology, Vol. 73, issue of September 1948, p. 141-155.

Ammons and Ammons²⁵ interviewed normal boys and girls at the preschool level, ages three, four and five years about their parents' preference during free play and during doll play. The reliability of the observers was nearly perfect, however, the children's preferences changed considerably within two weeks. The authors showed that the verbal preference of the children agreed only 50% with the unconscious preference revealed during doll play. Their findings also indicated an antithesis to the Oedipus theory when the preferences of the three year old child were evident for the parent of the same sex and little regression of willingness to marry either parent. The children selected mothers for care situations and preferred fathers to play and read with, however, not with evident relationship to the whole environment. The most significant result of this study concerns the temporal validity of doll play and the doll play interview which is a problem of method rather than the type of materials used. In view of these results, the present research has been designed to be applied to older children (six, seven and eight years of age) and who are to be interviewed immediately following their doll play, rather than two weeks later.

²⁵R. B. Ammons and H. S. Ammons, "Parent Preferences in Young Children's Doll-Play Interviews", in The Journal of Abnormal and Social Psychology, Vol. 48, No. 3, Issue of October 1940, pp. 493-505.

Sears²⁶ reported the results of a research staff studying the effects of frustration and anxiety on phantasy aggression. This study revealed meaningful data from two frames of reference, namely the theoretical and the clinical. From the theoretical point of view, phantasy was shown to have equal significance unless suppositions are made that the phantasy life of a child does not function in accord with laws established for other aspects. The doll play projections provided an experimental situation which can be manipulated conveniently for the discovery of the refinement of these laws. The reporter pointed out that the objective of experimental research is the same as that of any other science, namely to develop predictive accuracy in antecedent-consequent relationships. A review of data collected by members of the research staff, concerning the antecedent conditions of aggressive phantasy also was given. Hypothetical explanations were made concerning the quantitative relationships.

From the point of view of clinical psychology, the principles of the antecedent-consequent relationship could be applied to diagnosis. For example, the frequency of

²⁶ Robert B. Sears, "Effects of Frustration and Anxiety on Phantasy Aggression", Speech Delivered at Clark University's Sixtieth Anniversary Celebration, Worcester, April 1950.

aggression can be recorded as well as the relative participation of the various dolls used in the projection of aggression. Using this information, the clinician could determine; if a child were markedly inhibited or not, if the expression of aggression were anxiety evoking to the child, identification of the child with his parents, etc. Sears summarized his speech by emphasizing two interesting points which can be applied by the clinician: (1) The results indicated that a child who manifests much thematic aggression may be not only a highly frustrated child, but also a child who has been the recipient of a great deal of punishment for his conscious hostilities. That is to say, frequent doll play aggression could be the result of parental efforts to reduce aggression. (2) The marked frequencies in which parental dolls were used in aggressive action indicated relatively low anxiety concerning punishment from parents. In other words, the child who depicts the adult dolls as most aggressive could be the child whose own parents are less aggressive with him.

In the first of a series of three articles, Hollenberr and Sperry²⁷ published a more detailed account of two of

²⁷ Eleanor Hollenberr and Margaret Sperry, "Some Antecedents of Aggression and Effects of Frustration in Doll Play", in The Journal of Personality, Vol. 1, No. 1, issue of January 1951, p. 32-43.

the experiments mentioned in the Sears report. According to Sears, these investigations provided some suggestive clues that indicate the theoretical framework within which answers concerning the antecedents of doll play aggression could be found.

Fifty-three children, ages three to six years, attending the Iowa University preschool were the subjects of this study. All of the children took part in four fifteen minute doll play sessions within intervals of two to five days. The standard doll play material was used and the child began the session with a female experimenter with whom he was acquainted. The child was then requested to make up a story about the family of dolls who lived in the house, and he was given assurance that he could make them do anything he wanted them to do. A record of the child's doll play activity was kept by an observer concealed behind a one-way screen.

The study combined two experiments, each managed by a different experimenter. The first experiment compared the effects of experimentally induced punishment and permissiveness. Twenty-three of the children were used, divided into two sub-groups and referred to respectively as the experimentally punished group (five girls, six boys) and the Control group (five girls, seven boys). Concerning the first group, the punishment was introduced in the second session only, which consisted of a

verbal disapproval of each aggressive act; for example, if the child kicked the baby doll, the experimenter said, "No, John, don't! You know that nice boys shouldn't do a thing like that!" A high level of permissiveness was characteristic of the other three sessions of this group. All four sessions for the Control group were managed under conditions of high permissiveness.

Thirty children took part in the second experiment, with four sessions similar to those of the Control group in the above experiment, that is permissive. Frustration and punishment for aggression were two factors obtained from the home experiences of these children by interviewing their mothers with respect to the children's training. Rating scales were developed on which standard scores for a single unit of home interference could be made.

The reliability of the interview ratings according to the product-moment correlation between two independent raters ranged from 0.57 to 0.70 on the one-half a dozen frustration scales. On the punishment scale the correlation between the two scores was found to be 0.71.

Results of this carefully planned investigation were discussed within a theoretical frame work which employs the constructs and assumptions of frustration-produced drive, conflict-produced drive, stimulus generalization and reduction of anxiety. The authors'

conclusions were as follows: (1) Children who are severely frustrated by their mothers at home tend to be more aggressive in doll play than children who are mildly frustrated. When the effects of home punishment are taken into account, this relationship shows up more clearly. (2) Children who are highly punished for aggression at home tend to be more aggressive in doll play than children who are mildly punished. (3) Children who are experimentally punished for doll play aggression are significantly less aggressive in doll play than nonpunished children. (4) Under conditions of permissive doll play, there is a significant increase in aggression from the first to the last session.

In one of the few studies employing a doll play technique to investigate development of differences between racial groups, Ammons²⁸ presented ten white boys, age two, three, four and five, with a modified doll play technique which he refers to as the doll play interview. According to the author, statistical analysis of the data collected revealed the reliability of the method employed. Of interest to our study is the fact that 60% of the whole

²⁸ A. O. Ammons, "Reactions in a Projective Doll-Play Interview of White Males Two to Six Years of Age to Differences in Skin Color and Social Structure", in The Journal of Genetic Psychology, Vol. 76, issue of June 1950, p. 327-341.

group of children identified skin color and facial differences between the dolls. Two of the two year olds and five of the three year olds were able to recognize the racial characteristics of the dolls. The author pointed out that his findings and their implications appeared to support the following conclusions:

1. Recording and scoring reliabilities as here reported seem sufficiently high to warrant group research and individual clinical probing using the doll play interview.

2. Pleasant play contacts with Negro children should probably be provided in the first few years of life. Since visual contacts are often made under relatively undesirable circumstances, the play contacts might well be arranged to take place in a familiar, reassuring environment. This is particularly important in view of the fact that four of the 10 5-year olds already evidenced clear-cut negative feelings toward the Negro doll, and that there was definite evidence of a tendency to scapegoat at the 4 and 5-year levels.

3. The interpretation of race prejudice most consistent with the present findings is as follows: children in any group can and do discriminate between other children on the basis of skin color at least as early as two years of age. To the extent that they are insecure, they will be ready for negative acts against children that are "different."

Decreasing the degree of prejudice will depend on decreasing insecurities. Prejudice will probably always develop where some individuals in a group are perceptibly different from others and there is some insecurity or tension.

4. The first interview session can probably be just as adequate as the second for clinical and research purposes. There is thus no direct need for repeated sessions with the same questions. To reduce refusals to answer, questions should be put in the form of meaningful concrete alternatives between which the child is asked to choose. Affect-loaded questions work out well.

5. In view of the within-session and intersession consistencies of responses as well as on the basis of qualitative observations of behavior during interviewing, it is felt that the degree of identification and emotional involvement of the child in the interview situation was here and can be satisfactorily high for clinical and research purposes.

The majority of the experiments described thus far have been principally concerned with the development of quantitative methods investigating the interaction between experimenter and child, duration of each play session, and the types of materials used. These studies have contributed much to the understanding of the inner motives of children. By studying the pre-school child they represent efforts to begin at the formative years

in a most logical manner. The methods employed are attempted to be entirely experimental rather than clinical. Such methods have certainly aided immeasurably to bring the frontier of social science nearer the truth.

However, from the view point of principles, there are numerous objections that can be made to the interpretation of the results obtained in many of the previous doll play studies. The interpretations were primarily based upon psychoanalytic hypotheses or learning theories in which reason and will were ignored. In other words, a child is nothing more than an animal with a higher degree of intelligence.

Unfortunately, the findings of several of the previous doll play experiments were not merely descriptions of the inner motivational systems of children, that is to say, the theoretical frame work from which the interpretations were made were not methods of psychology or a scientific approach, they appeared to be a philosophy of life, which in its principles, materialistic. As has been pointed out by metaphysicians from the time of Aristotle to the present, these philosophies are unsound for all practical and moral purposes.

However, returning to our earlier comments, i.e. evaluation of quantitative doll play from the methodological point of view, it is definitely empirical and scientific. A careful examination will also reveal that

these studies are parallel to the tradition of Aristotle and Thomas Aquinas insofar as their method is concerned. Like any other method of a true science, compatibility with sound philosophical principles was evident.

For example, Aquinas clearly foresaw the role of the parents in the home as has since been revealed by experimental doll play when he said:

We must observe that, in the human species, the offspring needs not only nourishment for its body, as with other animals, but also instruction for its soul. For other animals have their natural forethought (instincts) which enables them to provide for themselves, whereas man lives by reason, which can attain to forethought (rational insights) only after long experience: so that children need to be instructed by their parents who are experienced. Moreover, children are not capable of this instruction as soon as they are born, but only after a long time, and especially when they reach the age of discretion. Besides, this instruction requires a long time. And even then, on account of the assaults of the passions whereby the judgment of prudence is perverted, they need not only instruction but correction. Now a woman is insufficient for these things; in fact there is more need for a man for such things, for his reason is more perfect for instruction, and his arm is stronger for punishment. Consequently a short space of time, such as suffices for birds, is not sufficient for man.... It is natural in the human race that the man should have not a short-lived but a lasting fellowship with a definite woman; and this fellowship is called matrimony. Therefore matrimony is natural to man.... If the father's care for his son ceased, even among birds, the continued fellowship of male and female, the natural order demands that in the human species the father and mother should remain together to the end of life.²⁹

²⁹Contra Gentiles, Book III, Chapter 122, 123.

CHAPTER III

A DOLL PLAY METHOD FOR SOCIAL GROWTH

According to Bell¹ play is and will probably remain to be the most effective projective technique designed to study the personality of children. The investigation of personality with play has been divided into two groups, the clinical and the experimental. The clinical technique is that method in which the examiner is more interested in describing the characteristics of the play and their relationship to the child's behavior. While on the other hand, the experimental technique is an attempt to investigate play in a manner in which it may be employed as a projective technique. Among the many play techniques is doll play, which has been used from both the clinical and the experimental views. However, since the latter point of view is the primary concern of this research, it is our purpose at this time to compare one of the standardizations of projective doll play with our own modified projective doll play technique. As recent as 1945, the first of four empirical studies on projective doll play was completed at the Iowa Child Research Station under the direction of Sears.

¹John M. A. Bell, Projective Techniques, A Dynamic Approach to the Study of the Personality, New York, Longmans, Green, 1948, p. 347-367.

This study was designed and developed by Bach² and was briefly described in the preceding chapter of this monograph. At this time it is our purpose to discuss the Iowa study more thoroughly from the following points of view: (1) theory, (2) objectives, (3) materials used, (4) selection of subjects, (5) reliability, (6) validity, and (7) procedure in general. Interspersed into this detailed discussion will be a description of the modified projective doll play technique which has been designed for the study of racial groups.

I.- Theory

In order to understand more fully the theory behind standardized projective doll play, a brief review of the theory of projective techniques in general follows.

A distinctive theoretical discussion of projective techniques was made by Frank.³ In his terse but most important book, the author described the theory of projective techniques in five sections. The first section dealt with the increasing use of projective techniques and the antecedent foundations upon which they are built.

²George A. Bach, "Young Children's Play Fantasies", in the Psychological Monographs, Vol. 50, No. 2, issue of 1945, 111-69 p.

³Lawrence S. Frank, Projective Methods, Springfield, Thomas, 1948, v-86 p.

The second section described present day conceptions and methodologies of the physical sciences as illustrating the atmosphere into which projective psychology enters. The third section discussed different methods in the investigation of personality. The fourth section reviewed projective methods and the five types in use today. The final section outlined the standards for determining the reliability and validity of projective techniques. Among the five varieties of projective techniques, doll play is classified as an interpretive method. This interpretive method includes materials which are presented to the subject in such a way that he may react creatively revealing his fundamental ideas, attributions, and affective state. According to Frank, the subject may project his wishes for the future, or he may project his evasions of the past.

Interpretive methods, however, may be also constitutive or constructive methods, i.e., when the subject is required to give interpretations to his projections. It is in this respect that one of the many variations has been made in the modified doll play technique which is to be described later in the section on validity in this chapter.

A more recent publication⁴ also described in a general way the theory of projection. It is upon this background that the majority of projective doll play techniques are founded. Specifically, the fundamental theory of the standardized projective doll play technique is that the child is allowed to project his concepts and feelings indirectly into the material which is presented to him. The underlying theories are that the child may not be mature enough in speech to describe his inner motivations or the description of these motivations may produce anxieties which the child is unable to master. It is on these theories principally that the standardized projective doll play is based. Insofar as theory of the method is concerned, there is no variation between the standardized projective doll play technique and the modified projective doll play technique.

II.- Objectives

The standardized projective doll play technique was an attempt to achieve the following three objectives; (1) to develop quantitative techniques for the study of experimentally induced fantasies of preschool age children,

⁴Lawrence K. Abt and Leopold Bellak, "Editors", Projective Psychology: Clinical Approaches to the Total Personality, New York, Knopf, 1950, p. 33-66.

(2) to contribute to the feasibility of predicting actual social behavior from clinical measurements of these phantasies, and (3) to discover some of the variables that seem to be causally related to different types of fantasy responses.

The modified projective doll play technique was also an attempt to achieve three objectives. However, the purposes varied considerably. The first objective was an attempt to design and standardize a projective doll play technique which could be used to investigate the family phantasies of Negro primary school children. The second objective was an attempt to design and standardize a projective doll play technique which could be used to investigate the family phantasies of white primary school children. The third objective was an attempt to isolate, if possible, psychological factors which may contribute to the development of the children's phantasies.

Insofar as general objectives were concerned, the two techniques were similar since both were primarily designed as research instruments, with practical implications.

III.- Materials Used

The play materials available for the standardized projective doll play technique were a roofless doll schoolhouse, two teacher dolls and six preschool children dolls. The doll schoolhouse was a 20" x 30" model of the University

of Iowa preschool, being small enough so that the children would not become tired when manipulating the dolls throughout the house.

This preschool model was furnished in accord with the actual preschool with respect to colors of the furniture and the rooms. The two teacher dolls and six preschool dolls were tiny enough that the child could manipulate them from room to room. The author was most sensitive to the dangers of losing the children's attention in spacious material; therefore, the small schoolhouse and relatively small dolls.

While on the other hand, the modified projective doll play technique consisted of the following materials; a doll house and two families of dolls. The modified doll play house was a miniature model home (16" x 22") with six rooms, i.e., a living room, dining room, two bedrooms, kitchen, bathroom, with a small hall and closet (see Figure 1 on following page). The furniture was fastened to the floor with plastic glue and nails in order to prohibit manipulative construction play and to encourage play with the dolls proper, thus eliciting social phantasies. Each of the rooms was varnished in a natural finish and was furnished with dime store furniture, with the exception of the beds which were constructed to the specified size. One family of dolls was made to resemble a group of white parents

with two children, being knit from white yarn with brown hair. The father doll was 5 $\frac{1}{2}$ ". The mother doll stood 5", and the boy and girl doll were approximately 4' in height. The faces and extremities of the white dolls were white yarn and the hair was brown. The second family consisted of four dolls identical in dimensions and dress. However, this family was made of brown yarn and black hair to depict a Negro family. Both families, the white and the Negro dolls, appeared true to life from wearing apparel to pigmentation. The doll clothes were similar to present day fashions, neither too conservative nor flamboyant. All of the dolls were constructed of flexible material with shoes of molded lead so that they could be easily manipulated to assume any desired position.

IV.- Selection of Subjects

The subjects selected for the standardized projective doll play technique were thirty-five normal children of preschool age, who attended classes in the preschool Iowa Child Welfare Research Station. The children possessed above average intelligence and came from better than average socioeconomic backgrounds. The group was relatively homogenous insofar as their school experiences were concerned. That is to say, the children varied less because their educational environment was essentially

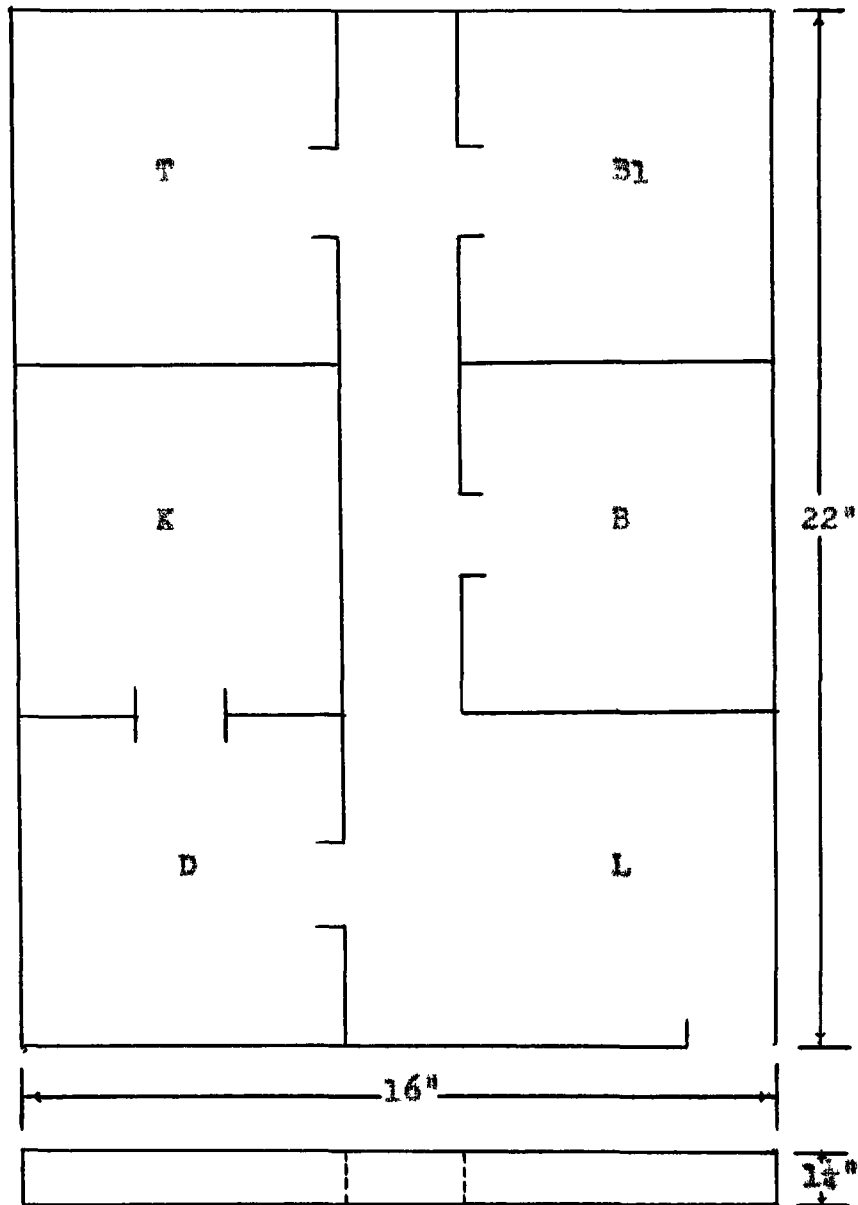


Figure 1.- Plans and dimensions of the doll house used in this research.

less varied than that of their homes. On this basis, differences among each child were more easily interpreted when they projected phantasies concerning school life. The author pointed out that these conditions, plus the fact that the Iowa School was well oriented toward research, prompted the selection of phantasies concerning school life rather than the home.

However, the examiner also pointed out that what had been assumed concerning school phantasies did not imply that these phantasies were brought on by school experiences entirely. He cited evidence to show how the reactions of preschool children were also associated with their home environment. The author observed the fact that projections of school life may also depict determinants found in both school and home. Thus, the validation of doll play was increased as an instrument to measure personality, in spite of the fact that complexities concerning interpretation may be increased.

The complete experiments of the Iowa study included fifty-five children whose ages ranged from thirty-four months to sixty-four months. Fifteen of the children were examined primarily to determine methodology of the research. The other children were used in a standardized way after the methods had been established. However, five of the children were unable to finish the experiments because they moved to

another city, thus leaving thirty-five children upon whom the findings were reported in the monograph. The subgroups of this thirty-five included twenty younger preschool children, who were termed Group III by the author, and the remaining fifteen were the older children called Group IV. Group III met in the morning and Group IV in the afternoon; however, all met in the same building, although they had different teachers. One of the head teachers and two assistants took part in the investigation. Table 2 in Chapter III of the monograph gives the sex, chronological age, Stanford-Binet mental age, I. . . , Smith-Williams Vocabulary-Test scores, fantasy skill ratings, and fathers' occupations of the thirty-five children selected for the experiment.

The modified projective doll play experiment began with seventy-four children ranging in age from seventy-three months to 120 months. In this group ten subjects were used to determine the reliability and various other methodological problems. However, the final analyses were based upon the fantasies of thirty children of the Negro race, and thirty white children. Because of large sex differences found in doll fantasies by Pintler, Phillips and Sears,⁵ further

⁵Margaret H. Pintler et al., op. cit., p. 73-80.

subdivision was made with respect to sex to decrease the variability in sex differences.

One group of the children attended Edmund A. Jones School of Massillon, Ohio, while the latter group came from Benjamin Franklin School also of Massillon. Both schools are located in the same section of the city.

Insofar as school experiences were concerned, the children of each group had relatively similar experiences and their home neighborhood environments were alike, but differences existed in their home life. These previous studies have shown that individual differences in preschool fantasies are related to home, school, and neighborhood environment, therefore fantasies projected in the home may depict experiences from school and neighborhood. These facts lead to the conclusion that the validity of the modified doll play technique would likewise be enhanced. While on the other hand, introduction of problems of interpretation would suggest the importance of further research in this respect.

Other facts which prompted the selection of a home theme with primary school children rather than a school theme with preschool subjects were: (1) The home is the most important agency which influences the development and growth of the child. It is in the home that the child receives his initial contacts with social life. The lessons

taught by the parents, the child's first teachers, - are most impressive and lasting.⁶ (2) Since the school experiences were similar for all of the children, the home doll play theme also provided a possible basis for differentiation in living. However, the usual limitations of applying such findings is most significant because of the number and characterization of the sample. These characterizations are given in Tables I and II which follow. (3) Previous research⁷ on doll play has shown that family themes have been elicited satisfactorily from children whose ages range from six to ten years. Once the standardization of the modified technique was completed, an analysis of the findings was made comparing intraracial differences. Examples of some of the comparisons were: the fantasies of Negro boys vs. the fantasies of Negro girls, trend of certain nonstereotype fantasies of the three school grades for all the Negro children, the stereotype fantasies of Negro children with an I. Q. below 100 vs. the stereotype fantasies of Negro children with an I. Q. above 120, and finally individual differences among the Negro children.

⁶William A. Kelly and Margaret Heather Kelly, Introductory Child Psychology, Milwaukee, Bruce, 1936, p. 78-90.

⁷George R. Koch and Gloria Bremer, *op. cit.*, p. 3-17.

Table I.- Description of the representative experimental subjects.

Subjects	Sex	U.S. Months	I. Q.	I. T. Goodenough	Father's Occupation
First Grade					
1	F	82	93	113	Steel mill
2	F	85	108	127	Paper mill
3	F	82	93	113	Steel mill
4	F	75	96	128	Bearing Co.
5	F	76	87	114	Steel mill
6	M	73	78	107	Steel mill
7	M	83	111	134	Steel mill
8	M	83	96	116	Steel mill
9	M	81	99	126	Steel mill
10	M	76	75	99	Steel mill
Second Grade					
11	F	104	102	98	Utility Co.
12	F	95	105	110	Steel mill
13	F	91	111	122	Steel mill
14	F	109	102	94	Rubber Co.
15	F	88	90	102	Steel mill
16	M	98	108	110	Steel mill
17	M	107	81	76	Steel mill
18	M	95	99	104	Steel mill
19	M	91	99	122	Steel mill
20	M	90	75	83	Steel mill
Third Grade					
21	F	102	108	106	Steel mill
22	F	99	123	124	Steel mill
23	F	107	123	115	Bearing Co.
24	F	105	117	111	Steel mill
25	F	106	120	113	Steel mill
26	M	100	102	102	Auto service
27	M	106	117	110	Steel mill
28	F	106	90	85	Steel mill
29	M	99	87	88	Steel mill
30	M	116	96	89	Steel mill
Means		93.6	99.7	107.8	
S. D.		11.7	13.3	14.8	

Table II.- Description of the white experimental subjects.

Subjects	Sex	C. I. Months	I. I. Months	I. I. Food months	Subjects Occupation
First Grade					
51	F	73	90	136	oil refinery
52	F	85	90	106	steel mill
53	F	83	87	105	trucker
54	F	97	84	87	Motor Co.
55	F	85	84	99	Unemployed
56	M	77	66	86	Steel mill
57	F	74	93	126	Cigar store
58	M	85	84	99	steel mill
59	M	75	87	116	Motor Co.
60	M	84	99	118	Furnace shop
Second Grade					
61	F	98	93	95	steel mill
62	F	93	111	119	air force
63	F	91	135	148	Bearing Co.
64	F	88	72	82	Railroad
65	F	92	114	124	Motor Co.
66	M	102	78	76	Steel mill
67	M	88	84	95	Barber shop
68	M	87	111	128	Bearing Co.
69	F	98	87	99	Paint shop
70	M	93	173	132	Radio shop
Third Grade					
71	F	99	102	103	steel mill
72	F	99	108	109	Motor Co.
73	F	108	96	89	Bearing Co.
74	F	103	147	143	Police Dept.
75	F	109	131	129	steel mill
76	M	107	138	129	Bearing Co.
77	M	107	96	99	Police Dept.
78	M	111	111	100	Utility Co.
79	M	114	102	89	Machine Shop
80	F	131	90	89	Railroad
Means		92.9	100.3	108.3	
S. E.		11.3	10.4	18.9	

Intraracial analyses were also made in like manner for the white children.

A considerable amount of data was gathered from this study. However, since the present research was but a preparation for more complete and intense investigation, numerous phantasy reactions were left unanalyzed. The fact that this study was primarily concerned with the quantitative description of a projective doll play technique for Negro and white children placed emphasis on establishing reliability and validity. This approach, although limited, attempted to suggest some of the ways in which subsequent data may be treated. Once the method is quantified, numerous other indices could be added and refined. To illustrate, the clinical use of the test to study individual children would be most congruous with the experimental method. However, the limitations of such an approach should be kept clearly before the examiner.

V.- Reliability

The reliability of the standardized projective doll play technique was established by two observers recording independently of each other. The reliability was presented in terms of percentage agreement on the following nine categories; (1) frequency of all doll acts indicating which

theme, which doll, but not type of action, (2) frequency of stereotyped acts indicating theme, doll and degree of elaboration, (3) occurrence of nonstereotyped acts, indicating which theme, which doll, but not type of nonstereotypy, (4) same as 3 and indicating type of nonstereotypy, (5) frequency of non-thematic (tangential) responses, but not type, (6) same as 5 but including type, (7) number of times the subject involves the experimenter, (8) frequency of verbal stimulation (9) same as 8, plus type. The agreement found between the two observers on these categories ranged from 70.6% agreement to 96.6% agreement. The variation between the agreements was determined by the different categories measured and the manner in which they were computed. The figures were founded upon sixty-four two-minute records made at the same time by the two independent observers on six children.

Although the agreement between the observers was described in a very specific manner, nevertheless the author pointed out that the reliability found was not absolute but rather crude. It is evident that the reliability was determined in a logical way, however, it was admitted that statistical validation would be difficult. Another question might also be raised concerning the time limit of the experimental play session of twenty minutes, as compared with the reliability session of but two minutes. That is to say the

reliability is likely to decrease considerably if it were derived from a longer time limit rather than the two-minute session. A coefficient of correlation of +.79 was found when the two observers compared their ratings of emotional involvement at the end of the doll play period.

The reliability of the modified doll play technique was also established by two observers working at the same time but independently. However, this reliability was determined upon five major categories, namely:

1. Frequency of stereotype actions.
2. Frequency of nonstereotype actions.
3. Frequency of group action.
4. Frequency of nonthematic responses.
5. Frequency of all above responses.

The percentages were founded upon a comparison of the fantasies of thirty 5-minute records from five subjects representing each race. These records were taken simultaneously by two examiners (E and M) from the ten children. The agreement found varied from 55.5 percent agreement to 93.2 percent agreement for the Negro children and 75.0 percent agreement to 96.5 percent agreement for the white children. The lower reliability values of the nonthematic responses may have been due to the infrequency of such responses.

Tables III and IV show the reliability found on the categories which are expressed in terms of percentage agreement as taken from the five-minute recordings for the racial

group indicated. The remaining major categories of ratings were not treated statistically since they were clinical impressions based upon the amount of emotionality or inhibition the child manifested. The values of the modified projective doll play technique revealed in a manner similar to the standardized projective doll play technique only rough estimations of positive reliability, because here again they cannot be validated by statistical analysis.

VI.- Validity

The validity (expressed as correspondence between play phantasy and overt behavior manifestations) of the standardized projective play technique was based upon the following conditions; (1) the types of phantasies projected by the subjects, whose classroom behavior was evident, and (2) the types of classroom behavior as reflected by the subjects having various types of doll play phantasies.

An attempt was made to answer the above questions by comparing the subject's doll play phantasies and his classroom behavior as measured by his teachers on a set of rating scales. The bases for measuring the classroom behavior of the child were; (1) the behavior important for social adjustment and personality development, (2) because of the teachers' functions it was questionable if her attention could be directed to the child's behavior rather

Table III.- Agreement between two examiners for thirty 5-minute sessions with five Negro subjects.

Categories	Observations		Agreement		
			Number	Percentage	
	E	J		E with J	J with E
Frequency of stereotype actions	782	816	729	93.2	89.3
Frequency of non-stereotype actions	74	79	64	86.4	81.0
Frequency of group action	87	81	73	83.9	90.1
Frequency of non-thematic responses	9	6	5	55.5	83.3
Frequency of all above responses	952	982	871	91.4	88.6

Table IV.- agreement between two examiners for thirty 5-minute sessions with five white subjects.

Categories	Observations		agreement		
			Number	Percentage	
	A	B1			with A1
Frequency of stereotype actions	909	951	878	96.5	92.3
Frequency of non-stereotype actions	107	116	88	82.2	75.0
Frequency of group action	93	82	73	78.5	89.0
Frequency of non-thematic responses	8	8	6	75.0	75.0
Frequency of all above responses	1117	1157	1045	93.5	90.3

than the teaching objectives which had been outlined for the class, (3) previous investigations had revealed that the variable of classroom behavior could be differentiated relatively well from other categories.

After considerable experimentation with different methods the Iowa Study employed scales which rated the children from six points of view, namely:

1. Routine compliance.
2. Acceptance of guidance.
3. Attachment to teacher.
4. Social effectiveness.
5. Destructive aggression.
6. Activity preferences.

The teachers were requested to make their ratings at a time which would be at about the same period as those of the experiment on all of the scales except the scale for destructive aggression. This latter scale, however, was given to the teachers near the end of that same semester. The significance of temporal validity of projective techniques appeared to be considered, but actually was it?

The ratings were then given in terms of the distance (in mm.) of the teacher's check mark from the base line. The raw scores were changed into "Z scores" and a mean taken from the two raters to give the final rating for each child.

Rationale for using the "Z scores" was that it served the purpose of correcting the differences between the teachers in leniency (i.e., position of the average

rating given) and variability (i.e., width of the distribution of a given teacher's ratings). Intercorrelations between the six rating scales were made to evaluate the amount of prejudice on the rater's part. These intercorrelations ranged from a $+ .113$ to $+ .764$. The former value was found between the ratings of emotional attachments, Scale 1, vs. the ratings of social effectiveness, Scale 4, and the latter value was based upon the ratings of routine compliance, Scale 1, vs. the ratings of acceptance of guidance, Scale 2. According to the author, these coefficients justified the employment of the scales as measures of various types of behavior.

The validity of the modified projective doll play technique was determined by comparing the nonstereotyped phrases projected by the child (assumed to be at a subneocortical or unconscious level) with the answers given by the child to an explicitly designed inquiry (measuring the conscious level). According to Conn⁸ the play interview permits the child to express himself in such a manner that the doll is considered responsible for the expressions.

The validity of the modified projective doll play technique was based upon the following conditions; (1) the

⁸Jacob K. Conn, "The Play-Interview as an Investigative and Therapeutic Procedure", in The Young Child, Vol. 7, No. 1, issue of July 1948, p. 257-286.

types of doll play phantasies projected by the children whose inquiry responses were evident, and (2) the types of inquiry responses as reflected by the children's various types of doll play phantasies. The assumption made is that a relationship exists between conscious behavior patterns and spontaneous or subconscious behavior patterns; however, this relationship must take into consideration the significant factor of temporal validity. For example, a child may show a considerable amount of aggression on one day because of much frustration at that time, while on the next day very little aggression may be evident because of less frustration of the possible reduction of aggression by catharsis. From the Thomistic framework, aggression or anger as it is referred to, is considered to be a sentient, mutable and fluid force, and not a pervasive dynamic.

It is principally because of this factor of temporal validity that the examiner interviewed each subject immediately following the doll play session to determine how the subject arrived at the nonstereotyped responses.

For example, ten of the thirty Negro children projected the mother doll as being most affectionate on their phantasies. While 55% of the ten children stated that the mother doll loved the other dolls most often. The category of rejection was projected most frequently through the father doll by the Negro subjects. On the inquiry they stated that the father doll also hated the others most.

The children's phantasies showed the most frequent agents of frustration to be the parent dolls. Responses to the question, "Which doll stops others from doing things most often?", also indicated the parent dolls, with the mother figure the principle agent. The category of aggression was expressed most frequently through the girl doll by the Negro subjects. However, on the inquiry they replied most often that the father doll would hurt other most frequently. A frequency tabulation concerning all of the acts of the will revealed the mother figure to be most dominant on the phantasies as well as the inquiry.

A similar analysis was made between the phantasies of the white children and their responses to the inquiry. Here again, doll for doll and family for family, the ratio was above chance except for the girl figure. The lack of comprehensibility concerning the girl doll which appeared in relatively few themes may have determined the low validation score.

An interview was also prepared for the stereotyped responses, which resulted in almost perfect agreement between the phantasies and inquiries because of the great number and kind of responses.

However, due to the special importance of the nonstereotype responses calculations were made as follows; (1) phantasies vs. inquiries as projected by the Negroes,

(2) phantasies vs. inquiries as projected by each of the four dolls by the white children, (3) total phantasies vs. total inquiries concerning the seven major categories as projected to the entire colored family of four dolls by the Negro children, (4) total phantasies vs. total inquiries concerning the seven major categories as projected to the entire white family of four dolls by the white children, and (5) total phantasies vs. total inquiries concerning the seven categories as projected to both families of dolls by both the Negro and white children. (For the percentage agreement of the children's phantasies vs. their inquiries, see Table V of this chapter).

Insofar as reliability and validity are concerned, an awareness of the problems faced by the researcher of projective techniques was clearly described by Frank.⁹ The author pointed out that reliability and validity has been developed for standardized tests based upon groups rather than individuals, with the individual measurement a deviation from the group standards. He went on to show that these criteria of reliability and validity are most acceptable for standardized psychometric techniques, however, questionable when applied to projective methods. The projective technique examiner is not primarily concerned with

⁹Lawrence K. Frank, op. cit., v-86 n.

the individual's deviation from a statistically established norm, this being especially true in the study of personality or the development of personality. The significant function of projective methods is to study the individual. Therefore the reliability and validity of a group would be of very little importance except for making a wide selection. He compared the personality picture with the Gestaltian approach and concluded that reliability of projective techniques is concerned with recognizing similar patterns. However, the fact that there are variations in the subject's reactions or projections of these variations does not necessarily effect the validity of the processes.

Bergent¹⁰ also has shown that the most significant aspect of reliability and validity of projective techniques is the criteria of credibility involved. The crux of the problem is that standards of psychometric techniques are expected to apply to projective techniques, when actually other standards should be designed for the latter methods. Therefore, it is evident that the crystallization of concepts is a prerequisite for the increased validity of projective techniques. This condition can be realized only

¹⁰Helen Bergent, "Projective Methods, Their Origins, Theory, and Application in Personality Research". in The Psychological Bulletin, Vol. 42, No. 5, issue of May 1945, p. 257-293.

Table V.- Percentage agreement of the children's nonstereotype phantasies with their responses to the inquiry.

Subjects	Dolls				Doll	Family
	F	M	B	G	FMBG	FMBG
Negro	66.7	75.0	58.3	42.9	65.2	
						68.4
White	60.5	75.3	86.9	46.3	70.9	

by additional research and further development of the art of studying personality.

VII.- Procedure in General

The procedure in general of the standardized projective doll play technique consisted of four like play sessions of about twenty minutes' length administered to each of the children on different days. The interval was approximately three days between sessions. The examiner made an attempt to work with the child at about the same hour.

Insofar as clinical observations of eliciting verbal responses from the child were concerned, the examiner attempted to isolate the following three main factors of inhibition or facilitation of projections: (1) Amount of support given to the phantasies performance. That is to say, the duration of the play session and the subject's proclivity to become laconical were two factors which would prevent the child from being completely spontaneous. Therefore some verbal stimuli on the part of the examiner would elicit social phantasies as well as spontaneous play while not affecting validation. (2) Child's interest in being represented in the play. The author assumed that the child would associate himself to the play materials by phantasies. This type of reaction was referred to as identification. The significance of the dynamic of

identification was revealed by enhancing the emotional involvement of the children as compared to those who are rather objective in their play. (3) Anxieties (self-punishment or anticipation of reprimand from others). In this respect the normal child is likely to become anxious under conditions in which he is permitted to do whatever he chooses. However, the examiner would verbally stimulate the child in such a way as to prevent anxiety or guilt. Four specific categories of verbal stimulation were clearly described as follows; (a) provision of phantasy support, (b) identification stimulation, (c) anxiety reduction, and (d) facilitation of observation.

A statistical analysis followed concerning the amount, quality and effect of verbal stimulation. This analysis showed that but 6% or 334 responses of 5,463 thematic responses were recorded as "unclassified". This, concluded the author, could hardly have been achieved with less verbal stimulation, since tangential responses were not encouraged by a relatively controlled situation.

The procedure in general of the modified projective doll play technique consisted of one session of 30 minutes which was divided into three 10 minute trials. During the first trial each child was presented with a doll family representing his own race. On the second trial the doll family representing the opposite race was introduced. In

the third trial the child was presented with both sets of dolls. The experimental variables introduced in this study were; (1) race of the subjects, (2) play materials, which include Negro and white doll families, and (3) a realistic, roofless doll house representing a home environment.

After a brief orientation period¹¹ the major factors of the play technique are; (1) establishment of personal rapport, (2) initial instigation of the subject, and (3) subject-experimenter relationship during play session. The establishment of rapport was achieved by taking each child individually to an experimental room for the play sessions. It was at this time that the examiner attempted to make the child feel secure with him overcoming as quickly as possible any anxieties which may exist over the "strange adult." The examiner also structured his position with respect to not being a teacher, not being connected with school authority or any authority over the child in any way. The examiner helped the child to be seated at a table where he could manipulate the dolls within the stage set. It was at this time that the child was initially instigated to the projective technique.

¹¹For a more detailed description of the doll play technique employed in this study, turn to the manual of instructions in the appendix.

The subject-experimental relationship during the play sessions should be conducted by the examiner in such a way that he minimizes the fact that he is experimenting with other children. That is the child should be made to feel that the experimenter is particularly interested in him as an individual. In addition to this initial instigation of the subject, the examiner's verbal stimulation is strictly limited to no more than four nor less than one of the following anxiety-reducing conditions: (1) approval of the child's play, (2) phantasy support, (3) stimulation of expressiveness, and (4) inhibition of manipulative phantasies concerning the doll house. The last session is terminated in such a way that it avoids giving the child the impression that the experimenter had enough of his play. However, the child should understand that the time is limited, and that is the reason for interrupting the play. Immediately following the end of Trial III, the projective doll play inquiry is introduced. Experimentation has been conducted with three types of inquiry blanks and the research with the first two sets of questions revealed that the child became satiated, and the results of these inquiries were too cumbersome to be treated statistically. However, the final inquiry blank proved quite satisfactorily in that it revealed the child's conscious or not spontaneous projections concerning the active doll and the passive doll. He

validity was expressed in terms of a comparison of the child's spontaneous doll play phantasies and his responses to this inquiry.

Other important changes in the modified doll play technique included; (1) the method of recording and (2) definitions and interpretations of categories. Concerning the method of scoring, the scoring routine was limited to far fewer categories than those used in the standardized doll play test. A technique of placing a mark beneath these few categories was used in contrast with the sequential recording of each doll play act in the Iowa Study. The location of thematic play was also handled in the same way. Insofar as definitions and interpretations were concerned, the major categories were similar to the standardized method, that is stereotyped responses, non-stereotyped responses, non-thematic responses, and ratings of emotional involvement. However, the principle deviation was in the definitions and interpretations of the sub-categories. These responses were defined from a Thomistic point of view, and the interpretations were made within this same Aristotelian-Aquinas framework.

CHAPTER IV

DOLL PLAY OF NEGRO AND WHITE SCHOOL CHILDREN

A considerable amount of data has been collected. However, since this study is preliminary to more intensive investigations, relatively few results have been selected for statistical analyses. These analyses were based upon group responses, to determine some general conclusions. No attempt was made to reveal any constant ratio between the social situations and the children's behavior. The habitual caution that statistical analyses are most useful, but not all inclusive as is sometimes implied, has been kept in mind.

Many of these analyses were the accumulative results of the tabulated responses and treated from an intraracial view only. However, several other analyses may include both groups such as the reliability and validity interpretations.

In view of the fact that several factors determine the raw phantasies in all of the categories, the tabulations were handled as relative values. On the other hand, the weakness of such an approach becomes evident when the ratios remain unchanged, assuming the crude phantasies are increased.

This chapter is concerned with three major intraracial comparisons. The comparisons made among the Negroes and among the whites were; (1) sex differences, (2) developmental factors, and (3) individual differences.

I.- Intrasocial Sex Differences

According to Allers,¹ studies representing psychological differences between the sexes should be regarded in a rather incredulous manner. He cautioned that in any comparison of the sexes, one group may be arbitrarily selected as a criteria. However, he added that this problem may be avoided by carefully evaluating events and not experiences, and inquiring how the individual reacts to his environment and not his opinion of it.

Allers cited the investigation of Bühler to show that the time-factor in the development of boys and girls varied so that co-education was considered impractical, except during the preschool and primary school years. He also pointed out that this fact alone did not justify segregation of the sexes.

However, with respect to sex differences as projected in doll play phantasy, two important studies have revealed marked variations between the boys' and girls' responses. Mintler and others² completed a study which indicated sex differences in the doll play of school children.

¹Rudolph Allers, The Psychology of Character, New York, Child Character, 1943, v-381. translated by J. B. Strauss.

²Margaret H. Mintler et al., op. cit., p. 73-80.

Bach³ also compared the two sexes concerning aggressiveness, socially directive and other phases of their projections. He made thirty-two comparisons and found fifteen evident differences, twelve of which were statistically significant below the five percent level of confidence. He summarized the most marked sex differences as: (1) The girls projected more doll acts than the boys. (2) The greatest ratio of the boys' phantasies was socially unacceptable, i.e., nonstereotyped. (3) The boys produced greater relative and absolute amounts of aggression. (4) The girls surpassed by far the boys in the category of giving demands. (5) The girls exhibited more thematic affection than the boys. (6) The girls produced more socially acceptable acts than the boys.

The author also cited previous research which showed that the play with dolls was preferred by the girls and therefore may have accounted for their greater amount of phantasy productions. He likewise pointed out the fact that the girls generally have more interest in people which may have made their doll play less difficult. The additional significant point was mentioned that the young girls played with dolls more often in the company of adults. The importance of this experience was that the girls' stereotyped doll play acts were reinforced by approval from the adults.

³George A. Bach, op. cit., 111-69 p.

Explanations concerning sex differences were made in terms of the social learning principles of Miller and Dollard.⁴ Each then concluded his report by emphasizing the importance of cautiously controlling the sex factors in any subsequent research involving doll play.

In the present investigations, intraracial comparisons were made of the average differences between the Negro boys and Negro girls concerning stereotyped and nonstereotyped responses.

Twelve comparisons were found to be significant of the nineteen made among the Negro children. Fifty percent of the analyses were significantly below the five percent level of confidence. These results are given in Table VI.

The most evident results between the Negro sexes were: (1) The girls manifested more stereotyped acts than the boys. (2) The doll play in five out of seven locations was significantly different between the sexes. (3) The girls projected the dolls into the dining and living rooms a greater number of times. (4) No difference was found in total nonstereotyped acts. (5) Six out of ten nonstereotyped subthemes were significantly different. (6) The girls manifested more affection. (7) No difference was found in the amount of rejection between the sexes. (8) Inaccessibility projections were considerably different. (9) No differences were evident in frustration acts. (10) The boys

Table VI.- Intraracial sex differences among the Negro children with respect to stereotype and nonstereotype phantasies.

Phantasies	10 Girls		10 Boys		Diff.	t l.o.c.
	Mean	S.D.	Mean	S.D.		
Stereotype	196.6	48.4	137.9	39.9	58.7	1%
Location						
Bedroom	27.0	7.6	20.2	7.3	6.8	15%
Bedroom 1	25.9	5.8	19.7	6.9	6.2	5%
Dining Room	32.4	18.4	18.3	13.7	14.1	1%
Kitchen	22.4	13.5	18.2	7.1	4.2	
Living Room	46.5	16.0	20.3	9.1	18.2	1%
Bathroom	23.0	7.2	17.0	8.4	6.0	15%
Other	18.5	20.2	16.2	14.0	2.3	
Nonstereotype	15.7	8.5	15.8	5.2	0.1	
Concupiscible	6.0	4.3	3.5	2.4	2.5	20%
Affection	4.9	3.7	2.4	2.2	2.5	20%
Rejection	1.1	1.9	1.1	1.3	0.0	
Irascible	2.0	2.8	8.2	5.9	6.2	2%
Frustration	0.8	1.5	0.2	0.6	0.6	
Aggression	1.2	1.9	8.0	5.8	6.8	1%
Will	7.7	4.6	4.1	3.2	3.6	15%
Ends	0.6	1.3	0.3	0.7	0.3	
Means	1.8	2.2	0.8	1.7	1.0	
Commands	5.3	3.2	3.0	3.0	2.3	20%

produced a greater amount of aggression. (11) Significant differences were found in the total acts of the will. (12) The girls produced more commands.

Intra-racial comparisons were also made of the average differences between the white boys and girls concerning stereotyped and nonstereotyped responses. Fifteen comparisons were made, with twelve also statistically significant. With respect to the stereotyped responses, four of the five significant differences were below the five percent level of confidence. Concerning the nonstereotyped acts, seven of eleven comparisons were found to be significant, ranging from two percent to the twenty-five percent level of confidence. These results are given in Table VII, which follows.

The most evident findings between the white sexes were: (1) The girls projected more total stereotyped acts. (2) The doll play in four out of seven locations was significantly different between the sexes. (3) The girls projected the dolls into the children's bedroom and living room a greater number of times. (4) The girls projected more nonstereotyped acts than the boys. (5) Six out of ten nonstereotyped subthemes were significantly different. (6) The girls manifested more affection. (7) No difference was found in the amount of rejection between the sexes. (8) Irresistibility projections were different. (9))

Table VII.- Intrasexual sex differences among the white children with respect to stereotype and nonstereotype fantasies.

Fantasies	13 Girls		10 Boys		Diff.	t l.o.s.
	Mean	S.D.	Mean	S.D.		
Stereotype	224.5	49.6	161.3	37.5	63.2	14
Location						
Bedroom	32.3	13.8	22.9	6.3	9.4	15%
Bedroom 1	34.8	13.5	21.3	6.8	13.5	2%
Dining Room	36.1	12.0	32.6	7.7	3.5	—
Kitchen	20.6	11.0	18.5	4.8	2.1	—
Living Room	59.0	19.3	37.0	15.0	22.0	3%
Bathroom	18.6	9.2	20.3	6.5	1.7	—
Other	22.2	14.7	0.7	7.9	13.5	5%
Nonstereotype	23.2	8.4	17.4	11.2	5.8	25%
Conceivable	11.4	8.6	5.4	2.3	6.0	10%
Affection	11.3	8.3	3.9	1.9	7.4	2%
Rejection	0.1	0.7	1.5	2.4	0.7	—
Invisible	1.6	3.1	4.0	5.2	2.4	25%
Frustration	0.8	1.8	0.3	0.7	0.5	—
Aggression	0.8	1.6	3.7	5.2	1.0	20%
Will	10.2	5.4	8.0	6.2	2.2	—
Ends	1.2	3.6	1.4	1.2	0.8	—
Means	0.8	2.1	2.9	3.8	2.1	25%
Commands	0.2	4.3	4.7	7.8	3.5	15%

differences were evident in frustration acts. (10) The boys produced a greater amount of aggression. (11) No significant differences were found in the total acts of the doll.

(12) The boys produced more completed acts. (13) The girls gave more commands and orders.

It has also been shown by past research that the doll play technique lends itself well to the discovery and detailed studies of hostility feelings of children.⁵ In view of these findings, the next investigation, "Trend of Aggression", was made. This intraracial comparison between the sexes attempted to throw some light upon the following questions: Is there any difference in the trend of aggression between the boys and girls as the trials increase? Did the children project more hostility toward the opposite race dolls?

Although Figure 2 shows a definite trend where aggressive phantasy responses are increased as the doll play progresses. However, this picture may not be statistically significant. Since inhibition is released by the children after trial one because the children become aware of the fact that aggression projected by them does not bring a reprimand or retaliation from the examiner. The factor of gratification may also play an important role in

⁵George H. Koch, *op. cit.*, 111-62 p.

determining the trend of aggression from preceding trials. In several clinical cases the subjects were permitted to play with the dolls for a considerable length of time, and the longer they played, the more "fed up" they appeared to become with the play material, resulting in violent aggression on numerous occasions. In studying Figure 2, it is interesting to note that the Negro girls' frequency of aggressive responses increased slightly with the trials, however, remained significantly below that of the boys.

Figure 3 illustrates the aggressive trend for the white children, shows, as would be expected, an almost similar ratio for the boys. However, the white girls increased with the second trial and decreased with the third. This atypical picture may be explained by the fact that the white girls elaborated their own sets of dolls in Trial III relatively more often.

II.- Intraracial Developmental Factors

The development of conscience, the power of retention, and the acceptance of responsibility are usually evident during the child's seventh year.⁶ It is known that the basic moral principles can be acquired at this period of development. The assumption may then follow that as a child becomes older he is more likely to show affection or rejection toward

⁶William D. Kelly and Margaret Lawrence Kelly, *op. cit.*, p. 149-160.

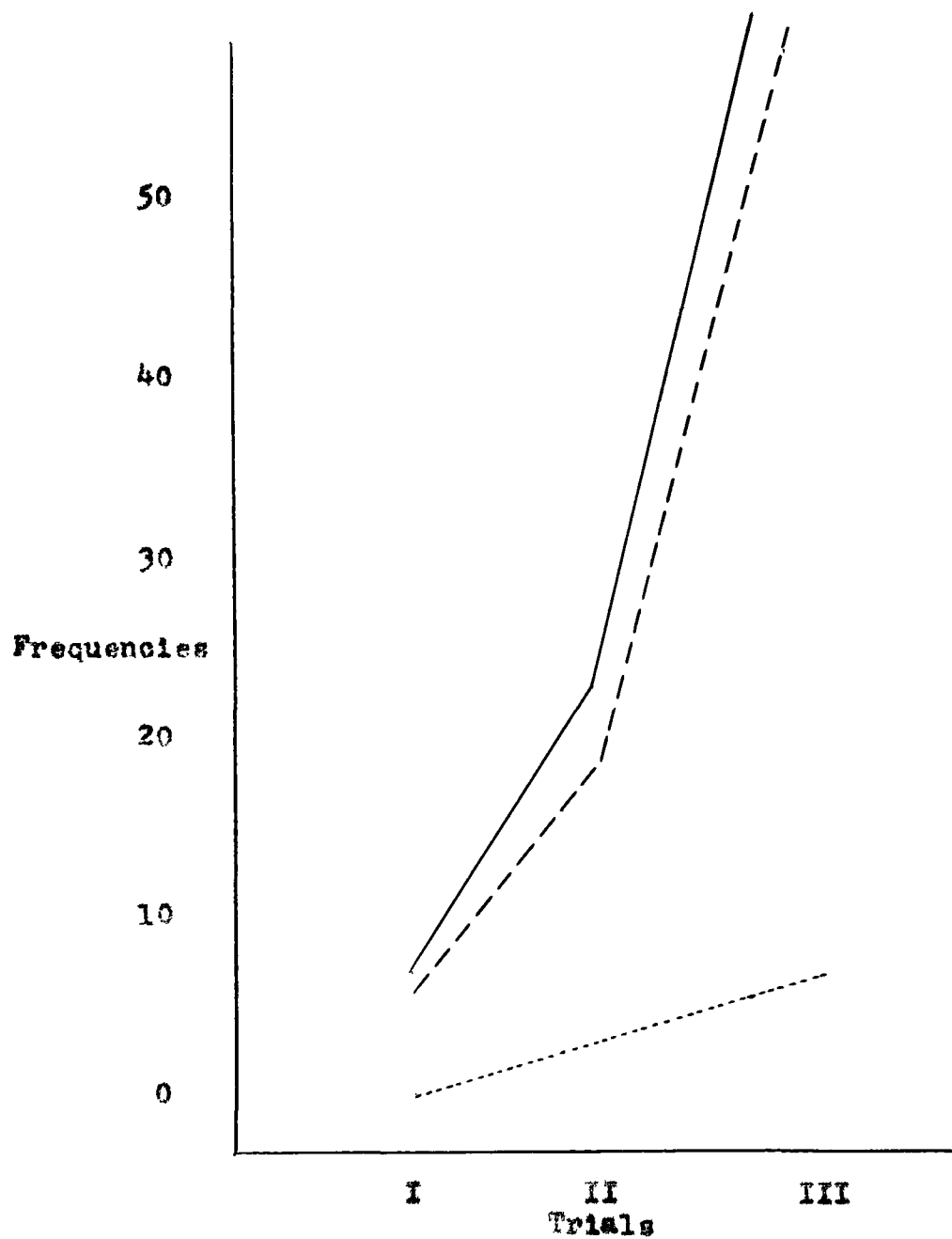


Figure 2.- Trend of aggressive phantasy responses of the thirty Negro subjects.

————— Total
- - - - - Boys
..... Girls

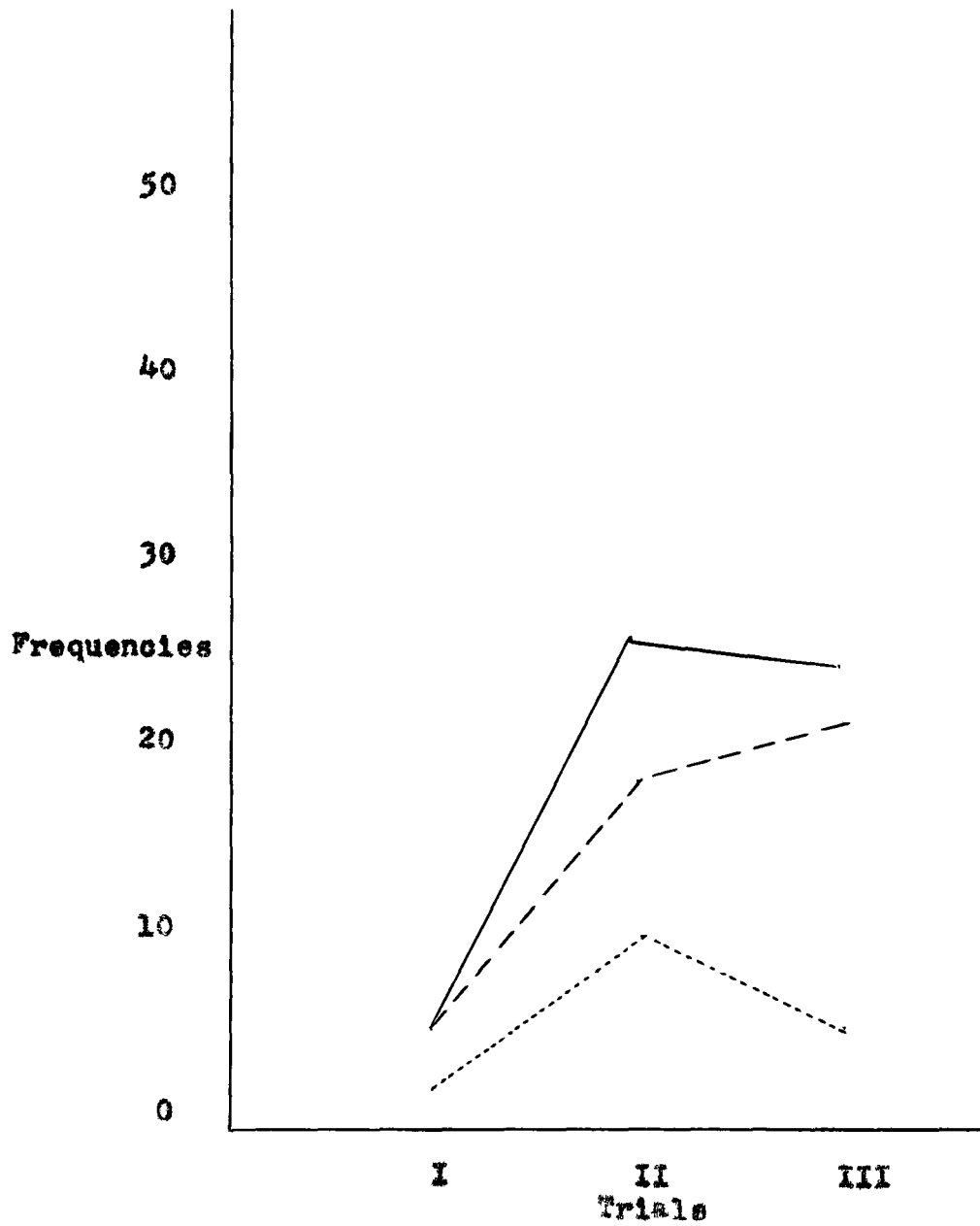


Figure 3.- Trend of aggressive phantasy responses of the thirty white subjects.

———— Total
----- Boys
..... Girls

his neighbors. However, if the child's environment is such that he has no opportunity to accept or reject a neighbor of another race, his experience may be directed to playthings.

In view of these hypotheses, the next analyses were made. That is to say, the conspicuous projections of the first grade children were compared with the conspicuous fantasies of the second and third grade children. The tabular data was then taken from trial II when the children were playing with dolls representing the race other than their own. The raw frequencies are presented in Figure 4 for the Negro children while Figure 5 illustrates the response of the white toward the colored dolls.

The comparisons found show a trend toward more affection among the Negroes of the second grade toward the white dolls, while their rejection is correspondingly lower among the second grade Negro children. A similar ratio was likewise evident for the affection and rejection subthemes projected by the white children. While on the other hand, grade three for both groups showed an atypical trend, however, when comparing affection to rejection, the former remained markedly higher. Although these findings were not statistically significant, their implications were illustrated by Allers⁷ when he wrote:

⁷Rudolph Allers, op. cit., p. 122-123.

As the moral goal of the will to power, when rightly directed, is self-preservation, the development of the sense of personal value, and the complete realization of himself by the individual, so the moral goal of the will to community is love, love of one's neighbour and every other kind of love; for, without presupposing this, love, sacrifice, and open-heartedness cannot exist. The close reciprocal interconnection and interaction of these two primal or fundamental tendencies of human nature are obvious. Neither can develop properly independently of the other. If a man were wholly absorbed into the community he would lose himself, his individual value and his identity; finally, he would no longer be able to expend himself for the community, because in fact he would cease to exist. In thus losing his value as an individual, he would become incapable of loving his neighbour; for "thou shalt love thy neighbour as thyself." On the other hand, equally, a movement of the will to power in the direction of moral and cultural goals is rendered impossible - likewise any possible achievement - unless a person's will to community is given full scope.

In a report of previous studies and his own investigation, Bach⁸ has shown that children with a higher index of brightness score tend to have greater interest in dramatic play. Kelly and Kelly⁹ have also stated that near the end of the primary school period the child's previous interests in play actions which involve imagination and phantasy are still very evident. They also pointed out that reading interests and vocabulary show a rapid increase. The

⁸George A. Bach, op. cit., 111-69 p.

⁹William A. Kelly and Margaret Reuther Kelly, op. cit., p. 159-169.

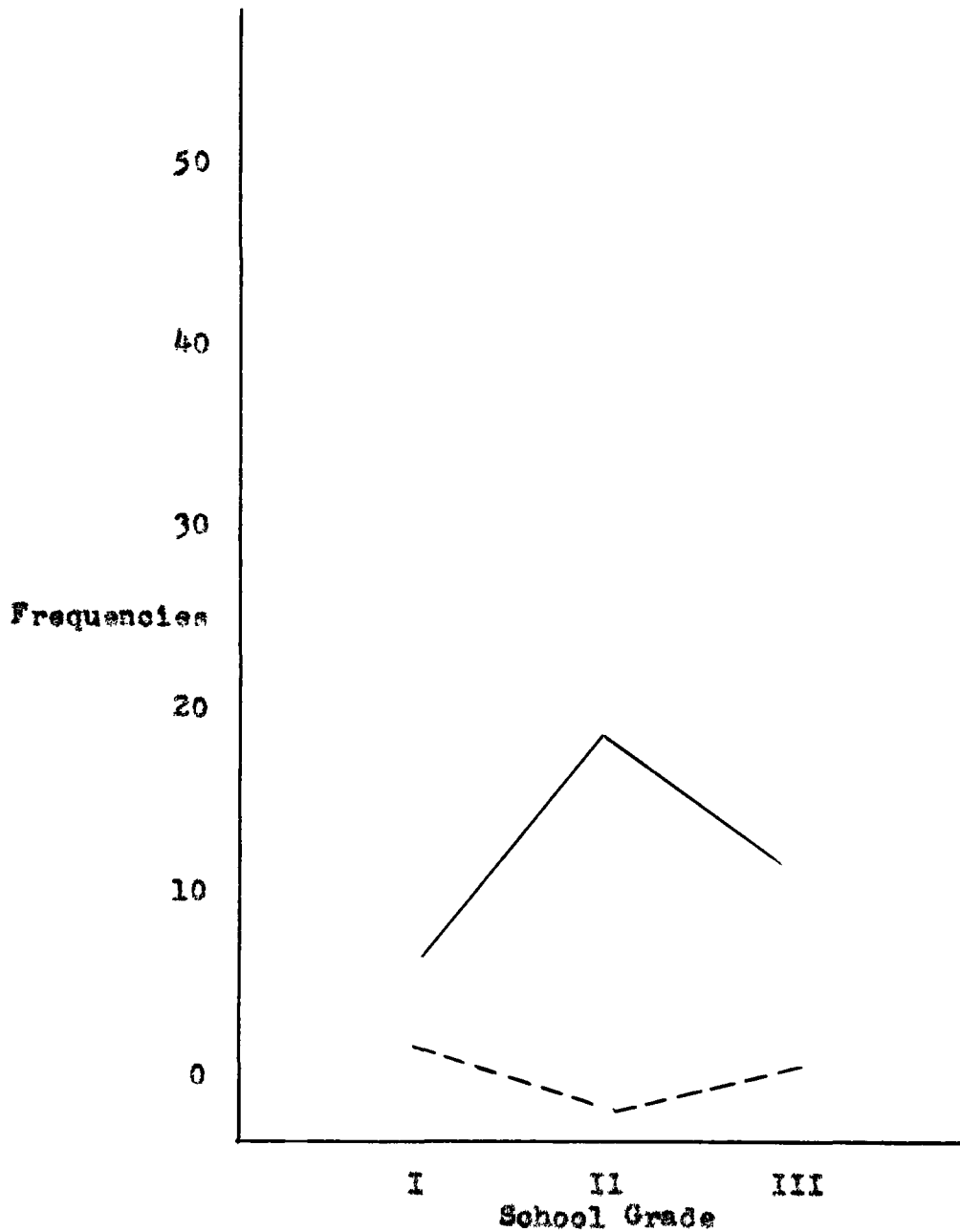


Figure 4.- Trend of conspicuous phantasy responses of the Negro subjects on Trial II.

———— Affection
----- Rejection

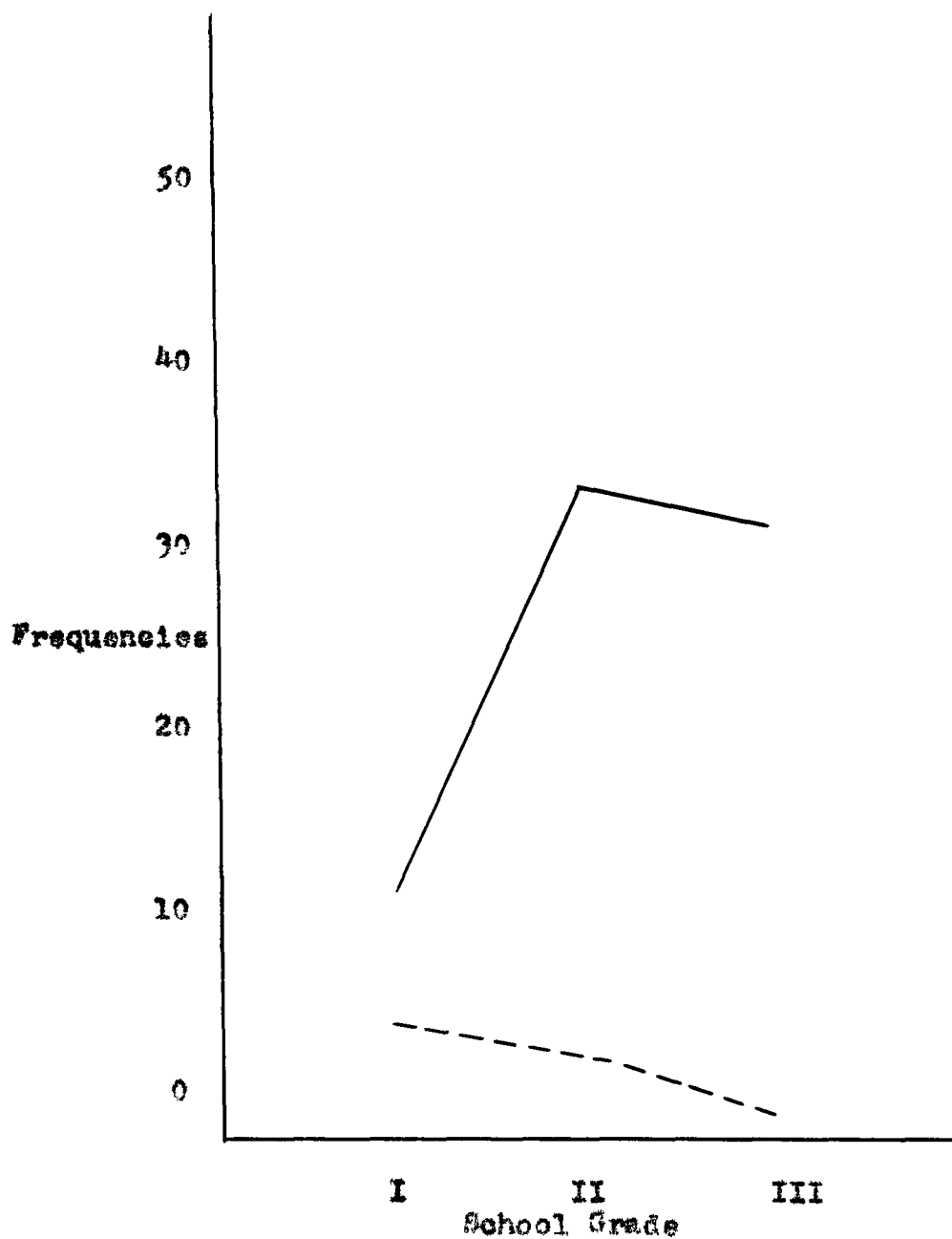


Figure 5.- Trend of conspicuous phantasy responses of the white subjects on Trial II.

———— Affection
 - - - - Rejection

phantasy syndromes of the older child also appear greater on the Thematic Apperception Test according to Sanford.¹⁰

The present research then made a comparison between the intellectual ability and phantasy productions of the children. The mean scores of the stereotyped responses produced by the brighter children were compared with the productions of the less bright children and treated as an uncorrelated sample. Seven Negro children, three boys and four girls made up the group with I. Q.'s above 110 on the Good-enough Scale. This group gave evidence of an average I. Q. score of 116.1, with a range of from 110 to 128. Their stereotyped phantasies were compared with seven Negro children, five boys and two girls whose average I. Q. was 88.7, with a range of 76 to 99. The subsequent comparison made between the white groups consisted of three boys and four girls for both the subgroups with high and low intelligence test scores. The average I. Q. for the brighter white group was 132.6, with a range of from 118 to 143, as compared to the lower group with an I. Q. of 89.7, with a range of 76 to 99. The results of these analyses are presented in Table VIII, which follows. The comparisons were found to be statistically significant at the 2% and 1% levels of confidence in spite of the fact that they were made within but twelve degrees of freedom.

¹⁰M. Nevitt Sanford, "Personality Patterns in School Children" in Child Behavior and Development, New York, McGraw-Hill, 1943, p. 567-589.

Table VIII.- Intraracial developmental comparisons among fourteen subjects from each race with respect to I. Q. and number of stereotype phantasies.

Subjects	I. Q. above 110		I. Q. below 100		Diff.	t l.o.o.
	Mean	S. D.	Mean	S. D.		
Negro	209.5	54.7	143.0	28.5	66.5	2%
White	199.8	23.7	146.1	18.0	53.7	1%

III.- Intraracial Individual Differences

The frequency distribution of several categories has been offered as various points of view for comparable studies. The range, mean, standard deviation, total, and percent of the stereotyped and nonstereotyped categories are presented in Tables IX and X for the Negro and white children, respectively. The raw frequencies which make up the phantasy responses reveal variations among the subject, in the relative quantities of projections. In view of the fact that individual differences do exist among all human beings, caution must be taken not to interpret these differences as being marked from one child to the other. It is a known fact that children possess more similarities than differences, more common traits than distinctive characteristics. Practical implications are suggested when the causes of individual differences are believed to be heredity, environment, training, and effort of will.¹¹ Although the relative importance of each of these factors is not known, the last three can nevertheless be improved by the parent or teacher.

Leading educators have pointed out from time to time that a wholesome environment and training could make a child function more near his potentiality. It has also been shown

¹¹William A. Kelly and Margaret Reuther Kelly, op. cit., p. 18-37.

that variations among children because of their training include variations in morals, attitudes towards others, habits, ideals and interests. It is with these practical thoughts in mind that the following analyses were made.

Examination of Tables IX and X shows that the range of stereotyped responses for the Negro children was 78 to 291, while on the other hand, the fewest phantasies produced by the white children were 90, and 326 were the highest. The relationship of stereotyped phantasies to nonstereotyped phantasies was considerably different from child to child.

It is interesting to note that of the grand total of phantasies, 93.2% were of the stereotyped category for the Negro children, while the whites projected 91.8% stereotyped. It is also interesting to observe the differences with respect to the location of the thematic actions. The room which both groups of children used most for their phantasies was the living room. The fewest phantasies involved the kitchen for the Negroes and the bathroom for the whites. These quantitative results may be indices of reality or possibly the fact that some rooms were more conveniently within reach of the child than others. Although all were within the reach of the child, some were relatively more difficult in which to maintain doll action. However slight this variable may be, it

Table IX.- Frequencies of three 10-minute doll play trials with thirty Negro primary school children.

Categories	Range		Mean	S.D.	Total	
	Low	High			No.	%
Stereotype	78	291	161.4	46.1	4842	100.0
Location						
Bedroom	11	45	23.3	8.4	699	14.4
Bedroom 1	10	39	23.0	7.2	690	14.2
Dining Room	2	49	26.6	12.6	799	16.5
Kitchen	3	59	18.4	10.2	522	11.4
Living Room	13	82	35.1	14.5	1054	21.7
Bath Room	5	40	20.9	8.8	627	12.9
Other	0	72	14.0	14.6	421	8.6
Nonstereotype	0	32	11.7	8.5	351	100.0
Concupiscible						
Affection	0	12	3.4	3.4	102	29.0
Rejection	0	6	0.7	1.4	22	6.2
Irrascible						
Frustration	0	5	0.3	1.0	11	3.1
Aggression	0	16	3.0	4.9	92	26.2
Will						
Ends	0	4	0.3	0.9	9	2.5
Means	0	5	0.9	1.7	27	7.6
Commands	0	10	2.9	3.3	88	25.0

Table A.- Frequencies of three 10-minute doll play trials with thirty white primary school children.

Categories	Range		Mean	S.D.	Total	
	Low	High			No.	%
Stereotype	90	326	185.2	56.0	5556	100.0
Location						
Bedroom	9	58	25.5	10.8	766	13.7
Bedroom 1	11	64	27.4	11.7	822	14.7
Dining Room	13	102	35.5	16.8	1067	19.2
Kitchen	4	51	19.5	9.3	585	10.5
Living Room	21	92	45.6	18.0	1368	24.6
Bath Room	0	36	18.0	9.4	541	9.7
Other	0	49	13.5	12.5	407	7.3
Nonstereotype	0	42	16.5	10.5	496	8.1
Concupiscible						
Affection	0	27	6.0	6.2	208	41.9
Rejection	0	6	0.6	1.6	18	3.6
Irascible						
Frustration	0	6	0.5	1.3	17	3.4
Aggression	0	18	1.6	3.5	50	10.0
Will						
Ends	0	12	0.5	2.1	16	3.2
Means	0	11	1.2	2.5	37	7.4
Commands	0	18	5.0	4.0	150	30.2

nevertheless existed. The average Negro child produced 161.4 stereotyped responses and 11.7 nonstereotyped responses. This ratio for the white child was 185.2 to 16.5 phantasies. The conspicuous phantasies of affection and rejection were found to be 29% and 6.2%, respectively, of the nonstereotyped responses for the Negro children. The white ratio on the conspicuous subtheme was 41.9% to 3.6% of the nonstereotyped responses. The irascible ratio for the Negro children was 3.1% frustration and 26.2% aggression. Irascibility among the white children produced a ratio of 3.4% to 10% for the frustration aggression subthemes of the total nonstereotyped responses. On the other hand, the elicited acts of the will which were means in themselves showed a percentage of 2.5, 7.6, and 25 for the ends, means and commands of the Negro children. With respect to the will category, the whites manifested percentages of 3.2 for the ends, 7.4 for the means, and 30.2 for the commands.

Concerning stereotyped actions, the mother doll was elaborated most frequently by both the Negro and white children. The two groups also included the father doll least often in their phantasies. The range, mean, standard deviation, number of percentage in which each of the dolls were involved are given in Tables XI and XII for the Negro and white children, respectively.

Table XI.- Elaboration of the colored dolls by the thirty Negro primary school children.

Dolls	Range		Mean	S.D.	Grand Total	
	Low	High			No.	%
Father	9	32	18.7	5.0	563	24.1
Mother	9	47	20.5	8.4	615	26.4
Boy	8	41	19.2	7.2	576	24.7
Girl	8	39	19.1	7.4	573	24.6

Table XII.- Elaboration of the white dolls by the thirty white primary school children.

Dolls	Range		Mean	S. D.	Grand Total	
	Low	High			No.	%
Father	9	39	19.8	8.2	594	21.7
Mother	11	49	25.1	9.0	753	27.6
Boy	9	41	23.1	7.8	695	25.4
Girl	8	41	22.8	8.8	686	25.1

Practical applications of this analysis are evident when an individual case reveals something statistically significant in the involvement of any one of the dolls which may depict a real life situation for the child. That is to say, if the father doll appeared in far less phantasies of the child than any other doll, this parent may be advised that the child's total development may require more attention from that particular parent.

Although the following are not thematic responses, they are, nevertheless, important to the doll play investigator. A brief discussion concerning emotional involvement, freedom of inhibition, group action, nonthematic and unclassifiable responses of the children follows.

With respect to the degree of emotional involvement on ninety trials, the Negro children were rated to be detached on 28 occasions, somewhat involved 20 times, at the midground level on 20 occasions, involved 15 times, and deeply involved on 4 occasions. On this same rating scale the white children were detached 6 times, somewhat involved on 22 trials, midground on 18 occasions, involved 28 times, and on 16 occasions deeply involved.

Concerning inhibition for thirty complete sessions, the Negro children were rated 2, 10, 6, 3, and 3, respectively, for the five scales of inhibition, while the white children showed ratings of 3, 5, 8, 9, and 5 on the thirty complete sessions.

Insofar as the group action was concerned, the Negro children showed an individual range from one group act per three trials up to twenty-eight group actions. The average number of group acts for the Negro child was 13.8, with a standard deviation of 5.8, and a grand total of 416 group acts. On the other hand, the white children produced as little as eight group acts, and as high as twenty-five with a mean of 17.2, and a standard deviation of 5.6, and a grand total of 517. Analysis of the unclassified responses was not significant with the individual range of from one percent up to a high of sixteen percent. However, in the initial stages of recording, more unclassified responses were evident, but after studying the verbatim comments of the subjects, these phantasies were appropriately tabulated.

The present research was an attempt to achieve the following aims:

1. To design and standardize a projective doll play technique for studying family phantasies of Negro primary school children from a Thematic point of view.

2. To design and standardize a projective doll play technique for studying family phantasies of white primary school children from a Thematic point of view.

3. To isolate, if possible, psychological factors which may contribute to the development of the children's phantasies.

A modification of a previously standardized doll play technique was made to include a colored doll family and a doll house that resembled an actual home setting. Following the initial instigation of the subject, the technique made use of from one to four anxiety reinforcing or anxiety reducing stimulations. The principle purpose of the technique was to elicit social phantasies within a preordained thematic setting. The method of recording the subject's response was quantitative, and reliability was established by agreement between two independent examiners.

The validity of the method was determined by the development of an inquiry which was presented to the child immediately following the doll play period. The factor of temporal validity was very carefully considered in this

respect. The value of this approach lies in the fact that doll play investigators may be able to determine the validity for each and every subject by comparing the doll play phantasies of the child with the child's responses to the inquiry.

Intraracial comparisons were then selected for statistical analyses. Examples of some of these comparisons follow:

1. Sex differences among the Negro children.
2. Sex differences among the white children.
3. Developmental factors among the Negro children.
4. Developmental factors among the white children.
5. Individual differences among the Negro children.
6. Individual differences among the white children.

The most significant results of the analyses were:

1. Marked differences in the type, location and number of phantasies existed between the sexes. The girls manifested more stereotyped acts than the boys and produced more affection responses, while on the other hand, the boys projected more aggression and less commands.

2. Trends, as well as significant differences, were evident at various developmental stages. The older children generally showed a trend toward more affection and rejection. The brighter children produced significantly more stereotyped phantasies than those achieving a lower intelligence test score.

3. Individual differences were also found; however, a greater number of similarities appeared to be present.

Finally, the children's themes were elaborated more frequently around the mother doll and least frequently around the father figure. Practical applications of this analysis are evident when an individual case is found to be expressing a true-to-life home situation.

The results found suggested the following general conclusions:

The family phantasies of children from different racial groups may be elicited by projective doll play. The phantasies may also be quantified and analyzed objectively.

The fact that various family phantasies could be recognized and measured suggests the possibility that projective doll play techniques may be an additional device for the investigation of child development and racial relations.

From the viewpoint of theory, it is of utmost significance that sex differences, developmental factors and individual differences within a racial group could be studied objectively from the principles and concepts of Thomistic psychology.

Abt, Lawrence E., and Leopold Bellak, "Editors", Projective Psychology, Clinical Approaches to the Total Personality, New York, Knopf, 1950, p. 33-66.

This recent publication described in a general way the theory of projection. It was upon this back ground that the majority of projective doll play techniques were founded.

Allers, Rudolph, The Psychology of Character, New York, Sheed & Ward, 1943, v-383 p.

This author applied to modern psychology a philosophy based upon true values and the Thomistic concept of the psycho-physical unity of man.

Ammons, R. B., "Reactions in a Projective Doll-Play Interview of White Males Two to Six Years of Age to Differences in Skin Color and Facial Features", in The Journal of Genetic Psychology, Vol. 76, issue of Jun- 1950, p. 323-341.

In one of the few studies employing a doll play technique to investigate development of differences between racial groups, the author reported significant reliability of the method employed. The procedure used was a modified doll play technique referred to as the doll play interview.

Ammons, R. B. and H. S. Ammons, "Parent Preferences in Young Children's Doll-Play Interviews". in The Journal of Abnormal and Social Psychology, Vol. 44, No. 4, issue of October 1949, p. 490-505.

Normal boys and girls at the preschool level were interviewed concerning their preference during free play and during doll play. Reliability between the observers was nearly perfect, however, the children's preferences changed considerably within two weeks. The authors revealed that the verbal preference of the child agreed only 50% with the unconscious preference shown during doll play. The most significant result of this study concerned the temporal validity of doll play and the doll play interview which was a problem of method rather than the type of materials used.

Bach, George R., "Father-Fantasies and Father-Typing in Father-Separated Children", in Child Development, Vol. 17, Nos. 1-2, issue of March-June 1946, p. 63-80.

The author presented the doll play theme to forty children 6 to 10 years of age. Significant differences were found between the children coming from the father-absent home as compared to those in which the father was present in the home.

-----, "Young Children's Play Fantasies," in the Psychological Monographs, Vol. 59, No. 2, issue of 1945, 111-69 p.

This was the first in a series of four empirical studies of doll play inaugurated under the directions of Robert R. Sears at the Iowa Child Welfare Station. The objective was to develop a quantitative doll play method for the study of experimentally induced phantasies of preschool children. This goal was achieved by a detailed standardized introduction of each child to the play materials.

Bach, George R. and Gloria Bremer, "Projective Father Fantasies of Pre-Adolescent Delinquent Children", in The Journal of Psychology, Vol. 24, No. 1, issue of July 1947, p. 3-17.

These authors attempted to clarify theories of criminality-causation by administering the standardized projective doll play technique to a group of prepsychopathic delinquent children seven to ten years of age. A most significant feature of this study was the fact that the doll play technique was applied to children at the primary and elementary grade levels, whereas previous research dealt mainly with children at the preschool age.

Baruch, D. W., "Aggression During Doll Play in a Preschool", in The American Journal of Orthopsychiatry, Vol. 11, No. 2, issue of April 1941, p. 252-260.

This was one of the first quantitative studies of doll play. The findings revealed the significance of aggression which was applied to help student teachers develop new attitudes concerning the child.

Reckham, A. F., "Albinism in Negro Children", in The Journal of Genetic Psychology, Vol. 69, issue of December 1946, p. 199-215.

This was a unique study in which the investigator examined fourteen boys and twenty-eight girls, all albino Negroes. He concluded that many of these children early in life developed a feeling of insecurity in their home and in their communities, due to the fact they were discriminated against. However, no significant difference in intelligence was found between the albino and his siblings.

Bell, John Elderkin, Projective Techniques, A Dynamic Approach to the Study of the Personality, New York, Longmans, Green, 1948, p. 347-467.

According to Bell, play is and will probably remain the most effective projective technique designed to study the personality of children. He divided the investigations of personality with play into descriptive and technical studies and defined clearly the objectives of each method. A significant historical survey was also given which evaluated various studies from both points of view.

Bittle, Celestine W., The Whole Man, Milwaukee, Bruce, 1945, p. 246-247.

A clear distinction between the concupiscible and irascible concepts was made by this author. These terms were two of the major nonstereotyped categories used in this research.

Bruce, W., "Factors Affecting Intelligence Test Performance of Whites and Negroes in the Rural South", in Archives of Psychology, No. 252, issue of July 1940, 99 p.

This writer held the opinion that there was an inherent difference between Negro and white groups which he studied. However, statistical analysis failed to support this inclination. The results of a battery of tests administered to 521 white children and 432 colored children, ages 6 to 12.9 years, living in the same county in the State of Virginia, showed that the Negro and white children were both below the mean score for the nation and the Negro children inferior to the whites.

Canady, Herman G., "The Psychology of the Negro", in The Encyclopedia of Psychology, New York, The Philosophical Library, 1946, p. 407-416.

This is a brief but excellent summarization of empirical investigations concerning the Negro. The author revealed some of the difficulties which were inherent in the evaluation of psychological studies of the Negro and other ethnic groups by means of today's techniques. He pointed out that the studies would be meaningless until certain factors are properly controlled. He concluded by assuming that all races possessed equal psychological characteristics.

Conn, Jacob H., "The Play-Interview as an Investigative and Therapeutic Procedure", in The Nervous Child, Vol. 7, No. 3, issue of July 1948, p. 257-286.

According to this author, the play interview permitted the child to express himself in such a manner that the doll was considered responsible for the expressions.

-----, "The Play-Interview, "A Method of Studying Children's Attitudes", in The American Journal of Diseases of Children, Vol. 58, No. 6, issue of December 1939, p. 1199-1214.

This research was primarily concerned with a qualitative description of thematic play.

Contra Gentiles, Book III, Chapters 122-123.

Writing many centuries ago, Thomas Aquinas clearly anticipated the role of the parents in the home. Present day empirical studies added to the support of this great early philosopher.

Cooper, John N., "Postulates", in Interracial Review. A Journal for Christian Democracy, issue of June 1951, p. 81.

This author said, "From the evidence on hand today we cannot scientifically prove that the Nordic or the Negro is superior or inferior one to the other!"

Corrigan, Joseph W. and G. Barry J'Bole, "Editors", Race: Nation: Person. Social Aspects of the Race Problem, New York, Barnes & Noble, 1944, v-436 p.

This significant symposium volume has been written by a number of outstanding authorities from several fields. It was comprised of ten monographs which had a wide range of racial issues.

Cox, C.C., "The Racial Theories of Robert E. Parke and Ruth Benedict", in The Journal of Negro Education, Vol. 13, No. 4, issue of October 1944, p. 452-463.

In a critique of the racial theories of Parke and Benedict, the author pointed out that the former's teleological method was ambiguous and inconsistent. The present day notion that race bigotry may have been developed by early associations was considered false. Other theories were also challenged, and the fact was pointed out that Benedict showed a wane of racial antagonism as a recent development; however, she was indifferent to the materialistic and economic basis for it.

Daniel, Robert T., "Basic Considerations for Valid Interpretations of Experimental Studies Pertaining to Racial Differences", in The Journal of Educational Psychology, Vol. 23, No. 1, issue of January 1932, p. 15-27.

A check list of sixteen questions was formulated which the author believed should be answered positively to give valid interpretations to the studies of differences among races. Significant conclusions were then made in view of this all inclusive criteria.

Davenport, C. B., "Do Races Differ in Mental Capacity?" in Human Biology, V l. 1, No. 1, issue of January 1929, p. 70-89.

This author reported marked distinctions in the intellectual resources of different races. He assumed that anatomical factors such as the sense organs and nervous system of the two races were different. Therefore, he concluded that sensory and intellectual variations of a similar class as physical differences do exist between the races.

Dearborn, Walter F. and Howard H. Long, "The Physical and Mental Abilities of the American Negro, A Critical Summary", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 530-547.

These authors modified Garth's formula by including an "O" factor which designates objectivity or freedom from racial bias.

Despert, J. Louise, "A Method for the Study of Personality Reactions in Preschool-aged Children by Means of Analysis of Their Play", in The Journal of Psychology, Vol. 9, No. 1, issue of January 1940, p. 17-20.

This research was primarily concerned with a qualitative description of thematic play.

Dollard, John et al., Frustration and Aggression, New Haven, Yale University, 1939, 1-209 - .

This book discussed the frustration-aggression hypothesis which served as a frame of reference for the interpretation of several of the projective doll-play studies.

Erikson, Erik Homburger, "Studies in the Interpretation of Play: I. Clinical Observation of Play Disruption in Young Children", in the Genetic Psychology Monographs, Vol. 22, No. 4, issue of 1940, 557-671 p.

This investigator described a method of doll play in which emphasis was placed upon the manner in which the child organized the materials.

Estabrooks, G. W., "That Question of Racial Inferiority", in The American Anthropologist, Vol. 30, issue of July 1928, p. 470-475.

Following an interview of leading anthropologists concerning the findings of psychological investigations of intelligence between racial groups, the author concluded that no marked variations could be found establishing intellectual superiority or inferiority for one race or another.

Ford, R. W., "Techniques for Scaling Experiences: A Study of White Negro Contacts", in The University of Pittsburgh Bulletin, Vol. 37, No. 3, issue of March 1941, p. 113-122.

This author employed the Thurstone and Likert scales to measure experiences which individuals may have had with Negroes. His evaluation of the techniques showed them to be discriminatory, reliable and valid in terms of a separated criteria with the Likert method preferred.

Frank, Lawrence K., Projective Methods, Springfield, Thomas, 1948, v-86 p.

In a distinctive theoretical discussion of projective techniques, the author described the plan and purpose of such methods in a most clear and meaningful manner.

Freud, Anna, "Introduction to the Technique of Child Analysis", in Nervous and Mental Disease Monographs, No. 48, issue of 1928, 59 p., translated by L. P. Clark.

This author introduced the psychoanalytic interpretation of doll play in a clinical manner.

Garrett, Henry E., "'Facts' and 'Interpretations' Regarding Race Differences", in Science, Vol. 101, No. 2625, issue of April 20, 1945, p. 404-406.

This author collected the results of the Army Alpha and Beta Tests to show that differences in the test results between Negroes and whites do exist. The author stated that regardless of how the interpretations were made, the facts remained that differences were still evident.

-----, "Negro-White Differences in Mental Ability in the United States", in The Scientific Monthly, Vol. 65, No. 4, issue of October 1947, p. 329-333.

Garrett emphasized the consistency of the lower scores made by the Negroes on tests of mental ability from babyhood to adulthood. He questioned the explanation that environment could possibly explain all of the differences found.

Garth, Thomas H., "The Problem of Race Psychology, A General Statement", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 319-327.

The problems of investigating differences among racial groups were discussed from sixteen points of view by this author, with emphasis upon open-mindedness.

-----, Race Psychology, A Study of Racial Mental Differences, New York, McGraw-Hill, 1931, 256 p.

This researcher presented a formula for investigating differences among racial groups. Valuable insights into methodological problems were given by Garth's proposition.

Glenn, Paul J., Psychology, A Class Manual in the Philosophy of Organic and Rational Life, St. Louis, Herder, 1936, p. 337-379.

By the pure act of reasoning this author revealed the act of willing or volition. This fact is most important to the present doll play research because the exercise of the will was included among the non-stereotyped responses.

Goodenough, Florence L., "Racial Differences in the Intelligence of School Children", in The Journal of Experimental Psychology, Vol. 9, No. 5, issue of October 1926, p. 388-397.

This author administered the Goodenough Intelligence Scale to 2,457 Negro and white public school children from California, Tennessee, and Louisiana. Her sample appeared adequate, however, was not properly matched for intraracial differences.

Guilford, J. P., "Racial Preferences of a Thousand American University Students", in The Journal of Social Psychology, Vol. 2, No. 2, issue of May 1931, p. 179-204.

This was one of the earliest studies designed to determine racial preference among college students. Of interest was the paired comparison method which was subsequently applied to children.

Harms, Ernest, "Children's Play and Abnormal Behavior", in The Nervous Child, Vol. 7, No. 3, issue of July 1948, p. 229-232.

In this brief but interesting critique the author pointed out that American investigations of play have been chiefly concerned with psychoanalytic methods, ignoring many scientific studies and theoretical contributions of European scholars. He recommended that investigators of play become acquainted with the works of Groos, Prinzhorn, Piaget, Rein, and other leaders from various European schools.

Henry, J., and Z. Henry, "Doll Play of Pilagá Indian Children", in Research Monographs of the American Orthopsychiatric Association, No. 4, issue of 1944, xiii-133 p.

These authors modified Levy's amputation doll play method and applied it to twenty-four children of a tribe of South American Indians. They found that sibling rivalry patterns were similar to those revealed in North American whites, however, with very little feeling of guilt or self-punishment in the Indian culture. The authors emphasized the importance of knowledge of the tribe's culture and language before interpretation of experimental data was made.

Herskovits, Melville J., The American Negro, New York, Knopf, 1928, xiv-92 p.

This interesting publication revealed that only 20% of the American Negroes are racially pure. The author employed a geneological inquiry to show that the majority of the American Negroes were a combination of white and Indian blood. He concluded that the American Negroes were a racial group, and not a race.

-----, "A Critical Discussion of the 'Bulatto Hypothesis'", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 389-402.

The problem of studying racial groups was discussed from a genetic point of view. Evidence was cited to show that pure-breeding does not necessarily result in high endowments.

-----, "On 'Racial' Differences", in Science, Vol. 101, No. 2617, issue of February 23, 1945, p. 200.

This study emphasized the distinction between differences which are racial and those which are social. The author showed that any amount of Negro blood would place an individual in the Negro group; therefore, investigations of racial differences of innate characteristics should examine groups of different races and not emphasize racial differences where the evaluation was primarily one of degree rather than kind.

-----, "Problem Method and Theories of Afro-american Study", in Afroamerica, Vol. 1, No. 1, issue of January-July 1945, p. 5-24.

This was an interesting survey of methods employed in the investigation of race. The author began by defining the field and noting the limitations. He then discussed conceptions of methodology and completed his report by evaluating several theories which helped initiate and interpret the research.

Hollenberg, Eleanor and Margaret Perry, "Some Antecedents of Aggression and Effects of Frustration in Doll Play", in The Journal of Personality, Vol. 1, No. 1, issue of January 1951, p. 32-43.

This research was based upon two projects which were concerned with the effects of home frustration, home and experimental punishment and experimental permissiveness on the frequency and aggressiveness of intensive doll play behavior of fifty-three nursery school children. The chief purpose of this study was to evaluate several hypotheses concerning the antecedents of the frequency and intensity of doll play aggression. Significant findings were revealed and discussed within a specific theoretical framework.

Horowitz, Eugene L., "The Development of Attitudes Toward the Negro", in Readings in Social Psychology, New York, Holt, 1947, p. 507-517, edited by T. S. Newcomb et al.

This study had many ramifications in which the author attempted to investigate the development of attitudes towards Negroes. Many earlier notions concerning attitudes were contradicted by this investigation. The author concluded that white children's attitudes toward the Negro were determined by contact with the prevailing attitude toward the Negro and not due to contact with the Negro. He also revealed that there were very little differences in the attitudes of northern and southern children concerning the Negro.

Howe, Ruth, "White Boy", in Childhood Education, Vol. 25, No. 8, issue of April 1949, p. 368-369.

This was a brief article which described the manner in which a group of six year old colored children reacted to a white boy among them. The children accepted the white boy into their group after several days of curiosity, discussion and examination.

Jenkins, W.D., "The Mental Ability of the American Negro", in The Journal of Negro Education, Vol. 8, no. 3, issue of July 1939, p. 511-521.

Following a critical summary of the methodology employed in the study of the intellectual differences among Negroes and whites, this author made interracial and intrarace comparisons and preferred the latter.

Jennings, H. S. et al., Scientific aspects of the Race Problem, Washington, The Catholic University of America, 1941, v-302 p.

This volume was an integrated account of the most recent information from anthropology, psychology and sociology related to racial problems.

Johnson, Charles D., and Horace N. Bond, "The Investigation of Racial Differences Prior to 1910", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 328-339.

These authors made a brief historical survey of the research concerning differences among racial groups prior to 1910. They concluded that the area of race psychology was most inclusive, however, many previous investigations were poorly designed and completed.

Kanner, Leo, "Play Investigations and Play Treatment of Children's Behavior Disorders", in The Journal of Pediatrics, Vol. 17, No. 4, issue of October 1940, p. 533-546.

According to this report, most of the early studies dealing with doll play contributed a considerable amount of clinical material. However, an objective evaluation of these studies was difficult because hypothetical conclusions and scientific descriptions were not clearly differentiated, and due to poor sampling, incomplete reports and lack of standardized doll play methods.

Kelly, William A., and Margaret Neuther Kelly, Introductory Child Psychology, Milwaukee, Bruce, 1938, ix-413 p.

A significant discussion of the importance of the home as an agency which influenced development and growth of the child was given by these authors.

Kircher, Clara J., Character Formation Through Books: A Bibliography, Washington, The Catholic University of America, 1945, 3-85 p.

A list of books has been prepared by this author for school children of all grades and covering various topics. Ideals and principles of better understanding of other groups, tolerance, humility, etc., may be introduced to the child by suggesting certain readings. For example, stimulating the Junior high school student to read the book Dr. George Washington Carver, Scientist.

Klein, Melanie, The Psychoanalysis of Children, London, Hogarth, 1932, 393 p.

The author interpreted the play of neurotic children. Her method of interpretation was clinical and required further experimentation to validate. A significant observation was revealed by Mrs. Klein when she described frustration as a form of punishment for the preschool child. However, the validity of her deep analysis of the infant needs to be demonstrated.

Klineberg, Otto, "Mental Testing of Racial and National Groups", in Scientific Aspects of the Race Problem, Washington, The Catholic University of America, 1941, p. 252-294.

This was a most comprehensive survey of mental testing of individuals from different races. Five factors were evaluated concerning intelligence testing results; that is motivation, rapport, language, socioeconomic status and schooling. Separate sections were devoted to cultural influences and interpretations of test results, the factor of sampling and intelligence of hybrids, the problem of maturation, the range of abilities, and the effect of environmental change. The author showed that an amalgamation of heredity and environment was the determinant factor of individual differences on the tests. He offered no proof of the role played by heredity upon group differences.

-----, Race Differences, New York, Harper, 1935, 1x-367 p.

This comprehensive text book reviewed the biological, psychological and cultural aspects of the problem among different groups. The author concluded that the differences found were possibly determined by environment, especially changes in culture.

Klopfer, Bruno and Douglas McGlashan Kelley, The Rorschach Technique. A Manual for a Projective Method of Personality Diagnosis, New York, World, 1946, p. 40-51.

Some of the principles of the Rorschach inquiry were employed by the modified doll play technique to determine validity.

Knox, Ellis O., "The Negro as a Subject of University Research in 1937", in The Journal of Negro Education, Vol. 7, No. 2, issue of April 1938, p. 172-179.

This brief article revealed the essential information concerning the methodology employed by graduate students dealing with studies of the Negro race which were completed in American universities during the past year.

-----, "The Negro as a Subject of University Research in 1944", in The Journal of Negro Education, Vol. 14, No. 1, issue of December 1945, p. 182-196.

This was the thirteenth in a series of articles published each year discussing graduate theses concerning the Negro. The author reported a decrease of 28.94% in dissertations which were accepted by universities since the preceding year.

Krech, David and Richard S. Crutchfield, Theory and Problems of Social Psychology, New York, McGraw-Hill, 1948, p. 149-174, 265-272.

According to these authors the study of attitudes was accepted by many as the principle problem of social psychology. They distinguished between attitude and belief and discussed motivational factors in the development of beliefs and attitudes. In a comprehensive chapter the authors discussed the problems of measurement of beliefs and attitudes from six points of view, namely, theory, scales, ratings, indirect methods, various characteristics, reliability and validity.

Lerner, V., and L. R. Murphy, "Methods for the Study of Personality in Young Children", in Monographs for Social Research in Child Development, Vol. 6, No. 4, issue of 1941, 289 p.

This research was primarily concerned with a qualitative description of thematic play.

Lindworsky, Johann, The Training of the Will, Milwaukee, Bruce, 1929, 5-186 p., translated by A. Steiner and E. A. Fitzpatrick.

This author reviewed the experimental studies of the will-act by Ach, Richotte and Drum.

Lyons, Daniel, "The Negro in America", in Inter-racial Review, A Journal for Christian Democracy, issue of November 1951, p. 166-167.

This author showed considerable insight into the problems of differences among racial groups when he wrote, "Any notions of hereditary, physical, moral and racial inferiority are now without foundation. There is a definite time-lag, however, before the findings of science reach the ordinary people. At present, there exists a strange anomaly in America: the general public still has racial prejudices caused by theories which have been proved false long ago. Prejudice cannot continue that way. People always want to be rational."

Feister, D., "Adjustment of Children as Reflected in Play Performance", in The Journal of Genetic Psychology, Vol. 73, issue of September 1948, p. 141-155.

This author attempted to determine the adjustment of children as projected in play performance. He concluded that additional research was needed to amplify a very complex interrelationship which existed between adjustment and maladjustment.

Meltzer, H., "Group Differences in Nationality and Race Preferences of Children", in Econometry, Vol. 2, No. 1, issue of January 1939, p. 86-105.

This author employed a methodology similar to Guilford's. However, he selected school children rather than university students to determine their racial preferences. Results found were very much in agreement with the earlier study.

-----, "Nationality Preferences and Stereotypes of Colored Children", in The Journal of Genetic Psychology, Vol. 54, issue of June 1939, p. 403-424.

A rank order correlation of .60 was found between the racial preferences of Negro and white children. However, this relatively low rank order finding was due chiefly to the fact that the Negro children placed their own race in preference whereas the whites rated the Negro race near to the bottom.

Miller, Neal C., and John Dollard, Social Learning and Imitation, New Haven, Yale University, 1941, vii-341 p.

This book discussed the theories concerning the principles of social learning which served as a frame of reference for several of the projective doll play studies.

Pastore, Nicholas, "A Comment on Psychological 'Differences as Among Races'", in School and Society, Vol. 69, No. 1626, issue of February 1946, p. 136-137.

This author criticized Garrett's interpretation of the army tests. He cited several discrepancies concerning the statistical analysis and various percentages concerning the test scores and the practical conclusions.

-----, "A Fallacy Underlying Garrett's Use of the Data of the Army Alpha and Beta Tests, a Comment", in The Scientific Monthly, Vol. 69, No. 4, issue of October 1949, p. 279-280.

The author discussed the relationship of differences between Negroes and whites found on present day intelligence scales and the interpretation of these differences. He reported that analysis of the relationship between these facts may be drawn, but certainly the relationship of the assumptions of the methods to the findings based on these techniques should be carefully examined before one-sided equivocal interpretations were made.

Fell, C., "Anthropological Differences Between Whites and Negroes", in The Journal of Negro Education, Vol. 8, No. 4, issue of October 1939, p. 688-693.

In a brief discussion of test findings of leading psychologists and anthropologists concerning differences in intelligence between Negroes and whites, the author concluded that these variations are purely artificial and arbitrary.

Peterson, Joseph, "Basic Considerations of Methodology in Race Testing", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 403-410.

This author listed five weaknesses of race testing:

1. Age factor not controlled.
2. The difficulty of securing "fair samplings".
3. The purity of race.
4. Can there be race differences in intelligence?
5. Group vs. individual tests.

-----, "Methods of Investigating Comparative Abilities in Races", in Annals of American Academy of Political and Social Science, Vol. 149, issue of November 1928, p. 178-185.

The author questioned the validity of group testing data in race psychology. He recommended that individual tests be designed and developed specifically for the race being investigated.

Peterson, Joseph and L. H. Lanier, "Studies in the Comparative Abilities of White and Negroes", in The Mental Measurement Monographs, No. 5, issue of February 1929, vi-156 p.

A battery of tests comparing twelve year old white and Negro children revealed results to be relatively unreliable.

Phillips, R., "Doll Play as a Function of the Realism of the Materials and the Length of the Experimental Session", in Child Development, Vol. 16, No. 3, issue of September 1945, p. 123-143.

This study was the second in the Iowa series concerning doll play and was primarily an investigation of method. The researcher compared responses of two types of material - one more realistic than the other. The time of the play period was also varied.

Pintler, M. L., "Doll Play as a Function of Experimenter-Child Interaction and Initial Organization of Materials", in Child Development, Vol. 16, No. 3, issue of September 1945, p. 145-166.

This study was the third of the Iowa series which was designed to examine the following variables:

1. Presentation of the play materials.
2. Experimenter-child interaction.

Results of this investigation showed no significant differences in the amount of exploratory, tangential, and stereotyped thematic play because of the first variable, however, with but two exceptions. More organized play was also evoked by unorganized material. More aggression was evident under the Iowa level experimenter-child interaction when present with organized material while the aggression latency resulted when the experimenter interacted more with the child.

Pintler, Margaret H. et al., "Sex Differences in the Projective Doll Play of Preschool Children", in The Journal of Psychology, Vol. 21, No. 1, issue of January 1946, p. 73-80.

Eighty preschool children were presented with variable experimental conditions with reference to the type of experimenter-child interaction, degree to realism of the play materials, duration of the sessions, and degree of organization of the play materials. Analysis of the results showed significant sex differences in the projective doll play phantasies.

Pintner, R., "Intelligence Differences Between American Negroes and Whites", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 513-518.

This author agreed with Price that a more adequate sample and better standardized tests of intelligence were needed to evaluate intellectual differences among racial groups.

Price, J. St. Clair, "Negro-White Differences in General Intelligence", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 424-452.

In a revision of an earlier monograph this author critically examined research concerning Negro-white differences in intelligence. He cited evidence to show the unreliability of inter-racial comparisons.

Radke, Marian J., and Jean Dutherland, "Children's Conception and Attitudes About Minority and Majority American Groups", in The Journal of Educational Psychology, Vol. 40, No. 7, issue of October 1949, p. 440-468.

The authors interviewed 275 children ranging from the fifth grade through the twelfth. Each child was asked questions about an American, a Jew, and a Negro. In spite of the fact that the children had little or no contact with the minority group, their answers manifested marked stereotypes. Attitudes toward the Jew and Negro were found to be relatively unwholesome in the older children. Results of this study indicated the need for education concerning minority groups, even in relatively homogeneous "American" communities.

Radke, Marian J. and Helen G. Trager, "Children's Perceptions of the Social Roles of Negroes and Whites", in The Journal of Psychology, Vol. 29, No. 1, issue of January 1950, p. 3-33.

Colored and white dolls were given to a group of Negro and white children at the kindergarten and first two primary grades of public schools in Philadelphia. An attempt was made to test these suggestions with respect to their understanding and interpretations of the roles played in society by the Negroes and whites. Differences in the social roles and discrimination in living were portrayed by the children.

Robinson, Elizabeth F., "Doll Play as a Function of the Doll Family Constellation", in Child Development, Vol. 17, No. 3, issue of September 1946, p. 99-118.

This was the fourth of the Iowa series. The objective of the study was to reveal the function of the doll-family constellation. The following conclusions were made: no significant difference was found in the quantity or quality of aggressive reactions. However, the children identified more easily with the doll family constellation which represented their own family rather than the standard family set.

Rogerson, C. F., Play Therapy in Childhood, New York, Oxford University Press, 1939, 1-66 p.

Some practical implications of doll play studies are based upon the play therapy hypothesis of this author. That is to say, phantasy control can be a very practical tool to control personality development.

Sanford, R. Davitt, "Personality Patterns in School Children", in Child Behavior and Development, New York, McGraw-Hill, 1943, p. 567-589.

This author reported that the phantasy syndromes of older children appeared greater on the Thematic Apperception Test. A similar ratio was also found on the present doll play research.

Sargent, Helen, "Projective Methods, Their Origins, Theory, and Application in Personality Research", in The Psychological Bulletin, Vol. 42, No. 5, issue of May 1945, p. 257-293.

This author pointed out that the most significant aspect of reliability and validity of projective techniques was the criteria of credibility involved.

Schuler, A. J., "Attitudes Toward Racial Segregation in Baton Rouge, Louisiana", in The Journal of Social Psychology, Vol. 18, No. 1, issue of August 1943, p. 33-59.

Situations concerning race segregation were presented to 357 white and 276 colored eighth grade children in Louisiana. The children were asked to select one of five solutions representing different attitudes toward the problem and to explain their views. Analysis of the results showed that similar responses between the races were evident more often than different responses.

Sears, Robert R., "Effects of Frustration and Anxiety on Fantasy Aggression", Speech Delivered at Clark University's Sixtieth Anniversary Celebration, Worcester, April 1950.

The speaker reported the results of a research staff studying effects of frustration and anxiety on phantasy aggression. This study revealed significant information from two frames of reference, namely the theoretical and clinical.

-----, "Influence of Methodological Factors on Doll Play Performance", in Child Development, Vol. 18, No. 4, issue of December 1947, p. 191-197.

This was a brief but most significant article which showed sensitivity to the problems faced by the doll play experimenter.

Bears, Robert H., et al., "Effect of Father Separation on Preschool Children's Doll Play Aggression", in Child Development, Vol. 17, No. 4, issue of December 1946, p. 219-243.

These authors applied the doll play method to one hundred and twenty-six preschool children. They concluded that: (1) boys coming from homes in which their fathers were present manifested more general aggression and more aggression specifically toward the father and boy dolls (2) boys displayed more aggression toward the father doll as compared to the mother doll (3) no significant differences were found between the girls regardless of whether their fathers were present in the homes or not.

Summa Theologica, I^a, II^ae, q 23, a. 1, 2, 3, et 4.

This monumental work employed many concepts which are used by modern writers on dynamic psychology. Certain principles and theories of the psychology of Thomas Aquinas were taken from this writing and applied to the modified projective doll play technique.

Thompson, Chas. H., "The Conclusions of Scientists Relative to Racial Differences", in The Journal of Negro Education, Vol. 3, No. 3, issue of July 1934, p. 404-512.

A questionnaire was sent to leading social scientists in an attempt to show what generalizations are used in the methods of investigating differences among racial groups. Responses to the questionnaire were in agreement that experiments concerning racial differences had failed to reveal any inherent mental distinctions between the Negroes and whites of this country.

Tomlinson, R., "Differences Between Preschool Negro Children and Their Older Siblings on the Stanford-Binet Scale", in The Journal of Negro Education, Vol. 13, No. 4, issue of October 1944, p. 474-479.

In an intraracial study the author reported indications of a progressive relationship between environment and test performance with developmental factors evident.

Williams, Melvin J., Catholic Social Thought, Its Approach to Contemporary Problems, Ronald, 1950, p. 315-322.

The author described the sociophilosophical and socioempirical methods of investigating racial groups.

Yoder, Dale, "Present Status of the Question of Racial Differences", in The Journal of Educational Psychology, Vol. 19, No. 8, issue of December 1928, p. 463-470.

In a review of investigations concerning the study of racial differences, the author pointed out three clearly defined frames of reference, i.e., (1) acceptance of racial superiority with an interest in securing additional supporting evidence; (2) racial inferiority considered possible but not demonstrated; and (3) critical skepticism of the means used to demonstrate racial inferiority and results. No proof of racial inferiority or superiority was evident with respect to intelligence.

Young, Paul Campbell, "Intelligence and Suggestibility in Whites and Negroes", in The Journal of Comparative Psychology, Vol. 9, No. 5, issue of October 1929, p. 339-359.

Results of the National Intelligence Tests Scale A gave evidence of considerable differences between Negro and white children aged nine to ten years at the third grade level or above in school. Significant differences were also found between the light and dark Negro with the former superior. The Binet Lines Test for suggestibility indicated that Negroes in general were more suggestible than whites.

Zeliga, Rose, "Children's Conceptions and Stereotypes of Polish, Irish, Finn, Hungarian, Bulgarian, Dane, Czechoslovakian, Hindu and Filipino", in The Journal of Genetic Psychology, Vol. 77, issue of September 1950, p. 73-83.

This author employed association methods to study national concepts of twelve year old children. She reported many similarities in the concepts expressed by the children. However, the children's reactions indicated the need for intercultural education. This study was compared with research in 1931.

-----, "Children's Intergroup Attitudes", in The Journal of the Genetic Psychology, Vol. 72, issue of March 1948, p. 101-110.

In an attempt to note trends to which racial and national stereotypes persist, the author compared the reactions of children in 1931 and matched them with another group in 1944. She reported that the latter subjects were better informed and less fearful of the strange and different. A trend toward greater interest and appreciation of all people was indicated.

-----, "The Meaning of Democracy to Sixth Grade Children", in The Journal of Genetic Psychology, Vol. 76, issue of June 1950, p. 263-281.

The majority of the sixth grade children studied in this research were of the opinion that they had democracy in school. They described the school atmosphere as being democratic. However, they requested more books, motion pictures, and clubs dealing with this subject.

-----, "Reasons Given by Children for Their Intergroup Attitudes", in The Journal of Genetic Psychology, Vol. 76, issue of March 1950, p. 145-161.

This was one of a series of studies which began in 1931 and was followed up for a number of years later. The author consistently reported a trend in children of more wholesome attitudes toward other nationalities and races. The need for intercultural education was also indicated.

APPENDIX 1

Manual for the Ottawa Projective Doll Play Method

The Play Technique

A. Establishment of Personal Rapport

As each child subject is taken individually to the experimental room for the play sessions, S should use the opportunity to:

1. Make the child feel secure with him, overcoming as quickly as possible any anxieties which may exist over the "stranger".
2. Structure E's position with respect to not being a teacher; not being connected with school authority, or any authority over the child.

S should be given the opportunity to accept E as a "friendly visitor" who is interested in the individual and for whom the individual does not have to behave in certain "nice" ways to be accepted and warmly reacted to. The structure of the play task and the "borrowed use" of the experimental room should also be attempted in the disassociation from school authority. The child should be given the opportunity to see the play activity as one over which he has control, in which he can be a free agent rather than to see it as a task which he has contracted "to do well" and which he has to do well to please the adult. All

this can be achieved through the development of an E-S relationship which creates and maintains in the child the general idea, "Here is a sympathetic, friendly adult with whom I can be free and spontaneous." The time spent with S before the actual start of the play activities should definitely be utilized to develop and further such an E-S relationship. E should not rush through these preplay periods but should take the time necessary to establish the kind of rapport-relationship referred to above!

B. Initial Instigation of the Subject:

E helps S to be securely seated at a table so that S can manipulate the dolls ("people") within the stage set of the roofless home which is placed on the table before S, covered by a non-transparent cloth. Two doll families, one white and one colored, are kept in separate small closed boxes and the box containing the subject's race is placed at E's side of the stage set. The table edge that faces the subject should be at an angle of approximately 30 degrees to the frontage of the one-way observation screen (if any is being used) so that E's field of vision does not include (as long as E pays attention to the play) the view of the screen but permits an observer to view the child's face. E is seated at the screen side of the subject at the same table, one to two feet away.

As the child is being seated E explains briefly to S that the room is one that the school people "let us have to play in --- we have to have some place to play --- they use it, of course, for something else."

When S asks about the observation screen or shows interest in it, he should be told, "I don't know what they do with that --- I don't know what the teachers use it for --- it's really none of our business. This is not our room, we just use it to play in." This structuralization of the screen should only be used when necessary to satisfy the child's curiosity. E then directs S's attention to the stage set by showing himself a great interest in it and an anticipatory attitude toward coming events in this area. If the child is curious about the interval timer, E says, "It seems that it is some kind of a timing buzzer, like the tick in a clock counting time."

Upon being comfortably seated, S asks E to lift the cloth and remove it completely from the table. After S has had time to view the roofless home E explains briefly the set. "This is a stage set of a home, see --- (pointing) there is the entrance --- there is the living room with a radio, davenport and easy chair --- here is the bathroom with a tub, wash basin and toilet --- and here is the closet. You can use the rooms any way you want to --- here is the kitchen, bedrooms, etc." While S is becoming oriented

to the home E answers any factual questions concerning the construction of the home. For example, in answer to direct inquiry of when S investigates manipulatively, E points to the pieces of furniture that are glued to the floor and to those that may be movable. Next E says, "What you can do now is make up a story of a play --- something that happens in this home --- it can be of any kind of a story you can think of (pause) you will need some people to be in your story to do something in this home, won't you? Here they are in this box. You can open it up and take them out." (E hands S the box, lets him open it up and lets him take out the dolls of the same race as S --- then E removes the empty box from the table which by now should have nothing but the stage set on it). As S is taking the dolls out E says, "You can make them do anything you want them to. You can put them in this house and make them act in any way you like." After E has given these instructions, E begins the recording regardless of whether the child responds thematically to the instructions or not. After ten minutes from this moment E discontinues the recording and (looking at his watch) says, "Oh how the time flies." I like your story and I like the way you make these people act. Now I want you to try another family and in this home to see what stories you like to make up about them. Let's put the "people" in the box, while I get the other

family for you." After the experimenter watches the child put away the first dolls, E introduces the second family by handing S the other box. "Here they are you take them out and put them into the home and make up any story you want to." (E pauses and records the initial response made by S). If after one minute the child does not make any spontaneous comment showing that he perceives the dolls of a different race, E then says, "Yes these are different people. Their skin has a different color from the first family. you see they are (either white or colored depending on which family was presented first)." E then records comments made by S. After this initial orientation to the difference in color of the dolls, E repeats the instructions given during the first session.

The brief verbal and pointing explanations of the physical properties of the home is omitted during trial two.

At the end of ten minutes of recording with the second family, the experimenter says, (presenting both families together for the third session), "Now let us pretend the two families live together in the same house. Then E presents the two families of dolls (white and colored) all mixed up in one box and E says, "Here are the people --- use them all."

E then records for ten minutes and at the end of this third session E interviews the child and records his comments

verbatim on the interview blank. (See Projective Doll Play Inquiry Blank at the end of this manual).

D. Subject-Experimenter Relationship During Play Session:

The experimenter should minimize as much as possible the fact that he is experimenting with other children. The child should be made to feel that the experimenter is particularly interested in him as an individual.

Once S has understood and accepted the task, the role of E is that of a very friendly, sympathetic, interested, but non-interfering, non-suggesting listener, onlooker and recorder of the child's story. E unobtrusively records without loss of rapport-contact with S. No attempt is made to conceal from S the scoring work or deny its connection with his play.

If the child asks or shows in non-verbal ways interest in the recording, E shows the child the record sheet briefly and explains in a matter-of-fact friendly manner, "I am keeping some notes about your story for myself." Then E expresses anticipation of, "What will happen next on the stage?" If the child asks, "Why?" or "What do you do that for, what do you do with my stories, etc.?" E answers simply, "I just keep them in a book of stories for myself." E then expressed anticipation of "What happens next?"

If S attempts to get play suggestion from E, such requests for fantasy support should be turned back to the subject, "It's your story; it's your play; it can be anything you want it to."

In addition to the initial instigation, the explanation of the recording, of the room and the screen, and in addition to maintaining the same friendly and attentive attitude, the experimenter's verbal stimulation of S is strictly limited to the following:

1. The application of not more than four nor less than one of the following type of reinforcing or anxiety-reinforcing or anxiety-reducing stimulations: "I like the way you make them act --- you know how to do it --- you can make them do anything you want them to, anything at all -- I like what you do."

2. Fantasy-support; whenever S's behavior clearly indicates that he feels that his story has come to an end, or when, for whatever reason E seems momentarily to be unable or unwilling to go on with further dramatization, E says: "Let us pretend that your last scene was just over --- and the curtain goes down on the stage" (E gestures). After a pause E assumes an attitude of expectancy and says, "What is going to happen next? Let's have the curtain go up on another act --- there it goes (gesture). You can make them do whatever you can think of."

If S is definitely rejective (an important data in itself) - gradually repeats part or all of the initial instructions, and thus attempts in a patient, friendly and anticipatory manner to bring the child to enter into the task.

3. Stimulation of expressiveness: Whenever the meaning (for scoring purposes) of a subject-produced doll action could be clarified by a fuller degree of expression of the child's phantasy, the child is encouraged to be more expressive either verbally or manipulatively: "Make them do it, show me what they do, make them set it out," and/or "Tell me what they're doing?" "What is happening?" "You tell what they do." This stimulation is used only when absolutely necessary for understanding of the meaning of doll actions. It should never be suggestive of phantasy-content.

4. If it should ever become necessary, E prevents the deliberate destruction of the stage set by the child explaining the taboo: "You can make the dolls do anything you want to, you can play with them anyway you like, but I don't want you to break this stage set. I like to keep it the way it is." The child is, however, free to do whatever injury or damage he wishes to the dolls.

B. Terminating the Play Session: After ten minutes of the third play session have elapsed and after the

experimenter has taken time to do the inhibition rating and elaborate his comments on the unclassifiable phantasies and after he was interviewed the child, the experimenter suggests to the child to terminate the play session. This termination should be done in a way that avoids giving the child the impression that the experimenter had enough of the child's play productions; the child should rather understand that the play time is limited and that the reason for interrupting his play is purely based on time. When further sessions are planned with the child, he is assured of having another turn. The termination of the last play session includes an explanation of the toy characteristics of the experimental situation. The child is given to understand that his play concerned imaginary characters and not real people. He also should clearly understand that he will have no further turns, that he has done a fine job and that the job is finished.

Method of Recording

A. The Scoring Routine

E takes a running account of the play phantasies during the sessions as S produces them. Instead of attempting to write down everything E classifies as he records the phantasy content into a few predefined categories of responses by means of marks which are entered below symbols

on a record sheet (see blank at end of this manual) which provides a separate recording row for each of the characters of the social doll play phantasies. By "a phantasy" is meant what the child makes a doll character do or experience. Thus, separate doll actions are the scoring units. S shows by actual manipulation of "people on the stage" usually accompanied by verbal comments explaining the doll's inner motives and attitudes how to classify his phantasies and under which of the various symbols to record.

E begins the recording after he has completed the initial instruction. The recording is begun at this point regardless of whether S has actually begun his doll play or not. The recording is continued for full ten minutes. At the end of ten minutes recording, E does not terminate the subject's play until he has had a chance to do the final ratings, record a brief comment of his total impressions and point to the highlights of the child's phantasies. Immediately following the end of trial III the projective doll play inquiry is introduced to the child.

A mark below each symbol stands for a single unit of action by a doll character during a fifteen second interval as indicated by a mechanical interval timer. Whenever E perceives a relevant change in action, experience, or mood by a doll character another mark is recorded below the

approximate symbol unless the occurrence is a repetition within the same fifteen second interval in which case only one mark for the same interval is recorded.

When two or more doll characters are active in any doll interaction, two marks are recorded, one for each of the two dolls involved and the direction of the social interaction, i.e., affection (AF) from one doll to another, rejection (RJ) of others, frustration (FR) of others, aggression (AG) toward others, or commanding (C) others. This doll interaction is indicated by an arrow from the active doll to a tiny dot opposite the recipient doll.

For example:

	AF	RJ	FR	AG	E	M	C
F							+
M							
B							
G							
S							

Every doll action is recorded under one of the phantasy categories described in the following pages by checking the record sheet below the appropriate symbols.

The duration of the same doll action is not a consideration in deciding how many marks to record, i.e., very brief or longer actions (without change) are recorded in

the same manner, except that if the same action extends beyond a fifteen second time interval in which it is first started, the symbol is repeated in the next fifteen second period, etc. Doll play phantasies occur either in the form of actual physical manipulations (i.e., visible dramatic action by doll) or verbal descriptions of dramatic action. When (as is usually the case) both the actual doll action and some verbalization related to the same action occur together only one mark is recorded.

Such accompanying verbalization is used by E only as an additional cue for deciding in which category the behavioral (manipulative) play phantasy should be scored. Only when verbal phantasies are not accompanied by manipulative doll play phantasies are the verbal description scored as such (see categories of responses).

B. Location of Thematic Play

The recording begins by placing a mark below the location category in which the phantasy takes place. The location of thematic play is indicated in conjunction with the stereotype, nonstereotype and unclassified responses. (see the complete list of the symbols at the end of this manual).

Definitions and Interpretations

A. Categories of Responses

Stereotype Response: Dramatization which in content simulates habitual routine actions and experiences which could be ordinarily expected (on the basis of stereotypes of home, family, church, school and community life) to be performed by real persons in an analogous actual setting. Stereotyped doll actions and experiences are like photographic reproductions of commonly appropriate, "proper," non-individualistic behaviors, (e.g., sitting down to eat, listening to the radio, using the bathroom, going to bed, etc.).

Nonstereotyped Responses: An individualistic behavior, unexpected relationship of individuals or groups, e.g., affectionate behavior, respective responses, irascibility, fighting, ordering, etc.

Unclassified Responses: If a doll action cannot be classified as any of the stereotype or non-stereotype phantasy responses defined, it is to be designated as "Unclassified" and scored under this category on the record blank. Whenever this response has to be used, the scorer should add a cue-word which will enable him later (after the session) to indicate more fully the nature of the unclassified phantasy.

F. Definitions of Nonstereotype Responses

Thomistic psychologists distinguish between two kinds of sensuous appetency; the concupiscible and the irascible. Bittle¹ pointed out that Cardinal Mercier suggested the more modern terms of "propensity to enjoy" (propension a la jouissance) and "propensity to fight" (propension a la lutte). These terms, nevertheless, explain what the Thomists mean by the more formidable terms of "concupiscible" and "irascible" appetency.

Bittle also revealed a difference in the opinion as to the nature of the distinction between concupiscible and irascible appetency. He said:

St. Thomas and many others defend the view that a real distinction exists between the two, so that they are two different powers. Suarez and others reject this view and claim that there is a single appetency expressing itself in two tendencies; the distinction is a virtual one, the foundation for the distinction being the two kinds of tendencies.

Concupiscible: a sensuous appetency as a power in virtue of which a sentient being tends toward a consciously apprehended sensuous evil. No note of time is in it, or of possibility, impossibility, difficulty, likelihood, or condition. It is thus seen that the concupiscible appetency

¹Celestine N. Bittle, The Whole Man, Milwaukee, Bruce, 1945, p. 246-247.

is a more "receptive" disposition grounded on simple concupiscence.

Affection: includes love, desire, and joy

Love: is the inclination towards good, apprehended simply as such. For example, when the child completely accepts the dolls unconditionally, or one doll may "greet" another doll with a "Hello" or kiss and depart in like manner.

Desire: is the tendency toward good, apprehended as a future possibility. For example, one doll may "help" another doll dust or wash the dishes later.

Joy: is the inclination to rest complacent in the present possession of good. For example, one doll may "say" to another doll, "I like to play with you," or "I enjoy eating at your house." This form of joy is called enjoyment or delectation. When it is pleasure in the success of another person who has achieved it, it is called delight or rejoicing. For example, one doll tells another doll, "Gee, I'm sure glad you got that new coat."

Rejection: includes hatred, abhorrence, and sadness.

Hatred: is the simple opposite of love: it is the tending away from what is apprehended as evil. For example, the boy doll may "say," "I hate my father; he's mean."

Abhorrence: is the opposite of desire: it is the shrinking back from an evil apprehended, not as present, but as to come. For example, the subject may say, "I wouldn't want to live with those people."

Sadness: is the opposite of joy: it is the tendency to disquiet under the weight of a present evil. Sensed inwardly, it is a sadness or sorrow; sensed outwardly it is pain. For oneself, it is sadness or sorrow; for another, it is grief or commiseration. For example, one doll tells another doll, "Gee, I'm sure sorry your new coat was torn."

Irascible: a sensuous competency or power in virtue of which a sentient being tends toward a consciously apprehended sensuous good and away from a consciously apprehended sensuous evil. A note of time is in it, or of possibility, impossibility, difficulty, likelihood, or condition.

It is thus seen that the irascible appetency is a more "active" disposition grounded on anger.

Thomistic psychologists list the irascible passions or passions involving difficulty as: (1) hope and despair, (2) courage and fear, (3) anger (ire, wrath, rage, indignation).

Modern psychologists suggest the terms of "frustration" (the condition of being thwarted in the satisfaction of a motive) and "aggression" (behavior intended to harm some one or to injure that for which one stands). Writers on dynamic psychology tend to emphasize the hypothesis that a primitive reaction to frustration is aggressive behavior, often accompanied by hate directed toward the person or situation blamed or the source of frustration or by a generalized hostility. Dollard² and others developed this thesis in 1939. These terms, at any rate, explain what the Thomists³ mean by the concept "irascible", which has been employed for centuries. Therefore, the modern words (affection, rejection, frustration and aggression) are

²John Dollard, et al., Frustration and Aggression, New Haven, Yale University, 1939, 1-209 n.

³Summa Theologica, I^a, II^ae, q 23, a.1, 2, 3, et 4.

included in their true context; as subdivisions of the earlier Latin expressions.

Frustration: whenever a need, or drive or motive toward action exists, but the satisfaction of this need is blocked, interfered with or a barrier introduces a difficulty. For example the father doll may not permit the boy doll to "play" outside.

Aggression: whenever a doll acts or is described as acting or intending to act to injure, punish, or generally disparage or depreciate another doll, or when a character is described as having an aggressive hostile nature, attitude, manner, or mood; such descriptions are underscored in the aggressive unit.

The dolls, the equipment, the experimenter or the experimental room might be the recipients of the aggression. Hypothetically speaking, aggression is a goal response to a secondary drive produced by frustration.

Aggression: includes the following types.

- Belligerent:** whenever a doll refuses to obey a command.
- Drive State:** whenever a doll becomes emotionally hostile, i.e., angry.
- Humorous:** whenever a doll makes fun of another's clothing, skin color, tenses, throws snowballs, etc.
- Provoked:** whenever a doll challenges, instigates, or irritates another.
- Punishment:** spanking, hitting, slapping, kicking, fighting, etc.
- Rationalized:** whenever the subject attempts to make a doll's hostile act appear justifiable or normal, accidental, called for, a joke, etc.
- Rivalry:** whenever dolls fight for an object or character.
- Sadistic:** whenever characters are killed, unusually intensive aggression.

- Suffering:** whenever a doll is described as being in a painful mood, feeling bad or fearful.
- Verbal:** whenever the subject or doll makes depreciative remarks, curses another, reprimands, scolds or says, "You're no good."
- Latency:** the time that has elapsed until the first act of aggression has occurred.

Will: a rational appetency or the power to strive for an intellectually perceived good and to avoid an intellectually perceived evil. It is the tendency to desire, to seek, and to enjoy that which the intellect apprehends as good. The denial of will is the denial of intellect and the reduction of all human knowledge to the level of sensation. However, when knowledge exists, there exists a tendency to follow and act upon it.

According to Glenn⁴ the exercise of willing or volition as it is termed is one of the most evident facts of everyday human experience. Every individual in his daily experiences wills either to act or not to act, to do this or to do that. He is also conscious of this power to consent

⁴Paul J. Glenn, Psychology, A Class Manual in the Philosophy of Organic and Rational Life, St. Louis, Herder, 1936, p. 337-379.

or refuse to consent, and after the act is ended the individual may be aware of the fact that he could have acted differently.

Experimental studies of the will-act have been made by Narcissus von, and the Belgian scientists A. E. Michotte and G. Früm are excellently reviewed by Lindworsky.⁵

The acts of the will always follow intellectual knowledge, and may be classified into three categories, i. e., (1) those acts in which the acts are concerned with ends to be achieved, (2) those concerned with the means required to attain the end, (3) and those acts that the will commands be performed by faculties other than itself. The first two acts are often grouped as one and called elicited acts, the third acts are termed the commanded acts.

Elicited acts: End: are wish, intentions, and enjoyment.

Wish: is the simple fixing of the will upon an object as desired. It is the simple love of an object, the simple desire or tendency for it, whether in fact, this tendency is objectively realizable or not.

⁵Johann Lindworsky, The Training of the Will, Milwaukee, Bruce, 1929, 5-186 p., translated by G. Steiner and E. A. Fitzpatrick.

Examples of the wish: "I wish it were cooler; I wish John would come; I'd like to go with you. I wish I were more diligent." Notice that the wish as such (not its realization) is an act that is elicited by the will, drawn out so to speak, of the will as a finished thing.

Intention: is the purposive tendency of the will towards an end to be achieved, and conceived as achievable, whether in fact that end is actually achieved or not. Examples: "I intend to vote for Smith; I will not receive him if he calls; I firmly purpose to amend my life." Notice that it is the intention as such (not its realization) that is an elicited will act.

Enjoyment: is the quiet pleasure of will in a good achieved. It is the satisfaction of will in an intention carried out. Examples of enjoyment may be found in the pupil who has just passed an examination; in a

date who has just learned that he has been elected; in a good father or mother who, at certain times in the course of a dutiful life, realizes with the approval of will the joy of burdens nobly borne; in a decent man who tastes as we say, the happiness of upright living. The glow, the satisfaction, that comes with achieved purpose is enjoyment or fruition; and enjoyment as such is an activity elicited by the will.

Elicited Acts: Means: are consent, election, and use.

Consent: is the agreement of the will to employ the means which intellect presents as requisite for realizing an intention. A man who makes a contract intends to achieve some end, some good thereby, and he consents to the terms of the contract in order to achieve that end.

Election: is the selection or choice, made by the will, of the precise actual means to be employed in carrying out an intention. If I intend to

amend my life, I must consent to means of amendment, and I must choose (or elect) certain precise means. Consent may be general; election is more special and precise.

Use: is the actual employment of the means consented to, and elected, for the attainment of an end or good.

Commanded Acts: are many but generally classified as internal acts, external acts, and mixed acts.

Internal acts: are acts commanded by the will and executed by the intellect or the interior senses. Such acts are, for example: a deliberate effort to reason out a problem; a mental prayer; a conscious effort to imagine or envision a scene; a stirring of oneself to contrition; steeling oneself to meet a disagreeable situation.

External acts: are acts commanded by the will and executed by the external bodily powers. Such acts are, for example;

deliberate walking; speaking; singing, dancing; deliberately looking at an object; listening to what is said to one. Other examples are: ordering, commanding, without being hostile, directing with an aggressive hostile tone or deliberately striking another is recorded under aggression. One doll may order

another, "You go outside," "Let us go fishing." Reactions to a given command may be obedience, following the command, or refusal or aggression.

Fixed Acts: are acts commanded by the will and executed by internal and external powers working concurrently. Examples of such acts are: action of eyes and mind in reading and understanding a lesson; action of hearing and comprehension of an order; imagining and verbally describing a scene; thinking, imagining and verbally describing a scene; thinking, imagining, remembering, as we move the hand in writing a letter to an old friend.

C. Interpretation of Rating Scales

Trials I, II, III. Degree of Emotional Involvement

0. Detached: not involved; the child produced his story or dramatizations in a detached reporter-like manner.

1. Somewhat Involved: most phantasy-responses were matter-of-fact; reporter style, however, emotional neutrality was occasionally broken.

2. Midground: half-neutral, half-involved. About 50% of the phantasy-events depicted some emotional involvement.

3. Involved: emotional responses (i.e., excitement, seriousness, guilt, etc.) were marked and occurring frequently.

4. Deeply Involved: child "lived" his phantasy events; his own emotionality varied with the story events.

End Trial III Degree of Freedom of Expression vs. Inhibition

I Extreme Inhibition: very extreme inhibition of free phantasy-expression; the child hardly permits himself to be his own self.

- II Strong Inhibition: relatively less inhibitions than extreme and relatively more than mild inhibition.
- III Mild Inhibition: Phantasies are expressed with an ordinary degree of reserve.
- IV Very Unreserved: free expression of phantasies yet some trace of withholding is present.
- V Extremely Free: complete uninhibited expression of doll play phantasies.

D. Interpretation of Group Action

Whenever three or more dolls do a similar activity together, that is "sitting down to eat," "going to church", "playing ball", etc., group action is noted on the scoring record blank by placing a mark in the appropriate space which is determined by the trial and race of dolls which participated in the group action. One group action during Trial I with the colored (C) dolls and four during Trial III with the colored and white dolls (CW) is illustrated below: the letters "D" and "L" describe the location of Group Action as taking place in the dining room and living room.

Group action					
Trial	C	W	CW	G	W
I	1D			1L	
II		1D			
III			1D	1D	1L 1L

E. Interpretation of Non-Thematic Responses

In addition to the subject's thematic behavior, described thus far, the examiner should pay close attention to the idiosyncracies of the subject's behavior in the experimental situation other than his phantasy. Five specific types of non-thematic behavior occurrences are recorded by placing a tally in the appropriate column at the lower right side of the record blank.

These non-thematic responses are "attempts on the part of the subject to involve the examiner;" e.g., to get the examiner to participate more in the play, to have him decide what happens, what is what, or to invite E's comments, approval, praise, opinion and/or advice.

F. Tangential:

Whenever S's attention wanders away from the experimental play material, i.e., when S's behavior is "tangential" to the task of phantasy-dramatizations, e.g., looking out of the window of the experimental room, describing yesterday's experience, inquiring about the screen, etc.

P. Play Materials:

Whenever S plays with the materials in a non-thematic manner, e.g., S is tangential but using the play materials.

R Rejection:

Whenever S shows some rejection or criticism of the task, the stage set, the dolls, of T, or of the whole situation. Non-thematic rejection also includes: any indication of unwillingness to enter or to continue the task, or any comment upon the limitations of the material.

CE Conscious of C:

Whenever S is noticeably conscious of E's presence and/or C shows interest in the recording activity in a way that appears to inhibit S somewhat.

F Total Impression Report

After completion of thirty minutes of recording and while the subject is permitted to continue his play, the examiner should briefly note down his most outstanding clinical impressions of the play session in order to guide subsequent statistical analysis. This impression may be jotted down with one-words which can be elaborated later, because the subject should be interviewed (using the inquiry blank which follows) within two or three minutes after completion of the three ten minute periods.

G Inquiry

Immediately following the total impression report the examiner interviews the subject to determine how he arrived

at the non-stereotyped responses. The primary purposes of the inquiry are: (1) to clarify the scoring and interpretation of the phantasy reactions, and (2) to reveal if possible the temporal validity of the responses.

The validity of the doll play method is based upon the assumption that relationships exist between the overt behavior patterns and covert patterns of motivation that produce the phantasy content. However, this covert sampling may not be readily accessible but hidden and carefully guarded. Therefore, the inquiry type of interview is employed following some of the principles of the Rorschach technique⁶ to obtain an unbiased sample.

Several other methods have been attempted to determine validity of the doll play technique, such as comparing the ratings of teachers or parents. However, these attempts were discarded because the teachers and parents, psychologically speaking, lack the clinical orientation to corroborate their judgments to projective results.

Theoretically speaking, validation of the doll play phantasies can also be based upon the old Latin formula, agere sequitur esse, "Function follows essence." The phrase means that as a thing is so it must act. Since the essence of the children (colored and white) is human, so their

⁶ Bruno Klopfer and Douglas McGlashan Kelley, The Rorschach Technique. A Manual for a Projective Method of Personality Diagnosis, New York, World, 1946, p. 40-51.

responses are sentient (concupiscible and irascible) and rational or intellectual (will).

A list of questions for the inquiry appear at the end of this manual following the record blank. These questions are designed to elicit responses to the various nonstereotype categories and are filled in, in accordance. Directions for making the inquiry are included on the inquiry blank.

LIST OF SYMBOLS USED

The symbols given below indicate the trial, character, location and phantasy responses given.

Trial: I C/W - Colored/White
 II C/W - Colored/White
 III CW - Colored and White

Characters: F - Father Doll
 M - Mother Doll
 B - Boy Doll
 G - Girl Doll
 S - Subject

Location: B - Parent's Bedroom
 B₁ - Children's Bedroom
 D - Dining Room
 K - Kitchen
 L - Living Room
 T - Toilet; Bathroom
 O - Other; Closet, Hallway, Outside

Stereotype: See Categories of Responses.

Nonstereotype: See Definitions

Concussible: AF - Affection
 RJ - Rejection

Irascible: FR - Frustration
 AG - Aggression

Yell:

- Y - Elicited Yells; Ends
- W - Elicited Yells; Means
- C - Commanded Yells

Unclassified: See Categories of Responses.

Rating Cues:

Trials, I, II, III

- 0 - Detached
- 1 - Somewhat Involved
- 2 - Midground
- 3 - Involved
- 4 - Deeply Involved

End Trial III

- I - Extreme Inhibition
- II - Strong Inhibition
- III - Mild Inhibition
- IV - Unreserved Free Expression
- V - Extremely Free Expression

Group Action:

- C - Among Colored Dolls
- W - Among White Dolls
- CW - Among Colored and White Dolls

Non-Thematic Responses:

- F - Consensual Without Play Materials
- U - Consensual while Using Play Materials
- R - Rejection of Play Materials
- CP - Conscious of Examiner

PROJECTIVE DOLL PLAY BLANK

Name _____ Race CA Sex _____ Date _____
 School _____ Grade MA IQ _____ Test _____
 Father's Occupation _____ Siblings B S Session _____
 Examiner _____ AG Latency _____

Total	STEREOTYPE							NONSTEREOTYPE						II	REMARKS
	Occupation							Group play		Trasch		with			
Rate	B	B1	D	K	L	T	O	AF	J	FR	AG	E	M	C	
I															
II															
III															
Total															

RATING CUES

Emotional

Trial	0	1	2	3	4
II					
III					

Inhibition

End	I	II	III	IV	V
Trial					
III					

OTHER CATEGORIES

Group Action

	C	W	C	W
I				
II				
III				

Non-Thematic

	F	P	R	CE
I				
II				
III				

GOODENOUGH DRAW-A-MAN TEST

Name _____ Race CA _____ Sex _____ Birth _____
School _____ Grade MA _____ IQ _____ Date _____
Father's Occupation _____ Siblings B S _____ Session _____
Examiner _____ Points _____

PROJECTIVE DOLL PLAY IN JURY

Name _____ Race CA Sex Date _____
 School _____ Grade MA IQ Test _____
 Father's Occupation _____ Siblings B S Session _____
 Examiner _____ Duration of Inquiry _____

Directions: Present the subject with the box containing the doll family representing his race and say, "Here is a doll family again; tell me something about them."

NS DOLL

- AF _____ 1. Which doll loves others most often?
 _____ Which doll does it love most often?
 Why? _____
- RJ _____ 2. Which doll hates others most often?
 _____ Which doll does it hate most often?
 Why? _____
- FR _____ 3. Which doll stops others from doing things most often?
 _____ Which doll does it stop from doing things most often?
 Why? _____
- AG _____ 4. Which doll hurts others most often?
 _____ Which doll does it hurt most often?
 Why? _____
- E _____ 5. Which doll makes a wish most often?
 _____ What does it wish for most often?
 Why? _____
- M _____ 6. Which doll finishes what it starts most often?
 _____ What does it finish doing most often?
 Why? _____
- O _____ 7. Which doll tells others what to do most often?
 _____ Which doll does it tell to do things most often?
 Why? _____

APPENDIX 2

ABSTRACT OF

Doll Play Phantasies of Negro and White Primary School Children.¹

The present research was an attempt to achieve the following three objectives: (1) To design and standardize a projective doll play technique for studying family phantasies of Negro primary school children from a Thomistic point of view. (2) To design and standardize a projective doll play technique for studying family phantasies of white primary school children from a Thomistic point of view. (3) To isolate, if possible, psychological factors which may contribute to the development of the children's phantasies. Following the standardization of the method, intra-racial comparisons were made and discussed for their possible explanation.

The first chapter surveyed briefly some of the experimental studies concerning racial groups. This survey was divided into; (1) theories and methods, (2) intelligence testing, and (3) measurement of attitudes.

With respect to theories and methods, many difficulties in the evaluation of psychological studies of the Negro

¹Ph. D. Thesis presented by Thomas Francis Graham, in 1952, to the Faculty of Arts of the University of Ottawa, 184 pages.

were encountered. Studies concerning interracial differences were considered meaningless, until specific factors are properly controlled. The most important findings of these methods were actually what has not been proved concerning psychological difficulties among racial groups. However, further research may give some evidence of clearly defined differences, while on the other hand, it is also likely to show far more similarities.

A review of differences in intelligence testing between the Negro and white race revealed there was no evidence of inferiority or superiority among either race. Therefore, the employment and interpretation of such techniques was critically questioned.

Concerning the measurement of attitudes between the races, many variations in the findings of the methods strongly indicated the necessity of evaluation being carried out under a wide variety of conditions. It is most important, therefore, that further research be directed toward discovering more reliable methods.

Evaluating the findings of this first chapter, we find that the core of the race problem may not be reached by investigations of psychology concerning intelligence or attitudes alone but rests on other hypotheses as well. That is to say, methods must be developed to reveal the basic activities of the child in his home and in the home of his neighbor.

It was with these thoughts in mind that an attempt was made to quantify a projective doll play technique to reveal the fundamental behavior patterns of children in their own home and the expression of these patterns toward people of a different race. Once this and additional data are collected, a program of better understanding and tolerance through training of will based upon specific postulates can be continued. Such a program has already been ably introduced in a general way by the Cologne scholar Lindworsky and other educators following the first World War.

The second chapter surveyed research concerning doll play. The clinical use of doll play was barely touched. However, early experimental studies employing doll play techniques were reviewed carefully. A report of the more recent experimental studies was then given. An evaluation of these studies attempted to show the most sensitive problems faced by the doll play experimenter.

The majority of the methods employed by previous doll play experimenters which were discussed were efforts to be entirely experimental. Such methods have significantly aided in subsequent research.

However, from the viewpoint of principles, numerous objections were made to the interpretation of the results obtained in many of the previous doll play studies. These interpretations were primarily based upon psychoanalytic

hypotheses or learning theories in which reason and will were ignored. In other words, a child is nothing more than an animal with a higher degree of intelligence. While on the other hand, evaluation of the previous quantitative doll play techniques from a methodological point of view appeared sound in so far as method is concerned. A careful examination also revealed that the methods of many of the studies were traditionally Aristotelian, but the interpretations were chiefly from a monistic point of view.

The third chapter discussed the first doll play study of the Iowa Child Welfare Research Station Series, which was directed by Robert M. Sears. A detailed report of the theory, objectives, materials used, selection of subjects, reliability, validity and procedure in general of the standardized technique was made. Interwoven into this detailed discussion was also a description of the modified projective doll play technique which was used in the present research.

Other significant contents of this chapter were description of the experimental subjects, the percentage agreement between two examiners for thirty 5-minute sessions and the relationship of the children's nonstereotyped fantasies to their responses to the inquiry which indicated the reliability and validity of the technique respectively.

The final chapter made comparisons from an intraracial point of view with respect to sex differences, developmental factors, and individual differences. A considerable amount of data was collected, however, since this study was preliminary to more extensive investigations, relatively few results were selected for statistical analysis. These analyses were based upon group responses to determine some general conclusions. No attempt was made to reveal any constant ratio between the social situation and the children's behavior. The habitual caution that statistical analyses are most useful, but not all inclusive as is sometimes implied, had been kept in mind.

The following intraracial comparisons were made:

- (1) Sex differences among the children with respect to stereotyped and nonstereotyped phantasies.
- (2) Trend of aggressive phantasy responses of the boys as compared to the girls.
- (3) Trend of the concupiscible phantasy responses of the children on Trial II when they were playing with dolls representing the opposite race.
- (4) Developmental comparisons with respect to I.Q. and number of stereotyped phantasies found on twelve boys from each race.
- (5) A final comparison of the raw frequencies which included the three trials with all of the children. Results of these analyses were indicative of the following:

1. Significant sex differences within each racial group.
2. Developmental variations within each racial group.
3. Individual differences within each racial group.

The summary and conclusions which followed were attempts to apply the results of this research. Three general conclusions were offered:

1. The family phantasies of children from different racial groups may be elicited satisfactorily by projective doll play. These phantasies may also be quantified and analyzed objectively.

2. The fact that various family phantasies could be recognized and measured suggests the possibility that projective doll play techniques may be an additional device for the investigation of child development and racial relations.

3. From the viewpoint of theory, it is of utmost significance that sex differences, developmental factors and individual differences within a racial group could be studied objectively by applying the principles and concepts of Thomistic psychology.

An annotated bibliography followed. A manual was also included in the appendix to illustrate in a detailed manner the technique of the modified projective doll play method. Finally the abstract and a brief index completed the monograph.

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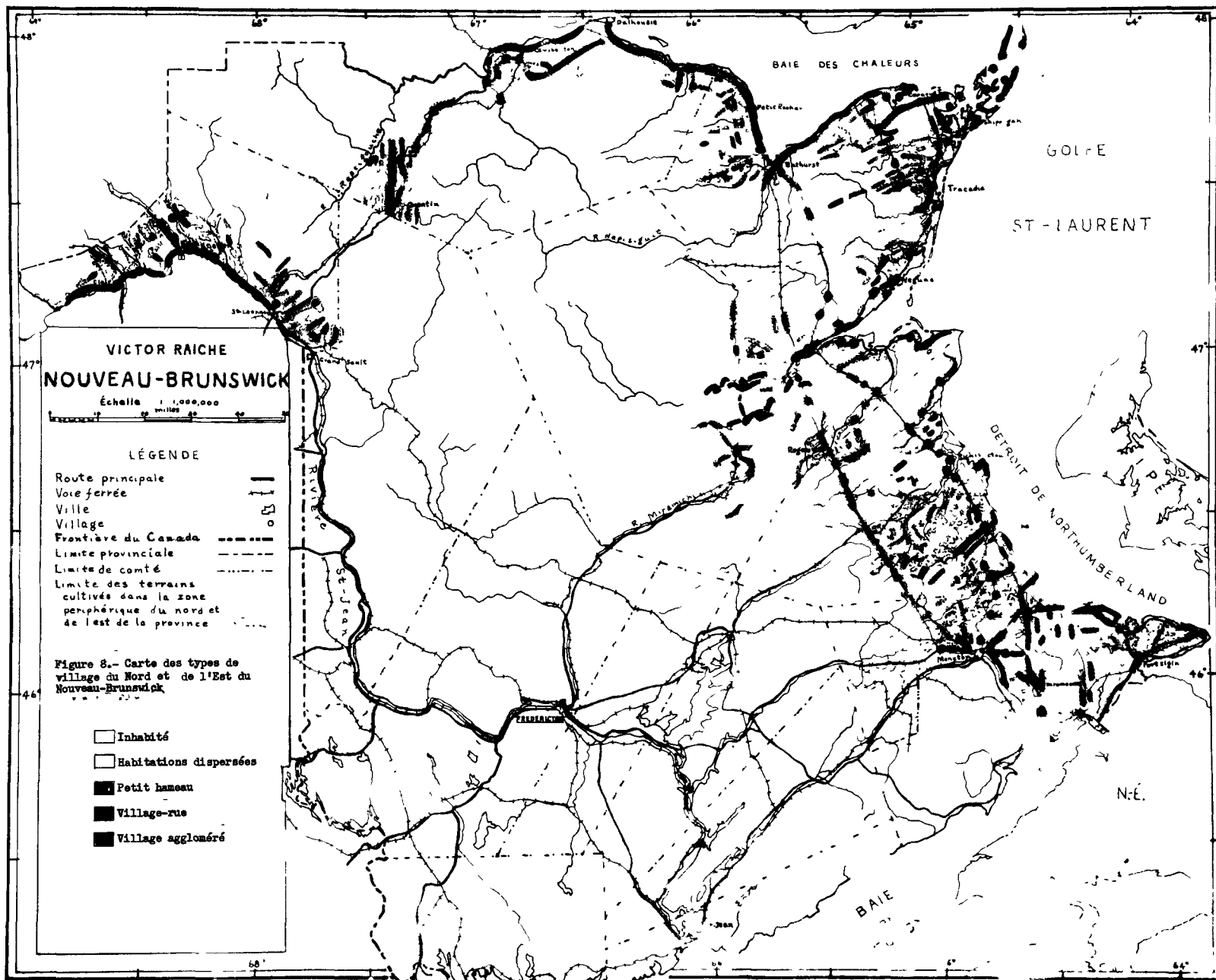
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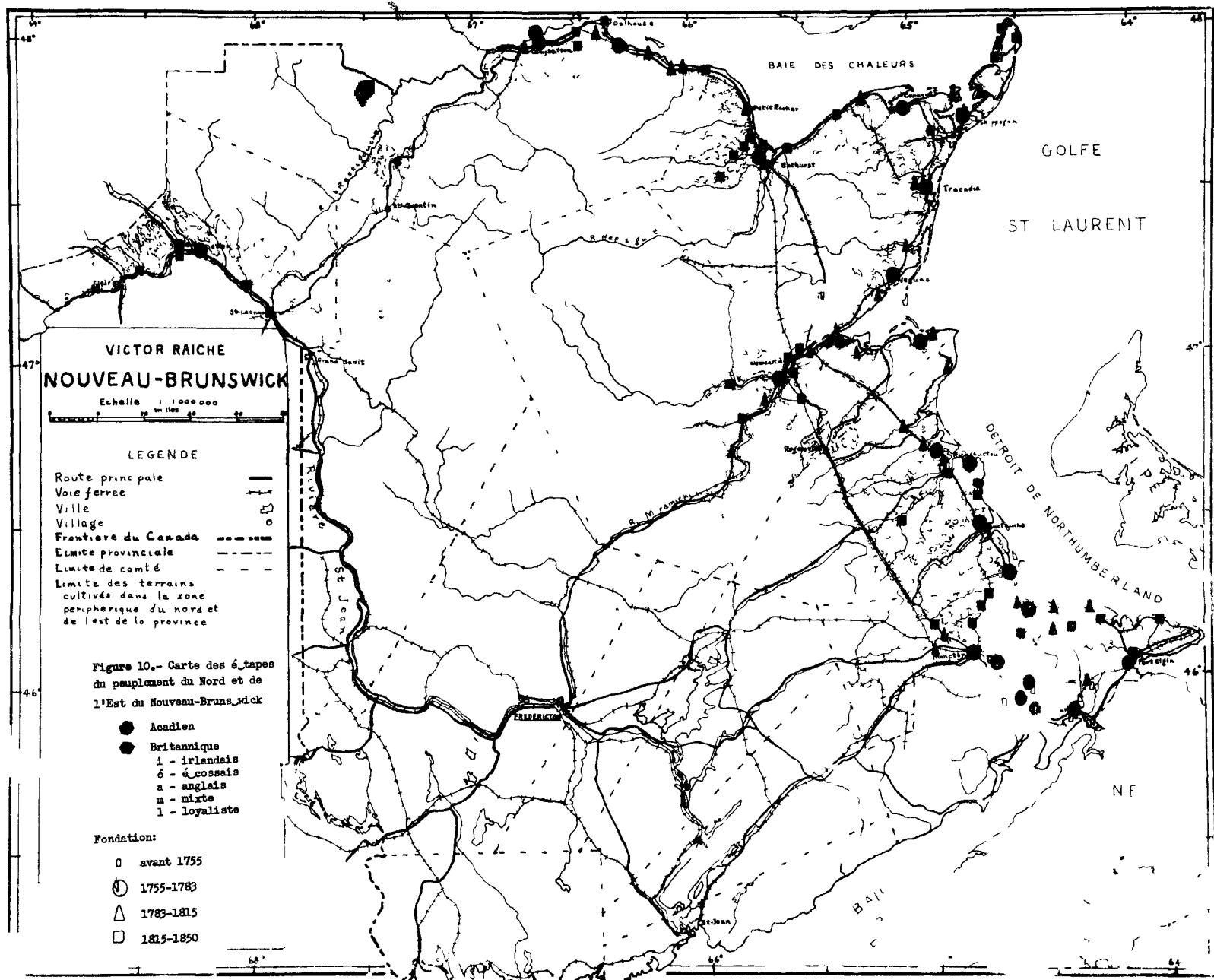
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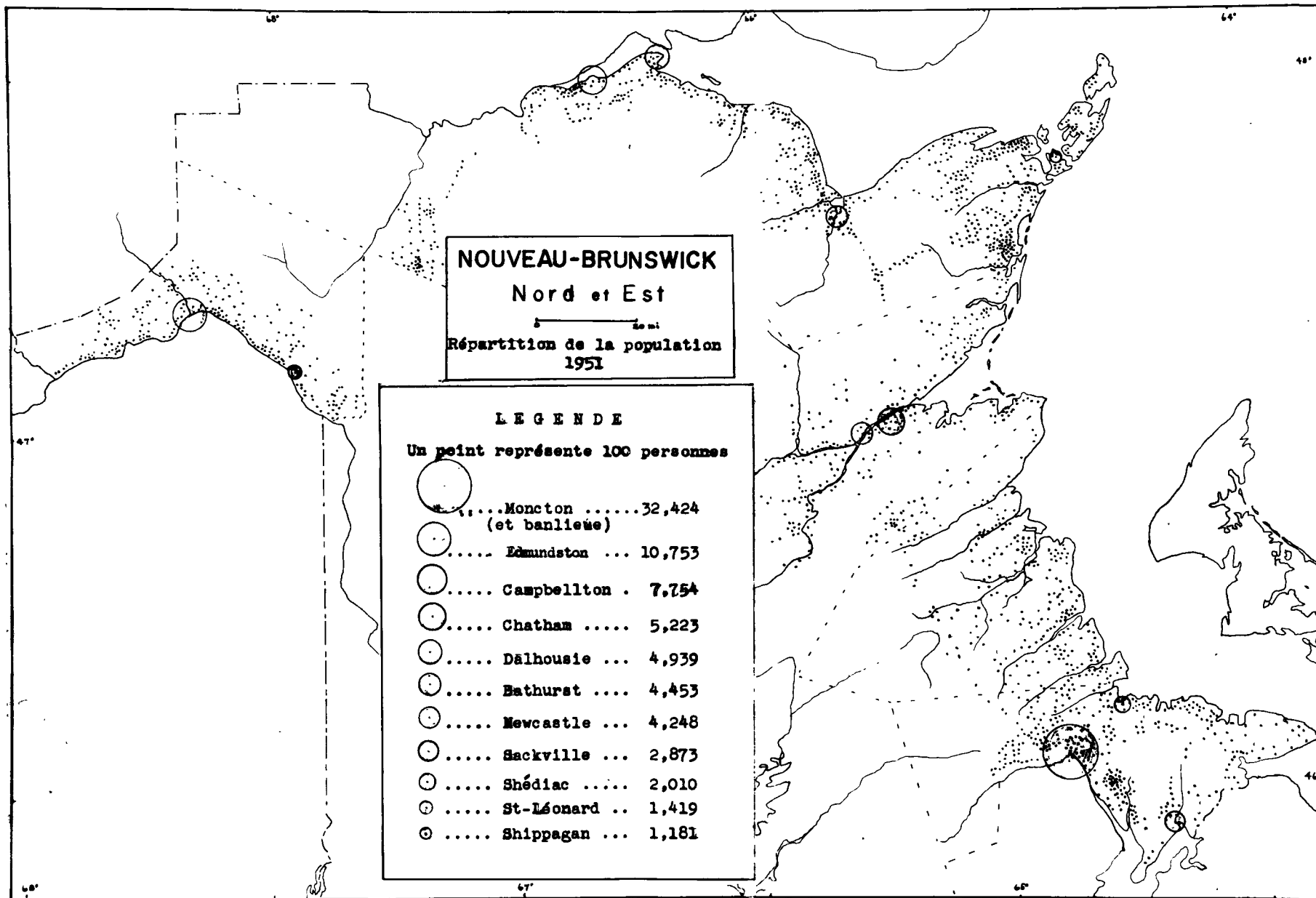
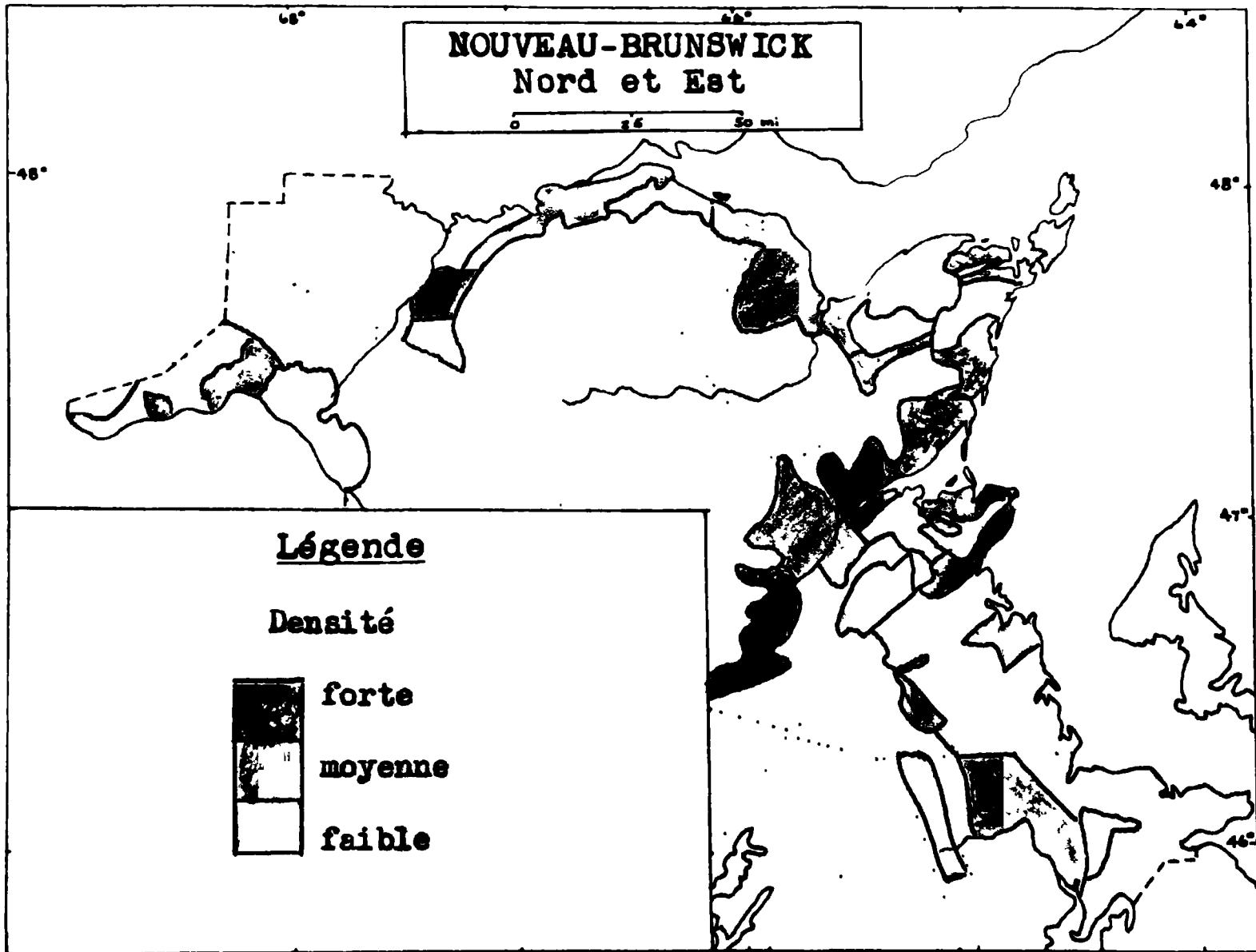


Figure 11.- Carte de la répartition de la population dans le Nord et l'Est du Nouveau-Brunswick



**Figure 12.- Carte de la densité de la population rurale
du Nord et de l'Est du Nouveau-Brunswick**

