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ANALITY AND VIOLENCE: AN EXPLORATORY STUDY

by

Richard H. Boily

Thesis submitted to the School of  
Graduate Studies of the University  
of Ottawa as partial fulfillment of  
the requirements for the degree of  
Master of Arts.

1979

## ACKNOWLEDGEMENTS

This thesis was prepared under the supervision of Professor Tadeusz G. Grygier, Dipl.Soc.Pol.(Crac), LL.M.(Wars), Ph.D.(Lond), F.B.Ps.S., of the Department of Criminology of the University of Ottawa..

The writer is indebted to Dr. Grygier for his patience, enthusiastic and continuous guidance throughout the duration of this study.

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## INTRODUCTION

The present study derives from the orthodox psychoanalytic theory of personality, i.e., the Freudian theory. The personality characteristics selected for this research are those embodied in what has been typically labelled the anal character structure.

This postulated personality aggregate was chosen for the following reasons: 1) adults possessing these traits have been adequately described in the psychoanalytic literature, 2) the conditions of its origin in childhood have been hypothesized and researched, providing an additional source of information on this character structure, 3) anality has been described as engendering aggression, and 4) it is possible to measure anality through various psychometric tests which distinguish anal and non-anal personality traits.

According to Freudian theory excessive indulgence or coercion during the anal phase may lead to a fixation at that phase. There is some evidence to indicate that punitive measures used during toilet training are related to negativism and aggression. It is not within the scope of this paper to substantiate the etiological basis of the anal character but to examine the hypothesis that violent offenders possess more pronounced anal character traits as measured by the Dynamic Personality Inventory than non-violent offenders.

I

REVIEW OF THE LITERATURE

1. PSYCHOANALYSIS AND CRIMINOLOGY

It is not my intention to present an exhaustive review of the psychoanalytic contributions to the field of criminology, but simply to examine some writing which in my opinion represent the orthodox and to a lesser extent the neo-Freudian viewpoints on the topic of criminality.

Ferenczi (1919) wrote a brief article on the possible involvement of psychoanalysis in the field of criminology. He suggested that "...crime should be made the object of thorough psycho-analytic investigation, not merely as a by-product of the neuroses but also in and for itself."<sup>1</sup> He advocated a criminological psychoanalysis.

Freud as the founder of the psychoanalytical movement had little to say on the topic of criminality. However, FitzPatrick (1976) states that "Freud's theory of psychosexual development is the cornerstone of psychoanalytic studies of criminal behavior."<sup>2</sup> Freud (1905) stated that the child is "polymorphously perverse" and that man is primarily a being of immoral propensities and criminal inclinations. Stekel (1966) wrote in this regard "My observations on childhood criminal tendencies have been criticized by those who cannot conceive of a child's scheming to commit murderous acts."<sup>3</sup>

Melanie Klein (1927; 1934), also contributed to the topic of criminality. She declared that criminal tendencies are at work in every

child; but what exactly determines whether those tendencies will surface in later life? Klein believed "...that the criminal disposition was not due to a less strict super-ego but to a super-ego working in a different direction. It is just anxiety and the feeling of guilt which drive the criminal to his delinquencies."<sup>4</sup> Abrahamsen (1944) said that "...criminalistic inclinations are harbored in every human."<sup>5</sup> Within the same framework Karpman (1935) believed that we are all born criminals in the sense that we come into the world unconditioned and unrepressed.

Freud (1906) suggested that the technique of psychoanalysis be adopted by the legal profession in an effort to determine the guilt or innocence of an individual. In a later paper (1916) he wrote that some individuals commit crimes in order to be punished. These people carry the burden of what he called the Oedipus complex, which according to the theory is largely unconscious. The sense of guilt in relation to the complex was a reaction to what he considered the two great criminal intentions in man, that is to say, the desire to kill one's father and to have sexual relations with one's mother. Freud (1912) elaborated the idea of these two crimes and described them for all intents and purposes as the origins of crime.

Later (1923) he stated that it was surprising to find that an increase in the unconscious sense of guilt could turn people into criminals. In some criminals, mainly youthful ones, it is possible to detect a very powerful sense of guilt, which according to him existed prior to the offense and was not its result but its motive. However, he did not view psychoanalysis as a treatment process for delinquents. Freud (1925)

indicated that criminals and juveniles had not yet developed the psychic structures and a particular attitude required for psychoanalytic therapy and suggested that "...something other than analysis must be employed..."<sup>6</sup> Aichhorn (1925) reiterated Freud's conviction that "...dissocial behaviour essentially arose out of unconscious guilt feelings or the need for punishment."<sup>7</sup>

Alexander and Staub (1931) also stated that criminality was part of man's nature. The difference between the criminal and the normal individual was that the normal person was capable of controlling his criminal drives or inclinations and find socially acceptable channels for them, whereas the criminal was not.

What is of importance to this presentation is what these two authors declare to be the first crime. The first crime according to them, the crime that every individual unavoidably commits, is the violation of the prescription for cleanliness. They state: "As a prototype of certain refractory criminals who persist in their spiteful rejection of social demands, one can image a baby sitting on its little chamber pot persistently rejecting any demands coming from the outside; it sits in this sovereign position and feels superior to the grownups."<sup>8</sup>

Expanding on this, they state that at first the child experiences a pleasure in relation to excretory functions, by holding back; however this pleasure is obstructed when the parents begin to impose demands on him. The child learns to control and regulate his sphincter, because he is fearful of being punished by his parents. Ferenczi (1925) spoke of "sphincter morality", as being the starting point of adult

morality. This term emphasized the importance of training for cleanliness in the development of the preconscious. This morality arises from the introjection of parental prohibitions and demands related to toilet training. Disturbances during the anal phase may serve as cause of future disturbance in one's social adjustment.

The anal character traits described by psychoanalysts in their exaggerated form present a number of antisocial and criminal characteristics (Alexander and Staub, 1931). "The exaggerated, unsocial, stubborn bluntness of some violators of the law corresponds to the unyielding persistence of infantile anal spite. The characteristic self-centered stubbornness of the anal character acquires in the majority of criminals the form of proud, inaccessible spite, which is directed against all humanity."<sup>9</sup>

Abrahamsen (1944) also recognized the importance of anality in offenders. "Conflicts related to bladder or rectum functions may call forth aggressions, compulsions, extravagances, and other features. Character traits resulting from faulty sphincter training may to a large extent be considered responsible for many antisocial activities."<sup>10</sup>

Foxe (1947) has classified types of crimes in terms of trauma and fixation in early development. He stated that armed robbery and swindling were due to regression to the late anal stage of psychosexual development.

Marie Bonaparte (1927) also described the part anality played in the murderous act of Mme. Lefevre, who murdered her pregnant daughter-in-law.

Glover (1922) referred to Freud's concept of unconscious sense of guilt as the explanation of delinquency. He explained criminal acts partially in terms of the mental mechanism of projection of guilt. He also contended that psychopaths are generally retarded in a broad sense, at the pregenital level of infantile sexuality. Adler (1931) also wrote on crime and crime prevention. According to him the criminal, like other failures, fails in social interest.

In conclusion, according to psychoanalysts the chief explanation of behaviour disorders must be sought in the analysis of the unconscious mind; antisocial conduct is a result of the dynamics of the unconscious rather than conscious activities of mental life. Psychoanalytically oriented psychiatric literature often refers to crime; but in the original theoretical development of psychoanalysis references to neuroses are numerous, to psychosis relatively none and to crime very few indeed.

Footnotes

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3. Wilhelm Stekel, Patterns of Psychosexual infantilism. (New York: Washington Square Press, 1966), p. 9.
4. Melanie Klein, Criminal tendencies in normal children (1927), in Love, guilt and reparation and other works 1921-1945, ed. Roger Money-Kyrle (London: Hogarth Press, 1975), p. 184.
5. David Abrahamsen, Crime and the human mind (1944). (New Jersey: Patterson Smith, 1969), p. 55.
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7. August Aichhorn, Wayward youth (1925). (New York: Viking Press, 1965), p. 231.
8. Franz Alexander and Hugo Staub, The Criminal the Judge and the Public (New York: MacMillan Company, 1931), p. 38.
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## 2. THE THEORY OF INFANTILE SEXUALITY

The traumatic experiences which were revealed by the method of free association led Freud to the discovery of memories of conflicts which were to a large extent sexual in nature and which regressed into the individual's past life (Hendrick, 1934; Brenner, 1955). On the basis of phenomena observed in abnormal sexual life Freud constructed a new and broader theory of sexuality (Nuttin, 1954). As his starting point he made use of three kinds of pathological phenomena. First, in certain individuals sexuality is channelled exclusively towards people of the same sex and has no link with procreation. Next, there are individuals who seek sexual gratification and find it without any assistance from the genital organs or their normal functioning. Finally, many young children appear to exhibit an interest in sexual matters and to find gratification in them. Freud's concepts on infantile sexuality were originally derived from data given by the analysis of adults. He arrived at "direct proof", to use his own words, when he began a similar analysis of children (Nuttin, 1954).

In psychoanalytic theory, sexuality does not mean merely those activities and pleasures which depend on the functioning of the genital apparatus: it also englobes a whole range of excitations and activities which may be observed from infancy onwards and which procure a pleasure that cannot be adequately explained by the satisfaction of a basic physiological need. From the standpoint of physical sexuality, Rutter (1971) stated that there are no appreciable differences between the sexes before

puberty. Sex hormone production for both boys and girls involved small amounts of estrogen and androgens (Rutter, 1971). When we speak of infantile sexuality, our object is not simply to asseft the existence of precocious excitations and genital needs, but also the existence of activity similar to adult perverse behaviour. Infantile sexuality comprises erogenic zones of the body, which are not only the genital ones; secondly, such activity as thumbsucking, for instance, is directed towards pleasures independently of the carrying out of biological functions (i.e. nutrition). In this sense, psychoanalysts refer to sexuality as being oral, anal, phallic and genital. This is also commonly referred to as the genetic hypothesis.

We may now proceed to delineate in a systematic fashion what is known of the typical sequence of the manifestations of the sexual drive from infancy on, a sequence which Freud (1905) described in all of its essentials in the Three Essays on the Theory of Sexuality. One must keep in mind that these stages are not as distinct from one another as my presentation would imply. In fact one stage fuses with the next and the two overlap, so that the shift from one to another is a very gradual one (Brenner, 1955). Anna Freud (1945) spoke of "the extensive overlapping between the various organizations".<sup>1</sup> Each stage occurring during the development of the individual is characteristic of a certain age span. It must be understood, however, that this does not mean that one phase starts at birth, another at age two, and so on, but that a continuous development process is involved. Furthermore, there are individual variations. Some children develop more rapidly, some more slowly, depending

on their given potential, the external environment, and the attitudes of the important figures in their lives.

To summarize then, when we speak of infantile sexuality, we refer to steps which, if unimpeded, eventually develop into adult sexuality. This is true for every human function, sexual or other. Jastrow (1932) quoting Jones stated that "infantile sexuality is the most novel and important of the psychoanalytical contributions".<sup>2</sup>

The formal publication of the genetic hypothesis occurred in 1905 in Three Essays on the Theory of Sexuality, but it represented fifteen years of research and several unsuccessful theories of the significance of the genesis of the neuroses, especially of infantile sexuality (Drellich, 1974). Freud postulated that the sexual instinctual drive was present in all people from the earliest day of life. The drive emanated from somatic sources and made demands on the psychic apparatus for discharge of the accumulating sexual energies. The major somatic source of libido appeared to shift in a regular, predictable pattern in the course of human development. These major sources were labelled erogenous.

In psychoanalytic psychology, auto-erotism is considered to be the most primitive form of relationship to the environment. It was Havelock Ellis (1901) who introduced the term "auto-erotism", using it in a broad sense: "by auto-erotism, I mean the phenomena of spontaneous sexual emotion generated in the absence of an external stimulus proceeding, directly or indirectly, from another person."<sup>3</sup> Freud modified the term in 1905, in order to describe infantile sexuality. He considered Ellis' (1901) definition too general and defined it by the instinct's relationship

to its object: "...the instinct is not directed towards other people, but obtains satisfaction from the subject's own body."<sup>4</sup>

The theory of auto-erotism was the fundamental thesis of the Three Essays: The theory did not assume the existence of the primitive, objectless state (Laplanche and Pontalis, 1967). The action of sucking, which Freud took as the model of auto-erotism was in fact preceeded by the stage during which the sexual instinct obtains satisfaction through an anaclitic relationship with the self preservative instinct (hunger), and by virtue of an object, mainly the mother's breast. Only when it became detached from hunger did the oral sexual instinct lose its object and, by the same token, became auto-erotic. Thus although it was possible to describe auto-erotism as objectless, this is because the state occurred prior to any relationship with an object, not because with its advent all objects ceased to be relevant to the search for satisfaction.

Auto-erotism and auto-erotic activities are at the base of the sexual theory; both are important elements in the discharge of tension aroused by the sexual drive and are the very first manifestations of sexual activity out of which surfaced adult sexuality. According to Nagera (1964), "An auto-erotic activity can best be described by saying that it is an objectless instinctual activity seeking for a particular kind of pleasure."<sup>5</sup> According to Freud (1905), it was only when the instinct lost that object that the sexual instinct became auto-erotic. Freud believed that the relationship to an object determined whether a given sexual activity was auto-erotic or not; this eliminated from auto-erotic phenomena all instances in which the physical biological

relationship of a component instinct to an object still existed and in which gratification was dependent on this relationship.

There are few reports in the literature pertaining to the direct observations of overt sexual behaviour in early infancy. According to Spitz (1962) there are two main reasons for this.

First, it is not the masturbatory activity as such which engages the psychoanalyst's attention, but rather the problem which it produces for the patient's psychic economy. The second reason is the experimental psychological. Infants in the first twelve months of life are not capable of directed, volitional behaviour required for the pattern called masturbatory act. Spitz (1962) prefers "genital play", rather than auto-erotism as a general term. At this stage a more or less random play with various parts of the body, of which the genital is one, can be observed. Spitz (1962) qualifies "genital play" as a non-specific activity. It seems that Spitz has limited the term auto-erotism to masturbation, or at least to the genital area. Lewis (1965) supports Spitz when he states: "I have repeatedly observed behaviour in infants of 8-10 months of age which unmistakably mimics adult coitus."<sup>6</sup> This behaviour is transitory and easily goes undetected. It is observable only under conditions of maximum security, which may account for the lack of direct observation.

Secondly, the duration of the behaviour lasts only 10-15 seconds, and does not result in an erection (Lewis, 1965).

There are three major phases in infantile sexuality according to psychoanalytic theory. The first stage of libidinal development is termed the oral phase; it occupies approximately the first year and a half of life. The sexual excitement during this period is bound predominantly to the mouth, lips and tongue, which are the main sexual organs of the infant. The activity of nutrition is a source of a particular means through which the object relationship is represented and organized (Laplanche and Pontalis, 1967). Freud (1905) in the Three Essays on the Theory of Sexuality described oral sexuality, whose existence he demonstrated to a large extent by analysis of older children and adults. Though he did not mention the oral stage at this point, the activity of sucking took on a special meaning for him. Freud (1905) described the oral cannibalistic stage as the first stage of sexual life. The term cannibalistic was used to qualify object relationships and fantasies correlated with the oral cavity. It is a figurative description of the various dimensions of oral incorporation: love, destruction and preservation within the self of the object (Laplanche and Pontalis, 1967). Abraham (1924) in "A Short Study of the Development of the Libido, Viewed in the Light of Mental Disorders" differentiated two auxiliary stages within the oral stage: an early sucking stage, which was preambivalent, and an oral-sadistic stage, which corresponded to the teething period; biting and devouring implied a destruction of the object and instinctual ambivalence made its appearance. It is also to be noted that what was called the cannibalistic stage in psychoanalysis corresponded to Abraham's (1924) oral-sadistic stage.

Oral-sadism took on additional emphasis with Klein (1952). For Klein this phase was the culminating point of infantile sadism. In contrast to Abraham (1924), however, she viewed sadistic tendencies as playing a part from the outset: "...aggression forms part of the infant's earliest relation to the breast, though it is not usually expressed in biting at this stage."<sup>7</sup> Klein (1952) rejected Abraham's (1924) dichotomy between sucking and biting oral stages; the oral stage to Klein (1952) was an oral sadistic one in nature.

In the next year and a half of life the other end of the alimentary canal, that is the anus, becomes the most important sight of sexual tension and gratification (Brenner, 1955). This phase is labelled the anal phase. We will only briefly describe this phase here, but we will go into details further on. This stage is characterized by the organization of the libido under the primacy of the anal erotogenic zone. The object relationship during this phase of psychosexual development is invested with meanings having to do with the function of defecation and with the symbolic value of feces.

Freud (1905) started identifying the characteristics of anal erotism in adults and by describing its operation in childhood, in defecation and in the retention of fecal matter. It was only in 1913 that the notion of a pre-genital organization, where sadistic and anal-erotic instincts predominate appeared for the first time. In the later revision (1915, 1924) of the Three Essays on the Theory of Sexuality the anal stage appeared as one of the pre-genital organizations situated between the oral and the phallic organization.

Abraham (1924) proposed that the anal sadistic stage be subdivided into two phases on the basis of two contrasted types of behaviour towards the object. In the first of these phases anal-erotism was connected to evacuation and the sadistic instinct to the destruction of the object; in the second, by contrast, anal-erotism was linked to retention, and the sadistic instincts to possessive control. The transition from the first phase to the second one constituted in Abraham's (1924) view a decisive step of object-love.

Towards the end of the third year of life the leading sexual role begins to be assumed by the genitals, and it is normally maintained by them thereafter (Brenner, 1955). This stage is referred to as the phallic stage for two reasons. In the first place the penis is the principle object of interest to the child of either sex. Secondly, the female organ of sexual excitement and pleasure during this period is the clitoris, which of course is embryologically the female analogue of the penis (Brenner, 1955). This stage corresponds to the culmination and dissolution of the Oedipus Complex (Laplanche and Pontalis, 1967). The idea of a phallic phase emerged later in Freud's work, making its first appearance in "The infantile genital organization" in 1923. From the genetic point of view activity and passivity, which are dominant during the anal stage, are transformed into the polarity of the phallic and the castrated: only at puberty is the antithesis between masculinity and femininity established. With regards to the Oedipus Complex the existence of the phallic stage has a vital role: the dissolution of the complex is determined by the threat of castration, the effectiveness of

which depends first on the narcissistic interest directed by the male towards his own penis and his discovery of a lack of penis in the female. A phallic organization exists in females. The discovery of the difference between the sexes gives rise to a penis envy. The Freudian conception of female sexuality gave penis envy an essential part in the psychosexual development towards femininity, a development which involves inevitably a change in erogenic zone (from the clitoris to the vagina) and a change of object.

These are the three stages of psychosexual development of the child: oral, anal and phallic, the last of which merges into the stage of adult organization of sexual activity. This adult stage is known as the genital one, and Brenner (1955) stated that if proper usage is observed, the term genital phase will be reserved for it. The oral, anal and phallic stages are called pre-genital. The adjective "pre-genital" embodies not only instincts or libidinal organizations but also fixations and regressions to these early modes of psychosexual functioning. Psychoanalysts speak of pre-genital neuroses when such fixations predominate.

We have briefly described the development of phases which normally occur in childhood in the manifestations of the sexual drive. This sequence involves vicissitudes in the amount of interest and importance which attaches a child's psychic life to the various objects and modes of gratification of the sexual drive. These changes occur progressively rather than suddenly, and old objects and modes of gratification are only slowly abandoned even after the new ones have been established for some time in the leading role. Thus libido, which first cathected

the breast, later cathectes feces, and still later, the penis. Accordingly there is a flow of libido from one object to the next, and from one mode of gratification to another during the course of psychosexual development. However, no really strong libidinal cathexis is ever completely abandoned (Brenner, 1955).

Infantile sexuality in Freudian terminology does not lend itself readily to a clear-cut definition, since it involves a number of different observations, concepts and constructs at varying levels of concreteness and abstraction. One main feature of the Freudian theory is its broadening of the term "sexuality" to embrace the function of obtaining pleasure from various zones of the body rather than being limited to genital behaviour alone.

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- 7

### 3. THE HISTORICAL DEVELOPMENT OF THE THEORY OF ANALITY

#### (a) Freud

In a correspondence with Fliess, Freud (1897a) alluded to what was later to be designated as the anal phase. In a letter dated the 24/01/1897, in the context of his insight into how Middle-age customs and religious rituals paralleled the associations of his patients and their illnesses, noted how money and excrement had long been associated throughout history. Freud stated: "I read one day that the gold which the Devil gives his victims regularly turns into faeces; and the next day Herr E., who describes his old nurse's money-deliria to me, suddenly (by a round-about path via Cagliostro-chemist-Dukatenscheisser) said that Louise's money was always faeces."<sup>1</sup>

Freud (1897b), while expanding his theory of repression, brought forth the erotic nature of the anal zone. He explained the process by which previously pleasurable sensations of smell became obnoxious: "Now, the zones which no longer produce a release of sexuality in normal and mature human beings must be the regions of the anus and of the mouth and throat. This is to be understood in two ways: first, that the appearance and idea of these zones no longer produce an exciting effect, and second, that the internal sensations arising from them furnish no contribution to the libido, in the way in which the sexual organs proper do."<sup>2</sup>

Freud (1900) wrote on how his patients disclosed their anal birth theories through their dreams. "We find an interesting link with sexual researches of childhood when a dreamer dreams of two rooms which

were originally one, or when he sees a familiar room divided into two in the dream, or vice versa. In childhood the female genitals and the anus are regarded as a single area--the 'bottom'."3

Freud (1905a) reflected and wrote on the fact that jokes frequently are related to the act and product of defecation. Later (1905b) he described the erogenicity of the anal zone. Freud (1905b) wrote: "Like the labial zone, the anal zone is well suited by its position to act as a medium through which sexuality may attach itself to other somatic functions."4

He also stated (1905b) that children enjoy anal stimulation: "Children who are making use of the susceptibility to erotogenic stimulation of the anal zone betray themselves by holding back their stool till its accumulation brings about violent muscular contractions and, as it passes through the anus, is able to produce powerful stimulation of the mucous membrane. In so doing it no doubt causes not only painful but also highly pleasurable sensations."5 In addition he refers to anal masturbation in relation to this stimulation. Freud (1909a) exemplified the pleasurable quality of the excretory processes: "Thus in little Hans' sexual constitution the genital zone was from the outset the one among his erotogenic zones which afforded him the most intense pleasure. The only other similar pleasure of which he gave evidence was excretory pleasure, the pleasure attached to the orifices through which micturition and evacuation of the bowels are effected."6

As to the sexual use of the anal zone Freud (1905b) wrote: "The playing of a sexual part by the mucous membrane of the anus is by

no means limited to intercourse between men: preference for it is in no way characteristic of inverted feeling. On the contrary, it seems that paedication with a male owes its origin to an analogy with a similar act performed with a woman."<sup>7</sup>

Freud (1908) indicated the relation between anal erotism and specific character traits in adulthood of orderliness and parsimony which were linked to the interest in feces, while obstinacy was linked with the act of defecation. Freud (1908) stated that: "Now anal erotism is one of the components of the sexual instinct which, ...have become unserviceable for sexual aims. It is therefore plausible to suppose that these character-traits of orderliness, parsimony and obstinacy, which are so often prominent in people who were formerly anal erotics, are to be regarded as the first and most constant results of the sublimation of anal erotism."<sup>8</sup> Later Freud (1930) showed that the anal erotic aims are unserviceable culturally and must undergo sublimation. Freud (1909b) later showed how anal erotism appeared in the illness of the 'Ratman'.

Freud (1913a) concluded that there was a pregenital organization of the libido and stated: "...the component instincts which dominate this pregenital organization of sexual life are the anal-erotic and sadistic ones."<sup>9</sup> It was during this same period that Freud (1913a) linked obsessional neurosis and anal erotism and gave the following case in this regard: "The content of her ~~obsessional~~ neurosis was a compulsion for scrupulous washing and cleanliness ... reaction-formations against her own anal-erotic and sadistic impulses."<sup>10</sup> Freud (1913a) characterized

the aim of anal erotism as active and passive. Activities are supplied he said by the instinct of mastery, while the passive trend was supplied by anal erotism.

Psychoanalysis demonstrated that excremental and sexual instincts were not separate in children. Folklore, as Freud (1913b) wrote: "...shows us how incompletely the repression of coprophilic inclinations has been carried out among various peoples at various times and how closely at other cultural levels the treatment of excretory substances approximates to that practised by children."<sup>11</sup>

In regard to the various unconscious meanings of feces Freud (1917) remarked on the network of unconscious relationships between feces-child-penis elaborating on his original ideas that: "They...represent his the child's first gift...they later acquire the meaning of 'baby'--for babies, according to one of the sexual theories of children, are acquired by eating and are born through the bowels."<sup>12</sup> Freud states that the giving up of feces was a prototype of castration.

Freud realized that anality or, more precisely, anal erotism must undergo transformations which were in part due to cultural demands. Freud (1930) stated that: "Here upbringing insists with special energy on hastening the course of development which lies ahead, and which should make the excreta worthless, disgusting, abhorrent and abominable. ... Anal erotism, therefore, succumbs in the first instance to the 'organic repression' which paved the way to civilization. The existence of the social factor which is responsible for the further transformation of anal

erotism is attested by the circumstance that, in spite of all man's developmental advances, he scarcely finds the smell of his own excreta repulsive, but only that of other people's."<sup>13</sup>

To conclude we can say that all individuals possess to a certain extent remnants of their anality, and possess the various anal character traits formulated by Freud to a greater or lesser extent. As Freud (1905b) stated: "The differences separating the normal from the abnormal can lie only in the relative strength of the individual components of the sexual instinct and in the use to which they are put in the course of development."<sup>14</sup>

Both orthodox and neo-Freudian psychoanalysts have expanded and modified Freud's theory of anality. We shall now briefly examine some of these later contributions to Freud's concept of the anal phase of psychosexual development.

(b) Later Writers.

Jones (1918) emphasized the need to distinguish between the excretory act and its products in the effect on the development of the child. Abraham (1924) connected Freud's libido theory with general psychiatric experiences which employed the symptom of loss of sphincter control as a differential diagnostic criterion in favour of a psychotic condition, and suggested that each pregenital stage comprises two differing sub-stages. The first anal sub-stage is characterized by the aim of expulsion, and expresses the wish to annihilate the object. The second sub-stage aims at retention, which in turn changes the object relationship.

Menninger (1943) also examined the anal phase and its development. He regards the anal stage of development as an important stage in personality development not only to the individual per-se but to the whole culture, depending upon the method used to toilet train young children. He postulates the age span of the anal phase with the beginning of the oral phase, underlying, however, the accentuations of anal interests in response to weaning and to toilet training. As the maximal period of anality he gives the age between two and three. He divides the anal phase of childhood into six phases: sensuous pleasure in defecation, megalomaniac over-evaluation of the end product, and curiosity, which according to Menninger constitutes the early expulsive phase. Defiance and retention to get pleasure and thwart constitute the so-called anal retentive phase, followed by giving, in order to gain approval and praise of parents.

Grunberger (1960) made a thorough investigation into the origin and nature of anality and more specifically of the anal object. For Grunberger the anal stage begins with the oral-biting stage. He defines anality as the sequence of capturing, digesting and absorbing the object; in contrast to the oral-narcissistic universe which is open while the anal system is closed.

Heimann (1962) felt that the anal sequence of urge, relief and pleasure proceeds without the mother's help or participation and, therefore, the phantasies involved in anal sensations must be according to Heimann devoid of object notions.

Kestenberg (1966) describes two phases of anality. The first stage is labelled the anal-erotic phase of sphincter play, between six to

twelve months of age, and the second phase is the anal-sadism, which occupies the second year of life. Each of these phases is characterized by its own rhythms of tension and withdrawal-approach behaviour. The rhythms of the anal-erotic phase are exemplified in sphincter play, peek-a-boo, etc., which are typical for this age span (6-12 months). While the rhythms of the second phase (anal-sadistic) pervade the behaviour of the child in the second year of life. They can be seen in the rigid training that is followed by expulsion of feces as well as in games that terminate in throwing or games of hiding. Each phase, as Kestenberg states, is characterized by a different relationship to the mother. In the early anal erotic phase the child mirrors his mother's expressions, wants to be close to her, and seeks reassurance from her. In the anal-sadistic phase the child often becomes angry at his mother and may do the opposite of what she is doing.

The neo-Freudian interpretation of this phase is in terms of cultural and interpersonal forces. Thompson (1951) agrees with the organic influence which marks the age at which the child can easily master his anal sphincter, but apart from that the time of appearance is largely a cultural phenomenon. She emphasizes the struggle with the parents during this phase and not pleasure in retaining or expelling feces. Thompson states: "The child's wish to do what he wants whenever he wishes comes here for the first time into sharp conflict with the parents' plans. This is what puts its stamp on the character of the child."<sup>15</sup>

Sullivan (1939) links anal functions to the power motive and search for security. He states that: "The cry was originally the

powerful tool of the infant (...) constipation becomes the powerful tool of the child."<sup>16</sup> Erikson (1950) also implies the need for power when he speaks of an anal-muscular stage. This stage occupies the second and third year of life, but the duration of this stage can vary from one individual to another and vary in different cultures. He superimposes an epigenesis of psychosocial development upon the psychosexual stages. He designates what he considered to be the critical psychosocial task of each phase that the individual must perform and overcome so that he is prepared to encounter the tasks in the following stage. He formulates eight stages of psychosocial development, focusing on the specific developmental task of each of these stages. What is of importance to this paper is basically Erikson's second stage. "Autonomy versus Shame and Doubt". According to Erikson, we must consider the anal musculature as part of musculature in general, so that the child entering this stage of development must not only learn to manage or control his sphincters, but his muscles. This phase is characterized by rigorous self-assertion in the service of separation-individuation and autonomy. Autonomy will result from constructive resolution of feelings of shame and doubt that develop during this stage.

Having briefly reviewed writings from both the classical and neo-Freudian schools, we realize that despite their differences both recognize the importance of the anal phase during childhood. Their views will be reviewed later on when we discuss the anal character in the adult personality.

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10. Ibid, 320.

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#### 4. THE ANAL PHASE OF HUMAN DEVELOPMENT

##### (a) Child Behaviour in the Anal Phase

What is referred to as the anal stage of psychosexual development is roughly covered by the second to fourth year of life, however this is only an approximate time span. It would be safe to assume that anal strivings are present from the first day of life (Menninger, 1943; Fenichel, 1945) and are autoerotic in nature. Pine (1970) stated that defecation probably produces a state of diffuse excitation in the infant but it is during the second year of life that gratification becomes more intense due to the maturation of the nervous system which permits the child greater control over the anal sphincter, so that what was probably a passive experience in defecation can now be experienced more actively and less stressfully.

The anal phase is also referred to as the anal-sadistic stage. The relationship between anal and sadistic drives is attributed to two factors: first, the object of the anal-sadistic activity is the excrements themselves, and their 'pinching off' to use Fenichel's (1945) terminology is viewed as being sadistic in nature. The second one is toilet training where the child exerts his power over his mother by either giving or withholding his feces. The power or control that the child achieves during this phase is in part due to a greater development of the musculoskeletal system, a greater development in motility and speech.

During the oral stage, the infant was passive and gratification was to a large extent dependent upon the maternal figure. While in

the anal stage, the infant is more active in his gratification, that is to say has more control over it.

The anal stage is dominated by the drive for achieving mastery. The child strives for mastery of his own body and secondarily to overcome resistances he encounters. The drive for mastery begins with the young infant's endeavors to hold up his head, roll over, sit up and use his hands (Peller, 1965). Mastery and knowledge of his body functions--what he can do and how to do it--come to him through innumerable repetitions and variations of these repetitions.

Federn's (1952) concept of 'bodily ego feeling' referred to the body ego, which is that part of the perceiving part of the ego around which all concepts of one's own ego are grouped. The body ego consists of the psychic representations of one's own body and the self. When the child acquires the capability to voluntarily control his bowels (sphincter mastery) he can now manipulate his feces. He may retain them or expulse them at will. The differentiation between feces retained or expelled permits the child to distinguish what is 'inside' and what is 'outside', 'now' and 'after'. According to Chasseguet-Smirgel (1962) the anal stage constitutes a decisive moment in the acquisition of the temporo-spatial dimension. Within the same framework, the active retention or expulsion of feces permits the child to differentiate between self and the outside world, between good and bad, between self and non-self (Sarwer-Foner, 1967). These differentiations all emphasize the capacity to control, to master. To seize, to control, to dominate, and to possess all have for prototype anal mastery (Chasseguet-Smirgel, 1962).

Associated with anal mastery the child experiences omnipotent feelings with the acquisition of sphincter control. Abraham (1920) brought forward examples to show that the child's idea of the omnipotence of its wishes and thoughts can proceed from a stage in which it ascribed an omnipotence of this type to its excrements. The feces themselves come to be endowed with power, and the exercise of power may be linked with a wide range of feelings, so that feces may represent a gift or any other symbolization (Sym, 1963).

During this stage of psychosexual development the object-relationship is constituted in terms of possession: all objects desired are something to exercise control over. All objects which an individual can exercise a manipulation over has for the unconscious a fecal symbolization (Chasseguet-Smirgel, 1962). Fenichel (1945) stated that feces represent a thing which is one's own body but is transformed into an external object, the model of anything that may be lost and therefore represent a possession.

According to Tarachow (1966) the feces have a special narcissistic value. For Grunberger (1960) the excremental object is both a narcissistic and an object-choice. Heimann (1962) disagrees that the child regards his feces as valuable, because he does not extend his narcissistic pride to them. Jones (1918) stressed the connection between the child's high self-esteem and excretory acts. Freud (1917) stated that in defecation, the child is first put between his narcissistic attitude and object-choice.

The feces are highly cathected with libido, they are as we have stated precious to the child and are treated as gifts, however, they are also charged with aggression and can be weapons by which the child expresses feelings of rage, anger and disappointment.

Freud (1918) elaborated on the various symbolizations and equations feces may take and spoke of the castration complex in relation to anal erotism. Bell (1961) noted that the composite visual percept testis-feces may lead the child to associate the separation from its feces with loss of testicles, a connection she believes to be a precursor to castration anxiety.

At this stage of psychosexual development the child does not yet make any sexual differentiations between sexes and incorporates both masculine and feminine characteristics (Reiner and Kaufman, 1959). Fenichel (1945) stated that adults who are bisexual, bisexuality was a type of anal relationship which it is said has physiological roots. The rectum being an excretory hollow organ can actively expel excrements or can be stimulated by entering a foreign body. Masculine tendencies are derived from the former, and feminine tendencies from the latter (Jelek, 1913).

The anal phase is also considered to engender aggression. Brill (1932) stated that aggression becomes more pronounced around the age of two. Anna Freud (1949) stated "...the peak period of aggressiveness was found to coincide with the anal stage of sexuality"<sup>1</sup>. During this stage of development aggression plays an important role as anal sadism. It is difficult to separate the manifestations of sex and aggression from

each other since the toddler's whole attitude toward loved people and objects is usually inconsiderate, cruel and sadistic. Anna Freud (1965) stated that: "Aggression becomes a menace to social adaptation only when it appears in pure culture, either unfused with libido or defused from it...A special danger point for defusion is the anal-sadistic phase during which aggression reaches a normal peak and its social usefulness is especially dependent on its close association with equal amounts of libido. Any emotional upset at this time frees the child's normal sadism of its libidinal admixtures so that it becomes pure destructiveness and, as such turns against animate and inanimate objects as well as against the self. What happens then is that the half-playful, provoking, self-willed attitudes of the toddler become fixed in the personality as quarrelsomeness, ruthless acquisitiveness, and a preference for hostile rather than friendly relations with fellow beings. More important still, aggression in this defused form is not controllable, either externally by the parents or internally by ego and superego. If fusion is not re-established through strengthening of the libidinal processes and new objects attachments, the destructive tendencies become a major cause for delinquency and criminality".<sup>2</sup>

There are two relatively common problems which surface during the anal phase: these are eating and sleeping problems. Anna Freud (1946) remarked that when children are encouraged to feed themselves, one soon observes that the child has no intention to feed himself but rather to play with its food, smear it and so on. This behaviour is not to be attributed to a lack of skill on his part but to anal-erotic activity

which is transferred from the excrements to food, which are similar in consistency, colour and temperature (A. Freud, 1946). If the parents interfere with this behaviour too strictly the child's appetite will suffer. Sterba (1941) had already pointed out that refusal to eat may be a displacement from the anal sphere, in which the element of refusal is in fact transferred from defecation to eating.

The next problem which we encounter are sleep disturbances. Gesell and Ilg (1943) stated that night waking and the reluctance to go to sleep are characteristic problems of the fifteen to thirty month period of development. Fraiberg (1950) stated that a conflict between the wish to soil and the fear of loss of love appears frequently during the anal phase which contributes to sleep disturbances during this period.

Anna Freud (1965) commented on the fact that the child at this stage is strengthening his ties to people and to events in the external world and therefore wants to be awake. Anders and Weinstein (1973) stated that the child's ego is not sufficiently developed and can offer little comfort during times of separation. The child lacks the capacity to differentiate between absence and total disappearance of an object, therefore he attempts to hold onto his important ties to avoid fear of loss.

Nagera (1966) spoke of developmental interference and defined it as whatever disturbs the unfolding of development. Gerard (1952) stated that the emotional conflicts which occur during the anal stage are inherent in the prohibition and direction of the child's excretory and muscular activity which his parents impose upon him.

As can be seen, the psychoanalytic theoretical literature does not link anality directly to crime but it would appear that anality is related to violence, to conflicts surrounding external controls, to strivings for mastery, to shame and guilt, and to discipline and order. All these factors emerge in the psychological literature on crime.

(b) Toilet Training

This section deals with toilet training which is an important socialization process and one which is as complex according to McDavid and Harari (1968) as the socialization of eating behaviour and according to orthodox psychoanalysts is one of the more sensitive phases of childhood. According to psychoanalytic literature toilet training marks a decisive forward step in ego development (Blos, 1962). Benedek (1952) stated that "toilet training is the ego's first conscious struggle for mastery over an id impulse."<sup>3</sup> In relation to the development of the superego, it is the first major clash between the child and the mother.

Ferenczi (1925) has spoken of 'sphincter morality' in the development of the preconscious and Blanck (1974) stated that the super-ego formation begins with the incorporation of the first value imposed from the outside that is to say cleanliness. The child can be trained only when he accepts and assimilates the attitudes of cleanliness that the mother accepts. Only when these attitudes become an integral part of the child's ego can cleanliness be achieved. Pine (1970) stated that fear of loss of love stimulates the child to control his bowels.

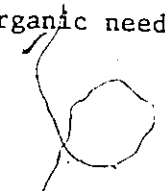
Excretory functions are regulated by a complex combination of voluntary and involuntary mechanisms (Knobloch and Pasamanuch, 1974).

Action of the sympathetic nervous system involuntarily maintains the sphincters in tonic contraction when bladder and bowel are empty or partially filled. When a certain threshold in content is attained in either bowel or bladder the sphincter relaxes and the smooth muscle of the bladder or bowel contracts, releasing the excrements. This is a very simple description of the basic excretory mechanisms. During the first few months the sphincters are regulated simply by reflex action.

The successful early toilet training, about which some mothers boast about, depends upon a conditioning process in which the infant performs a rudimentary association between toilet seat and toilet need (Knobloch and Pasamanuch, 1974). Ilg and Ames (1955) stated that toilet training may start as early as eight months, but that efforts to train the infant before this time would result in short-lived conditioning.

For the child to have control over his excretory functions he must consciously associate the act (excretory) with certain internal pressures, he must perceive an increase in pressure in the bladder and rectum as cues for inhibition of sphincter release, he must associate these sensations with a proper place; and with certain words indicate the need; he must also discriminate between bowel and bladder stimuli, and be capable of anticipating the urge to urinate or defecate (Frank, 1938). This is complex series of tasks which is not always understood.

Frank (1938) stated that through these readjustments, the physiological processes of elimination are carried from purely physiological events to cultural ones in the sense that their occurrence now becomes contingent upon external situations and cultural demands rather than intra-organic needs.



Besides the actual controls, there are two important attitudes the child learns in conjunction with elimination. The first is cleanliness; he must keep himself and his clothes from being soiled in the process of elimination, though this does not always apply in the case of certain primitive cultures. In relation to cleanliness, we trace the child's disgust toward excrements. However, disgust will develop only after considerable association with a caretaker who expresses this attitude herself.

Freud (1913) stated in this regard: "In the earliest years of infancy there is as yet no trace of shame about the excretory functions or of disgust at excreta...Under the influence of its upbringing, the child's coprophilic instincts and inclinations gradually succumb to repression; it learns to keep them secret, to be ashamed of them and to feel disgust at their objects."<sup>4</sup> The second attitudinal matter that the child acquires is a sense of modesty. Since elimination inevitably demands the exposure of the genital area, the taboos associated with sex in general and modesty in particular influence the method by which the process is completed. Having briefly examined the physiological and psychological processes involved in toilet training let us now examine some trends involved in this learning process.

Kern (1973) in reviewing pre-Freudian writings on child sexuality reported on the works of several authors during the nineteenth century. With regard to toilet training Kern (1973) reported that Julius Uffelmann (1881), a German pediatrician, recommended early pot training (after five months of age) in order to instill a sense of cleanliness and

regularity. Scholz (1891) also recommended early and severe training and stated: "Toilet training should be carried out in such a way that the child cannot bear to have any dirt on his body or dress or in his surroundings for even the briefest time. It should be instilled in his unconscious that dirt is improper and that the lack of it is the most natural and most desirable condition. The child's physical sensibility should be heightened so that dirt on or about him causes discomfort".<sup>5</sup>

Sunley (1955) in reviewing the child-rearing literature of the 1820-1860 period in the United States stated that the literature of this period tended to recommend early toilet training. However, this literature seldomly specified an exact chronological age at which to initiate the process.

Wolfenstein (1953) stated that methods for elimination training have shown sharp fluctuations in the past. In 1914, specialists recommended that bowel control training be started by the third month or earlier. In the twenties, increased severity was evident and the child was to be fully trained at least theoretically by the end of the first year. In 1938, it was considered that the mother begin to toilet train her child around the sixth month and completion of training was still thought to be around twelve months.

Spock (1946) dealt with the topic of toilet training in a casual manner and implied that toilet training could be completed without too many problems. However, Spock (1963) later admitted that this topic was one which consistently baffled him.

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Most theoretical discussions on toilet training differentiate between bowel and bladder training, however, researchers have not always made this distinction (Caldwell, 1964). Investigators are generally concerned with time and methods of introducing bowel training, while there is a general neglect about specific urinary methods. A plausible explanation for this was given by Caldwell (1964) who stated that bowel activities are strictly anal within a psychoanalytic framework, or it may be that bowel control usually occurs first (Illingworth, 1972). Another plausible explanation was advanced by Menninger (1943) who stated that the 'anal phase' comprises both anal and urethral sphincter training and that specific influences which may be strictly urethral are probably few and questionably distinguishable.

Let us now briefly examine some methods used to toilet train children in various countries. Since it is the psychoanalytic claim that the anal character is attributable to severe toilet training, cross-cultural studies are of great interest. However, no attempt is made in this thesis to link the various methods with the aetiological hypothesis. Muntarn and Hitchcock (1966) examined bowel and bladder training of young children in Khalapur, India. The mother attempts to anticipate the baby's bowel movements and holds him over the courtyard drain or pile of garbage. Mothers are particularly careful not to let the infant get smeared with his excrements or play with them because it is believed that a person who has accidentally eaten feces as a baby will have the power of the evil eye. Coprophagy has a mythological symbolization in India, the curse of the evil eye. The mothers show a mild disgust at a baby's bowel movement,

but their reaction is somewhat mild, considering the extreme disgust attached to adult feces, which can only be removed by the sweeper of the lowest of the castes in the village.

Romney and Romney (1966), in their study of the Mixtecos of Juxtlahuaca, Mexico, stated that training for cleanliness begins approximately one year after weaning. At this time, the child has to learn a variety of new skills, such as dressing himself, urinating and defecating by himself. The average age required to complete the various tasks was reported by the mothers to be around age three, according to the author there is a complete lack of sanitation facilities in this particular village, and anal compliance is a somewhat casual affair and is not given any special attention. Toilet training consists of simply learning to go to a particular area of the patio and to eliminate there rather than at another place. Sphincter compliance commences only when the child can walk.

Erikson (1950) examined toilet training with the Sioux. Toilet training, he stated, is lax. The child trains himself. It is a general and gradual compliance with whatever rules of modesty or cleanliness exist. The bowels become regulated because of examples set by other children, rather than by measures reflecting the caprices of parent-child relationships. The training is initiated as soon as the child can walk; older children bring the child to the designated place. Devereux (1951), in his study of the Mohave tribe, stated that the child is permitted to eliminate wherever he wishes until he is able to walk around freely. When he can walk the child will leave the house and defecate and urinate

behind a nearby bush and then seek assistance from one of the parents. If the child forgets and defecates or urinates in the house, the mother simply cleans it up and shows her displeasure by saying "nasty". Toilet training in this tribe is very seldom completed before the fourth or fifth year of life. Toilet training in the Mohave culture is uncompulsive and very gradual.

Nydegger and Nydegger (1966) reported that in the Philippines the mother initiates toilet training when the infant is around six months. The mother carries the child to a corner of the couse, usually the porch and lets him eliminate there. Toilet training is intensified some time before weaning, usually at about one and a half years of age, when the child is able to understand simple verbal instructions and express his need to urinate or defecate. When the child is capable of walking he is directed to the proper place to empty his bowels. At this stage the child is reprimanded for mistakes. Bladder control is accomplished by the third year.

Sears, Macoby and Levin (1958) in their study of American child-rearing practices found that the average age to begin toilet training was eleven months and the time for completion was seven months.

Having briefly examined the various methods used in different societies we can safely state that regardless of the method of training employed the end result (cleanliness) is achieved sooner or later. Brown (1959) stated that regardless of the toilet discipline a programmed anality will come fore. The question remains at what cost to personality is this end achieved? This question is not easily answered and for the present time is beyond the scope of this thesis.

Research pertaining to some aspects of toilet training has usually been interested in the following areas: 1) the relationship between training methods and responses to such training; 2) the relationship between types of training and certain clinical syndromes; 3) a search for an association between training patterns and personality development; 4) the determination of whether personality traits said to be related to anal experiences co-vary and are associated with toilet training (Caldwell, 1964).

Research in the area of toilet training is difficult and, as Newson and Newson (1963) pointed out, data relating to toilet training are difficult to obtain. Newson and Newson (1963) regard as essential that the information on eliminative training be collected within twelve months of its occurrence or else misinterpretation or falsification will occur due in part to the prestige attached to early sphincter control. Another problem involved in this type of research involves the evaluation of the training per se; severity of training may in fact be subjective rather than objective.

Psychoanalysts (Brill, 1932; A. Freud, 1949, 1965) have acknowledged that aggression is prominent during the anal phase. Others (Alexander and Staub, 1931; Abrahamsen, 1944; Foxe, 1947) have noted the role of anality in antisocial behaviour. One question that we may ask is: Does toilet training bear any relationship with aggression? On a theoretical level one could say that if the toilet training process was too strict we could expect an increase in aggression while if the training is lax no increase would occur. The basic hypothesis is that harsh

toilet training leads to aggression, however there is no firm evidence to substantiate this claim except for the modest evidence advanced by Holway (1949) and Sears et al., (1953). No recent studies could be found; however this does not imply that none have been done.

# Footnotes

1. Anna Freud, Notes on aggression (1949), in The writings of Anna Freud, Vol. 4, Indications for child analysis and other papers 1945-1956, (New York: International Universities Press, 1968), p. 65.
2. Anna Freud, Normality and Pathology in Childhood, (New York: International Universities Press, 1965), pp. 180-181.
3. Therese Benedek, Personality development (1952), in Dynamic Psychiatry, Eds., Franz Alexander and Helen Ross (Chicago: University of Chicago Press, 1952), p. 72.
4. Sigmund Freud, Preface to J.G. Bourke's Scatalogic rites of all nations (1913), in The standard edition of the complete psychological works of Sigmund Freud, Vol. 12, Case history of Schreber, papers on technique and other works 1911-1913, Ed. James Strachey (London: Hogarth Press, 1971), p. 336.
5. Friedrich Scholz, Die Characterfehler des Kindes (Leipzig, 1891), p. 112, cited by Stephen Kern, Freud and the discovery of child sexuality, History of Childhood Quarterly: The Journal of Psychohistory, 1, 1973, p. 130.

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## 5. EXPERIMENTAL EVIDENCE REGARDING THE ANAL CHARACTER

The aim of this section is simply to review some psychometric tests and studies relating to anality and to the anal character in general and to see what parts of Freudian theory on this subject have been, or at least, could be confirmed by objective, scientific psychological research. Clinical and academic psychologists find it difficult to accept the existence of an anal character because they view for the most part psychoanalytic methodology as inadequate. Non-psychoanalytic researchers state that the data obtained by analysts from the free associations of individuals undergoing therapy and from their dreams are unquantifiable and are riddled with subjective interpretations.

Hamilton (1929) produced some evidence (ratings by spouses on anal characteristics were related to self-reports of anal interests in childhood) that purported to link such traits to anal erotism. However this study lacked scientific rigour and the results were not interpretable. Sears (1943) was the first to investigate the anal character in a structural manner. He intercorrelated ratings of the original traits formulated by Freudian theory. He found the following correlations between the anal triad: stinginess and orderliness ( .39), stinginess and obstinacy ( .37), and obstinacy and orderliness ( .36).. These correlations, while being low, were all found to be in the expected positive direction.

Blum's (1949) Blacky Pictures purport to measure development in psychosexual terms. The Blacky Pictures are a series of cartoons depicting a dog 'Blacky' in various family situations which are considered

relevant in the psychoanalytic theory of development. Ten dimensions are measured by this test: oral eroticism, oral sadism, anal sadism, oedipal intensity, masturbation guilt, castration anxiety (for males), penis envy (female), positive identification, guilt feelings, positive ego ideal, and love object. In addition to these cartoons there are series of questions pertaining to each card, the majority being multiple choice. The questions relevant to the anal phase attempt to assess: intensity of anal expulsive needs, intensity of anal retentive needs, ego defences repression, denial, isolation, etc., attitudes towards toilet training and expected reaction of parents.

The anal dimension is tapped in this projective test by 'Blacky' defecating (see Figure 1).<sup>1</sup>



FIGURE 1  
CARTOON III: ANAL SADISM

SOURCE: Gerald S. Blum, A study of the psychoanalytic theory of psychosexual development, Genetic Psychology Monographs, 39, 1949, p. 15.

Blum (1949) claims that these pictures attempt to get at the deeper recesses of personality and relate to such variables as psychosexual development, defense mechanisms, object-relationships and so on. It will suffice to say here that the validity of this test is seriously questioned.

Barnes (1952) measured statistically the levels of psychosexual development according to Freudian theory among 266 male students. From a factor analysis of the subtests, each of which consisted of five or ten items, Barnes (1952) claimed an anal factor emerged--one loading on items concerned with meticulousness, orderliness, reliability, law-abidance, and cleanliness. Krout and Tabin (1954) also measured personality in developmental terms. The Personal Preference Scale consists of ten subtests which contain statements to which the subject indicates his or her degree of like or dislike. Subtests four and five deal with anal characteristics. Krout and Tabin (1954) stated that "...in Subtest IV early (positive) anal behaviour is tapped. Here the primitive pleasures expressed in coprophilia are equated with the handling of paints or clay, mud-play, enjoyment of pungent odors, preference for bass-instruments (referable to gas-expulsive sounds), and--socially--a carefree attitude in handling money and things (equated with the enjoyment of the process of rejecting fecal products)."<sup>1</sup>

They state that "...Subtest V with the late (negative) anal types of response. The items here represent in various forms, Freud's "cardinal triad" of orderliness, obstinacy, and stinginess."<sup>2</sup> Grygier (1970) elaborated the Krout Personal Preference Questionnaire into a new test, the Dynamic Personality Inventory, which measures psychosexual development. This test will be discussed later on in the thesis.

Farber (1955) found a positive correlation between anality and political aggression among college students (.37). However his measure of the anal character consisted of only five items while his measure of political aggression consisted of four items. No attempt was made to demonstrate the reliability or validity of either of these two scales, therefore the results are not of great importance.

Rabinovitz (1957) argued that the results achieved by Farber (1955) were probably due to the response set known as acquiescence (Answering 'yes' regardless of item content). Rabinovitz (1957) constructed a five item scale keyed 'no' (Farber's (1955) items were all keyed 'yes'). The combined ten-item scale had a correlation of .09 with the political aggression scale now also containing four items keyed 'no', whereas with the political scale scored for acquiescence the correlation was .27.

Beloff (1957) investigated the structure and origin of the anal character. She constructed an anal scale, the validity of which was derived from item consistency and from the correlation between self-ratings on the scales and rating by others. It was concluded from the evidence that in factorial terms the anal character has been shown to exist. However, she found that the anal character was not related to bowel training experiences.

Sandler and Hazari (1960) studied 100 neurotics with the Tavistock Self Assessment Inventory. Forty items of the latter related to obsessive compulsive character traits and symptoms. A subsequent factor analysis appeared to split the items into two groups. One of these groups was identified with the typical obsessional traits.

Finney (1961), in an attempt to describe personality in terms of traits, administered a 600 item inventory composed of the Minnesota Multiphasic Personality Inventory (MMPI) items, some from the Gough Scale, others from the F-Scale of the Authoritarian Personality together with some of his own devising. The sample consisted of 50 male and 50 female neurotics. The factor with the greatest variance was identified as the anal character. Its main loadings were on: Scale Or, orderliness, Scale An, the anal character, and Scale Rig, rigidity.

Rosenwald et al. (1966) examined the anal personality by means of an action test. Poor performance on the action test (selecting objects in fecal like material) was regarded as evidence of ineffective defence against anal erotism. It was predicted that those with ineffective defences would show indecision and narrow intellectualism. The prediction was supported.

These studies summarized in this section are but a sample of a larger body of psychometric studies on anality. Additional studies have been provided in Table I--for supplementary information on this topic. This review has demonstrated the paucity of experimental studies of the anal character and the difficulty of establishing conclusive findings--a difficulty mainly due to the problem of validity of the scales used. The anal character appears to represent a coherent, intercorrelated entity; but there is some disagreement about its characteristics and no evidence whatsoever as to its origin.

Table I: Summary of Statistical Studies on Various Aspects of Anal.

| AUTHOR<br>& DATE                  | TITLE OF STUDY                                                    | SUBJECTS                                  | TECHNIQUES & SCALES                                                            | SUMMARY OF FINDINGS                                                                                                                                           |
|-----------------------------------|-------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Farber<br>(1955)                  | 'The anal character & political aggression.'                      | 130 students                              | Farber's anal scale,<br>Political aggression                                   | Results showed a positive relationship between anal-ity and political aggression                                                                              |
| Beloff<br>(1957)                  | 'The structure and origin of the anal character.'                 | 55 men & 65 women under-graduate students | Guilford scales,<br>Beloff anal scale,<br>infant rearing data from the mothers | No correlation between the severity of toilet training and anal traits.<br>Positive correlation between the scores on the anal scale of mothers and offspring |
| Strauss<br>(1957)                 | 'Anal and oral frustration in relation to Sinhalese personality.' | 73 children                               | Rorschach, California Test of Personality.                                     | No significant association between infant training & personality traits                                                                                       |
| Adelson<br>&<br>Redmond<br>(1958) | 'Personality differences in the capacity for verbal recall.'      | 61 college females                        | Blacky Test, Two passages: one disturbing and one neutral                      | Anal retentives have better recall.                                                                                                                           |

| AUTHOR<br>& DATE         | TITLE OF STUDY                                                | SUBJECTS                                                         | TECHNIQUES & SCALES                                                | SUMMARY OF FINDINGS                                                                     |
|--------------------------|---------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Stein & Ottenberg (1958) | 'Role of odours in asthma.'                                   | Method I--25 asthmatics<br>Method II--20 asthmatics, 20 controls | Interview, and free association.                                   | Asthma was a psychological defence against activation of childhood conflicts (anal)     |
| Kline (1968)             | 'Obsessional traits, obsessional symptoms, and anal erotism.' | 46 students                                                      | Blacky Test, Beloff Scale, Hazari obsessional scales, Ai 3         | Supports the psychoanalytic hypothesis of aetiology of obsessional traits and symptoms. |
| Kline (1969)             | 'The anal character: a cross-cultural study in Ghana.'        | 123 Ghanaian students                                            | Ai 3, EPI, Cattell's 16 PF                                         | The Ghanians were significantly more anal than the British.                             |
| Pettit (1969)            | 'Analinity & time.'                                           | 37 males & 54 females undergraduate students                     | Composite analinity scale, Grygier analinity scale, Time scale     | Positive correlation between time scale and composite analinity scale                   |
| Centers (1969)           | 'The anal character and social severity in attitudes.'        | 562 adults                                                       | Interviews, Faber's Analinity Questionnaire, Social Severity Scale | Modest support for hypothesis was revealed<br>r = .30                                   |

The studies examined in this section may be divided into two broad categories on the basis of the hypotheses tested: 1) primary and 2) secondary studies. The primary studies deal with hypotheses relating to the structural and/or aetiological aspects of the anal character, that is to say: is there a functional entity known as the anal character and is it related to severe toilet training? The secondary studies deal with specific aspects of behaviour that are said to be related to the structural or aetiological hypotheses. An example of a secondary study would be the research conducted by Carp (1962) with stutterers. The present study according to this dichotomy would be a secondary study.

All research pertaining to either the structural or aetiological hypotheses contribute directly or indirectly to what has been termed construct validation. Cronbach and Meehl (1955) have dealt with the topic of construct validation and stated that it "is involved whenever a test is to be interpreted as a measure of some attribute or quality which is not operationally defined."<sup>3</sup> Nunnally (1978) stated that the degree to which a variable is abstract rather than concrete, one is dealing with a construct. Constructs within psychoanalytic theory are often vague and difficult to relate to external referents. Nunnally (1978) enumerated three major aspects of construct validation: 1) specifying the domain of observables related to the construct; 2) from statistical analyses, determining the degree to which the observables tend to measure the same thing or different things, and 3) performing studies of individual differences to determine the extent to which supposed measures of the construct produce results which are predictable from the theoretical hypotheses surrounding the construct. With

regard to the present study we are searching for individual differences which may or may not exist and one can say that through this study we are in fact attempting construct validation of the anal character as measured by the Dynamic Personality Inventory (Grygier, 1970).

The anal character as stated in this research was a concept developed by Freud (1908) through clinical observations. Freud (1908) listed a triad of traits--orderliness, parsimony and obstinacy--which formed the basis of this character type. Later researchers such as Jones (1918), Abraham (1921) and Menninger (1943) listed a variety of behaviours said to be related to the anal character. Tables 2 and 3 in the following section list these domains of observables related to the anal character. If the trait of hoarding for example is hypothesized as being a trait pertaining to the anal character one would expect the items of the test measuring such behaviour to be intercorrelated. Cronbach and Meehl (1955) stated that the stability of test scores may be relevant to construct validity. Repeat reliability (coefficients of stability) of the anal scales of the Dynamic Personality Inventory are reported by Grygier (1970) as varying from .37 to .87 and for split-half reliability as varying from .36 to .84.

As to studies trying to isolate a cluster of traits which may define the anal character there should be no question that past studies (Sears, 1943; Barnes, 1952; Beloff, 1957; Kline, 1968; Kline, 1972; Grygier, 1970) have found it possible to isolate clusters of anal traits.

Footnotes

1. Maurice H. Krout and Johanna Krout Tabin, Measuring Personality in developmental terms, Genetic Psychology Monographs, 50, 1954, p. 304.
2. Ibid., p. 304.
3. Lee J. Cronbach and Paul E. Meehl, Construct validity in psychological tests, Psychological Bulletin, 52, 1955, p. 282.

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## 6. THE ANAL CHARACTER

### (a) Psychoanalytic Literature

The anal stage as a normal developmental period has to be integrated and blended in healthy individuals into subsequent maturation (Sarwer-Foner, 1967). Though the signs of its passage are present in all individuals, manifestations of this stage of psychosexual development are prominent in some people. According to Menninger (1943) we cannot generalize as to why a certain person expresses his anal character traits in a specific manner, since the causes may vary from one individual to the next.

Freud's (1908) classic text on the anal character listed a triad of characteristics possessed by these individuals. These were: orderliness, parsimony and obstinacy. He stated in regard to the above traits that: "Each of these words actually covers a small group or series of interrelated character traits. 'Orderly' covers the notion of bodily cleanliness, as well as of conscientiousness in carrying out small duties and trustworthiness. ...Parsimony may appear in the exaggerated form of avarice; and obstinacy can go over into defiance, to which rage and revengefulness are easily joined."<sup>1</sup> These traits represent defenses, either sublimations or reaction formations against anal-erotic impulses.

Orderliness represents the development of obedience. It is viewed as a reaction formation of the ego to counteract anal instincts. Tidiness, punctuality and meticulousity denote a displacement of the compliance which occurred during sphincter training.

Parsimony as an anal character trait is to be viewed as an extension of the habit of retention of feces which is either motivated by the fear of loss or by the erogenous pleasure. Parsimony may be exhibited through miserliness, acquisitiveness, avarice and hoarding.

The last trait which Freud (1908) enounced as pertaining to the anal character was obstinacy. He hypothesized that it was theoretically a reaction to environmental pressures of being forced into anal compliance.

Jones (1918) and Abraham (1921) greatly expanded on the anal character. These two works deserve examination since they provide numerous examples of behaviour which is considered typical of the anal individual.

Jones (1918) accepted the basic postulate that the traits were reaction formations against, or sublimations of, the original tendency; but he made significant contributions in relation to the structure of this character type. He attempted to differentiate between those traits resulting in the act of defecation itself and those derived from interest in the product of the act. This distinction may not always be precise and he cites parsimony as an example of a trait which results from both these interests. Jones (1918) stated two relatively important aspects in relation to the interest of the act of defecation. The first was the endeavour of the child to obtain maximum pleasure from it and his effort to retain his control over it, in opposition to the educative aims of the environment. The traits evolving from this first feature were procrastination, often followed by intense concentration and resentment of interference. This self-willed independence was related with the trait of believing that nobody can do anything as well as oneself, in an inability to delegate work and a meticulous attention to details.



In addition, the act of defecation may be represented in the unconscious by other acts of which there are three main classes: moral tasks, disagreeable tasks and acts dealing with objects which are symbols for excretory products: dirt, money and waste are a few examples. The mental attitude to these categories of behaviour is influenced by repressed anal erotism. The compulsion to do things in precisely the right way and the willingness to perform routine chores are derived from this. Jones (1918) cited the activity demonstrated by some housewives in the performance of their everyday tasks.

From the second feature, the effort to retain individual control over the act, springs obstinacy which may turn into defiance. This expresses itself as opposition to any attempt from without to guide one's behaviour and resentment if one's decisions are in any way opposed. Jones (1918) stated: "Such people take advice badly, resent any pressure being put on them, stand on their rights and on their dignity, rebel against any authority, and insist on going their own way; they are never to be driven and can only be led."<sup>2</sup> Associated with these traits are strong feelings against injustice of any kind due to the infant over-valuation of the feces, whose removal they strongly resented. In addition, these individuals dislike their time being taken up against their will. Jones (1918) described briefly the inability to enjoy any pleasurable activity as a trait arising from the desire to retain control over defecation.

Traits derived from 'interest in the excretory product itself' must be examined. In order to comprehend the traits of this second category,

the author resorted to the psychoanalytic theory that, at least in the beginning, the child regards his excrements as part of himself and as a valuable object. But, the child learns to repress this feeling and some of this repression may be endogenous and natural. Jones (1918) states: "The anal-erotic complex is genetically related to two of the most fundamental and far-reaching instincts, the instincts to possess and to create or produce respectively. On the whole they are opposed to each other, the one being an impulse to keep, the other an impulse to give out, and they may roughly be correlated with the two phases described earlier in this paper--the tendencies to keep back and postpone production and to produce feverishly. The character of the person will greatly depend on whether the stress is laid on the one or the other of these two impulses."<sup>3</sup> The same person may in one respect show a sublimation, in another a reaction formation, in one respect a giving out, in another a holding back.

It is clear that in that passage Jones goes beyond the original orthodox formulation of the anal character, which in these terms is a syndrome of traits associated with the retaining tendency. According to Jones (1918) parsimony has a dual aspect, the refusal to give and the desire to collect. Parsimony engenders both avarice and meanness. It can be observed in the case of various copro-symbols (eg. books, time and money). The second aspect of the tendency expresses itself as an impulse to collect and to hoard. "All collectors are anal-erotics, and the objects collected are nearly always typical copro-symbols..."<sup>4</sup>

The second division comprises reaction formations to the retaining tendency which is related to orderliness. When prominent, orderliness becomes a neurotic symptom; everything has to be in its place. But it can take a more beneficial form as a high capacity for organization. Associated with this are the traits of reliability and hatred of waste.

The third division suggested by Jones is the sublimation of the impulse to give. Menninger (1943) and Krout and Tabin (1954) regarded these traits as being derived from anal erotism repressed at its early stage, the expulsive stage, whereas the anal character is derived from repression at the later stage, the anal retentive stage.

The final category comprised the reaction formation of the feces or their symbols. This is expressed as a desire for cleanliness or a dislike for dirt. From this description it is clear that Jones (1918) depicted a detailed picture of the so-called anal character. However, not all traits listed by Jones have been mentioned so far; they will be listed further on in this study.

Abraham (1921) also described the anal character. There is considerable overlap between Jones (1918) and Abraham's (1921) work, therefore we shall discuss it in lesser detail.

Abraham (1921) expanded on the feelings of personal perfection mentioned by Jones (1918). The anal-erotic takes great pleasure only in possessing something nobody else has. He likes to index, register, make summaries and all types of statistics. Abraham (1921) followed Jones (1918) in maintaining that the anal character fell into one of two

categories: all relationships in life were put into the category of having or retaining, or that of giving.

It is in the first class, according to Abraham (1921) that the bulk of anal erotics should be placed. Parsimony, clearly related to this first category, does not always spread into all spheres of activity, but those it most frequently affects are concerned with non-material things. The displacement of avarice from money, and from the value of money, to time may be observed frequently--expressed by the simultaneous undertaking of activities such as taking off clothes two at a time.

Having briefly reviewed some of the basic writings on the anal character let us now summarize these traits. Table II lists the traits enounced by Freud (1908), Jones (1918) and Abraham (1921). These authors represent the orthodox view on the anal character.

Table II: Psychoanalytic Descriptions of the Anal Character

- 1) Freud: -orderliness, parsimony and obstinacy
- 2) Jones: -procrastination followed by intense concentration, boring persistence
  - self-willed independence--a belief that nobody can do anything as well as oneself
  - inability to depute work
  - minute attention to detail
  - intolerant insistence to do things one way
  - strong drive to clean things (routine chores)
  - profound interest in handwriting
  - opposition to any attempt to guide one's conduct
  - resentment of any thwarting
  - resentment of advice
  - standing on rights and dignity
  - strong feelings at any injustice
  - dislike of time being used up against one's will
  - irritability and vindictive desires of revenge (symptoms of above)

- highly individualistic
- pleasure spoiled by small things out of place
- love of self-control
- interest in the backs of things.

(All the above derive from interest in the act itself. Those below derive from interest in the product of the act.)

A: (Sublimation of retaining tendency):

- Parsimony--avarice and meanness, especially capro-symbols-- money, time, food, books--'all collectors are anal erotic'
- pleasure in finding things
- tenderness to children
- tendency to domineer.

B: (reaction-formation to retaining tendency):

- orderliness--love of symmetry
- pedantry, love of exactitude, delight in organizing
- reliability
- hatred of waste.

C: (Sublimation of the impulse to give--not part of the anal character):

- useful for finding what anals are not.

D: (reaction-formation of the impulse to give):

- strictly not part of the anal character but having certain traits in the triad already mentioned above.

(These last two sections represent fixation at the anal expulsive level and are outside the strictly Freudian concept of the anal character.)

3) Traits Found in Abrahams but not in Jones:

- Pleasure in possessing something rare or unusual
- pleasure in statistics and tables
- critical of others, generally malcontent
- dislike of spending money on perishable things
- simultaneous performance of more than one activity
- pleasure in looking at one's own mental creations
- dislike of new subjects
- delight in meticulous planning, orderly rooms but untidy cupboards
- dislike of feeling obliged to anyone, love of doing the opposite of most (e.g. curious tasted in food, clothes)!

SOURCE: Table adapted from Paul Kline, Facts and Fantasy in Freudian Theory (London: Methuen, 1972), pp. 10-11.

The classical Freudian theory does not seem to indicate on the whole that anal characters would be violent. However, we know that psychoanalysts consider anality as engendering considerable aggression, and we know from Jones (1918) and Abraham (1921) that particular aspects, such as irritability, vindictive desires of revenge and a dislike of feeling obliged to anyone, as possible traits possessed by violent offenders.

Other writers have contributed to our understanding of the anal character though not necessarily agreeing with the so-called orthodox school of psychoanalysis they have provided new or modified ideas on this character structure. We shall now examine some of these ideas.

Kardiner (1933) acknowledged the anal character as a syndrome but linked it to conflicts over bowel training and not to anal erotism. However, his syndrome is not exactly the same as the Freudian anal character because he argued that rigid discipline in sphincter control training may be met with compliance (orderliness) or a refractory attitude (obstinacy) whereas both these traits appear in the original formulation.

Orlansky (1949) stated that: "Obedience, punctuality, cleanliness, hoarding, and the other 'anal' character traits are certainly inculcated into the child by middle-class parents of capitalist society, this syndrome of traits being in part historically associated with the Protestant virtues which were so well rewarded during the rise of capitalism, and having also independent culture-history of their own. In these terms, the origin of the anal character can be understood as an adjustment of the individual on the level of personality to the concrete economic and cultural conditions."<sup>5</sup>

Within the same framework, Ferenczi (1914) wrote: "The capitalistic instinct thus contains, according to our concept, an egotistic and an anal-erotic component."<sup>6</sup> Coriat (1924), following the same line of thought, stated that: "The social behavior of anal-erotics is strongly bound up with money and pedantic behavior. Perseverance is also a mark of the anal character, a trait necessary for the accumulation of wealth."<sup>7</sup> Along the same line of thought Menninger (1943) stated: "The emphasis on production, the value of time, the importance of material possessions, the striving for wealth and its implied power, are all paramount goals in our age of civilization, which might be said to be in the anal phase."<sup>8</sup>

Reich (1933) described a pathological character he labelled the compulsive character, which differed little from the anal character. Rado (1969) viewed the anal character not as an adult still dominated by anal erotism but rather an individual reacting with the emergency reactions of the anxiety and rage, the submissive and self-assertive responses that were brought into play on the occasion of the power struggle waged between the child and the mother over habit training. His description of the obsessive personality stated: "His silly excesses in cleanliness, orderliness, regularity and punctuality show that his conscience still operates mostly in the world of the nursery."<sup>9</sup>

Fromm (1947) described a hoarding personality which differed little from the anal character other than in its hypothesized origin. This character type tries to possess rather than to love. This type of individual is not stingy because he holds onto his excrements or feces: he simply holds onto everything. According to Fromm this character type

was typical of the bourgeois economy of the eighteenth and nineteenth century. Reiner and Kaufman (1959) view individuals (adults) fixated at the anal stage as having "...a much more poorly organized ego structure with more inconsistent behavior and less conformity to community norms than do the compulsive neurotics."<sup>10</sup> In addition, ambivalence, bisexuality and feelings of omnipotence are characteristics of the anally fixated individual (Reiner and Kaufman, 1959).

According to these writers the anal character type thinks in terms of opposites, sharply dividing love and hate, goodness and badness, and strength and weakness. They describe an anal-erotic personality as taking pleasure in "messy" and defiant behaviour. Individuals who express hostility and experience closeness by fighting are what Reiner and Kaufman (1959) called anal sado-masochistic personalities. Menninger (1943) closely examined character traits resulting from the anal phase of psycho-sexual development. As stated earlier, Menninger (1943) subdivided the anal phase into six phases and outlined direct carry-overs, socially unacceptable character traits, socially acceptable traits, reaction-formations and symptoms of each of these phases in adulthood. Table III summarizes schematically Menninger's (1943) list of anal characteristics specific to each phase. Lewin (1930) described the compulsive character as being conscientious, punctual and formal, and as having irrational attitudes towards money and latent hostility towards authority.

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Psychologic and Symptomatic Expressions Related to the Anal Phase.

| Direct Carry-overs                                                                                      | Socially Unacceptable Character Traits                                                                                          | Socially Acceptable Traits                                                                                             | Reaction Formations                                                                    | Symptoms & Signs                                                              |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1. Erotic gratification in defecation<br>2. Flatus expulsion for pleasure.<br>3. Reading on the toilet. | 1. Messiness<br>2. Carelessness<br>3. Dirty personal habits<br>4. Lack of any sense of obligation<br>5. Writing on toilet walls | 1. Handicrafts<br>2. Writing, painting, sculpture<br>3. Interest in music<br>4. Cleanliness<br>5. Interest in symmetry | 1. Excessive interest in cleanliness.<br>2. Excessive hand washing and house cleaning. | 1. Playing with feces.<br>2. Anal perversions.<br>3. Dirt Phobia.             |
| 1. Interest in feces and defecation.                                                                    | 1. Overemphasis on orderliness, punctuality.<br>2. Conceit.<br>3. Dominating attitude.                                          | 1. Self-confidence.<br>2. Orderliness.<br>3. Punctuality.<br>4. Conscientiousness.<br>5. Pride in production.          | 1. Feelings of inferiority.<br>2. Excessive humility.<br>3. Attention to details.      | 1. Psychotic megalomania.<br>2. Diarrhoea as aggressive tool.<br>3. Swearing. |
| 1. Interest in feces and defecation.                                                                    | 1. Lack of initiative.<br>2. Inability to organize.                                                                             | 1. Meticulousness.<br>2. Precise research.<br>3. Indexing.<br>4. Organizing.                                           | 1. Interest in statistics, indexing and classifying.                                   | 1. Manic productivity.                                                        |

Table III: Characterologic and Symptomatic Expressions Related to the Anal Phase.

| Anal Subdivisions                   | Direct Carry-overs                                                                                                                                                    | Socially Unacceptable Character Traits                                                                                                                                                                    | Socially Acceptable Traits                                                                                                                                                                       | Reaction Formations                                                                                                                             | Symp & S.                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Sensuous pleasure in defecation. | <ol style="list-style-type: none"> <li>1. Erotic gratification in defecation</li> <li>2. Flatus expulsion for pleasure.</li> <li>3. Reading on the toilet.</li> </ol> | <ol style="list-style-type: none"> <li>1. Messiness</li> <li>2. Carelessness</li> <li>3. Dirty personal habits</li> <li>4. Lack of any sense of obligation</li> <li>5. Writing on toilet walls</li> </ol> | <ol style="list-style-type: none"> <li>1. Handicrafts</li> <li>2. Writing, painting, sculpture</li> <li>3. Interest in music</li> <li>4. Cleanliness</li> <li>5. Interest in symmetry</li> </ol> | <ol style="list-style-type: none"> <li>1. Excessive interest in cleanliness.</li> <li>2. Excessive hand washing and house cleaning.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Play feces</li> <li>2. Anal perversion</li> <li>3. Dirt</li> </ol>  |
| 2. The phase of megalomania.        | <ol style="list-style-type: none"> <li>1. Interest in feces and defecation.</li> </ol>                                                                                | <ol style="list-style-type: none"> <li>1. Overemphasis on orderliness, punctuality.</li> <li>2. Conceit.</li> <li>3. Dominating attitude.</li> </ol>                                                      | <ol style="list-style-type: none"> <li>1. Self-confidence.</li> <li>2. Orderliness.</li> <li>3. Punctuality.</li> <li>4. Conscientiousness.</li> <li>5. Pride in production.</li> </ol>          | <ol style="list-style-type: none"> <li>1. Feelings of inferiority.</li> <li>2. Excessive humility.</li> <li>3. Attention to details.</li> </ol> | <ol style="list-style-type: none"> <li>1. Psych megalomania</li> <li>2. Diarrhea</li> <li>3. Swear</li> </ol> |
| 3. Phase of curiosity.              | <ol style="list-style-type: none"> <li>1. Interest in feces and defecation.</li> </ol>                                                                                | <ol style="list-style-type: none"> <li>1. Lack of initiative.</li> <li>2. Inability to organize.</li> </ol>                                                                                               | <ol style="list-style-type: none"> <li>1. Meticulousness.</li> <li>2. Precise research.</li> <li>3. Indexing.</li> <li>4. Organizing.</li> </ol>                                                 | <ol style="list-style-type: none"> <li>1. Interest in statistics, indexing and classifying.</li> </ol>                                          | <ol style="list-style-type: none"> <li>1. Manic tiver</li> </ol>                                              |

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| Direct Carry-overs                                                                           | Socially Unacceptable Character Traits                                                     | Socially Acceptable Traits                     | Reaction Formations                                                             | Symptoms & Signs                                                                                                                                |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Constipation and diarrhoea caused by fear or anger.<br>2. Flatus expulsion as aggression. | 1. Defying attitude.<br>2. Passive-aggression.                                             | 1. Courage.<br>2. Perseverance.<br>3. Bravery. | 1. Indecision.<br>2. Timidity.<br>3. Lack of assertiveness.<br>4. Stubbornness. | 1. Persecutory delusions.<br>2. Negativism.<br>3. Vindictiveness.<br>4. Constipation as inhibited aggression.<br>5. Soiling dreams & fantasies. |
| 1. Constipation (Feces as a valued possession.)                                              | 1. Procrastination.<br>2. Stinginess.<br>3. Pedantry.<br>4. Sensitiveness to interference. | 1. Collecting.<br>2. Thrift.                   | 1. Wastefulness.<br>2. Liberality without interest in person or cause.          | 1. Sadism.<br>2. Avarice & parsimony.<br>3. Compulsions & obsessions.                                                                           |
| 1. Flatus expulsion.                                                                         | 1. Extravagance.<br>2. Exhibitionistic giver.<br>3. Giving as a reaction to impotency.     | 1. Philanthropy.<br>2. Productiveness.         | 1. Refusal to give.                                                             | 1. Self-punitive or destructive giving.<br>2. Thwarted giving.                                                                                  |

and from William C. Menninger, (1943) Characterologic and Symptomatic Expressions Related to the Anal Phase of Development. Psychoanalytic Quarterly, 12, 174-175.

| Anal Subdivisions                          | Direct Carry-overs                                                                           | Socially Unacceptable Character Traits                                                     | Socially Acceptable Traits                     | Reaction Formations                                                             | Symptoms & Signs                                                                                                   |
|--------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 4. Phase of defiance.                      | 1. Constipation and diarrhoea caused by fear or anger.<br>2. Flatus expulsion as aggression. | 1. Defying attitude.<br>2. Passive-aggression.                                             | 1. Courage.<br>2. Perseverance.<br>3. Bravery. | 1. Indecision.<br>2. Timidity.<br>3. Lack of assertiveness.<br>4. Stubbornness. | 1. Persecutory delusion.<br>2. Negative.<br>3. Vindictive.<br>4. Constipation inhibiting.<br>5. Soiling fantasies. |
| 5. Phase of sensual pleasure in retention. | 1. Constipation (Feces as a valued possession.)                                              | 1. Procrastination.<br>2. Stinginess.<br>3. Pedantry.<br>4. Sensitiveness to interference. | 1. Collecting.<br>2. Thrift.                   | 1. Wastefulness.<br>2. Liberality without interest in person or cause.          | 1. Sadism.<br>2. Avarice in money.<br>3. Compulsive obsession.                                                     |
| 6. Phase of giving to gain approval.       | 1. Flatus expulsion.                                                                         | 1. Extravagance.<br>2. Exhibitionistic giver.<br>3. Giving as a reaction to impotency.     | 1. Philanthropy.<br>2. Productiveness.         | 1. Refusal to give.                                                             | 1. Self-punishing.<br>2. Thwarted.                                                                                 |

SOURCE: Table adapted from William C. Menninger, (1943) Characterologic and Symptomatic Expressions Related to the Anal Phase of Psychosexual Development. Psychoanalytic Quarterly, 12, 174-175.

(b) Psychiatric literature:

The psychiatric literature refers to various personalities which appear similar in description to the anal character. Only a cursory review of the relevant literature is presented here.

Lewis and Mapother (1941) described obsessoid personalities as being extremely cleanly, orderly, conscientious and precise. These individuals have inconclusive ways of thinking and acting, and are given to useless repetition. Individuals possessing these traits from childhood are often morose, obstinate and irritable; others are inconsistent and submissive. From the above description, one can see the similarities between the obsessoid personality and the anal character.

Masserman (1955) depicted a ritualistic personality. According to him, this term may be used to describe character formations lying between a somewhat overstrict attachment to everyday routines of living and those so deviant as to warrant the label of neurotic. This personality is depicted as conservative, ascetic, orderly, over-conscientious and meticulous to the point of perfectionism. Curran, Partridge and Storey (1976) recognize an obsessional personality characterized by meticulousness, cautious, over-conscientiousness and excessive neatness. Mayer-Gross, Slater and Roth (1960) describe the obsessional personality as being rigid, inflexible and not very adaptable. These authors have been cited as evidence that there is such a syndrome of traits as the anal character recognized outside psychoanalysis.

Delay, Pichot and Perse (1962), in a review of the obsessional personality, neurosis and the anal character, claim that the obsessional

personality of British psychiatry and the anal character are basically similar and the only difference lies in the fact that the British psychiatrists do not completely accept the classic psychoanalytical aetiology implied in the term anal. However, we must consider whether the obsessional personality is the same as the anal character. One fact is clear, the anal and obsessional character are very similar and share certain common traits. The anal character being a psychoanalytic concept it is to the psychoanalysts we must turn in order to resolve this problem.

Freud (1931) argued that the obsessional type was characterized by the supremacy exercised by the superego which was separated from the ego with great tension. Obsessional individuals are governed by anxiety rather than the dread of losing love. Freud wrote: "It seems easy to infer that ... the obsessional type will develop the obsessional neurosis;"<sup>11</sup> however, Freud said that we should not make our minds up on this point until the evidence has been shifted. Freud (1918) claimed that the anal sadistic constitution was the basis of the obsessional neurosis and, in the 1931 passage, argued that the obsessional character might be the precursor of the obsessional neurosis. It would appear that the anal character is a special case of the obsessional personality, however, it is beyond the scope of this thesis to argue its pros and cons.

Cattell (1950) regards these two terms as interchangeable. For him the obsessional personality and the anal character are one and the same. Basically, the anal character is a well defined syndrome in classic psychoanalysis, which is acknowledged by the neo-Freudian school. Psychiatrists describe a similar constellation of traits as the obsessional

personality, of which the anal character might be a special type. We will now examine some specific traits and relationships which are said to pertain to the anal character.

(c) Specific traits:

The word obstinacy expresses the idea 'to hold one's position in spite of somebody'. Stubbornness is a passive form of aggressiveness developed where activity is impossible (Fenichel, 1945). What is commonly labelled as stubbornness in the behaviour of an adult is an attempt to use individuals as instruments in the struggle with the superego. According to Olden (1943) the obstinate individual is one who fights not to accomplish a goal, but rather to reinstate a personal feeling of supremacy. Olden (1943) stated that: "The obstinate person, ... is one who opposes people in the external world for the purpose of solving a conflict between ego and superego."<sup>12</sup> Obstinacy aims to shield the individual against anxiety by intensifying the feeling of omnipotence whenever this feeling is menaced by a real object or by the superego (Olden, 1943). This character trait is at the beginning a retaliative measure for weak individuals, which later becomes the habitual combative method in the struggle for the equilibrium of self-esteem. Obstinacy is anchored in the anal phase of psychosexual development and developed through experiences acquired during the period of sphincter control. During the period of toilet training a more powerful individual, i.e. parental figure, is for the first time applying limitations on personal freedom and is demanding a part of the child's property, its feces. However, the child can refuse to give

up his feces. Menninger (1943) viewed obstinacy as a reaction-formation originating from the phase of defiance. It occurs when the parents refuse to allow the child gratification and interest in defecation.

Parsimony is exhibited through miserliness, acquisitiveness, avarice and hoarding, which are related to an irrational attitude towards money. In everyday language the association between miserliness and retention of feces, both having in common the tendency to hold something, is often clearly stated when an individual refers to someone as a 'tight ass'. According to Ferenczi (1914) the adult attitudes towards money are based primarily on repressed coprophilic interest. Ferenczi (1914) stated that children originally devote their interests to defecation and that it gives them pleasure to hold back their feces. The retention of excrements are the first savings of the child, and as such remain in unconscious relation with bodily and mental activities. Menninger (1943) stated: "It is probable that one's attitude towards money is formulated by events in the anal stage but the earning of it is definitely related to this phase."<sup>13</sup> Rado (1969) viewed the link or the association of feces and money in man's fantasy of the "effortless and easy way of producing both of them at will."<sup>14</sup> Brown (1959) stated that: "Money is inorganic dead matter which has been made alive by inheriting the magic power which infantile narcissism attributes to the excremental product."<sup>15</sup> Fenichel (1945) viewed money and feces as having a common bond which was that both were 'deindividualized possessions'. Money is viewed in the same optic as feces were previously, that is to say as a valuable possession. Money

is used in the same fashion as feces were in childhood, as an object of pleasure or punishment.

Various psychoanalysts have attempted to demonstrate that the awareness of the flow of time, and especially the ability to measure it unconsciously, is embedded in anal erotism. The relationship between time and excrement is a difficult one to substantiate. Harnik (1925) as quoted by Fenichel (1945) collected a sizeable body of anthropological data which substantiated this claim.

In general, anal experiences are of importance for the measurement of time. Time limits are the command to defecate. How long it may be postponed is a question of experience, in which the child acquires the idea of order and disorder in relation to time. Oberndorf (1941) felt that the anal experiences were mainly responsible for the development of schedules as a means of mastering reality. Fenichel (1945) pointed out that anal-erotic experiences were not exclusively responsible for the development of the concept of time. In his view, certain internal biological rhythms (i.e. breathing, pulse) were more fundamental in helping the child to differentiate time in general, while anal experiences were responsible for the development of schedules that help the ego master reality.

Tarachow (1966) stated that the struggle over the control of the timing of the bowel movement could lead to certain pathological attitudes toward time. According to some psychoanalysts anal personalities are disturbed in their attitude towards time. Jones (1918) observed:

"The concept of time is, because of the sense of value attaching to it, an unconscious equivalent of excretory product, ... people of this type are particularly sensitive about their time being taken up against their will, and they insist in every way on being master of their own time."<sup>16</sup>

Abraham (1921) noted that some of his patients saved time on a small scale and wasted it on a larger one. Fenichel (1945) stated that anal erotics were disturbed in their attitude towards time as they were towards money. They may be stingy or prodigal or both alternatively with time (Cohen, 1967). Tarachow (1966) in describing a patient stated that "Time was as valuable as sool, and he did not like to give up either."<sup>17</sup>

Does the relationship between the anal character and time have any bearing in criminological studies? The answer may be yes. Dobb (1971) stated that it would seem reasonable to assume that criminals have temporal orientations towards the present than the future. The hypothesis advanced is that criminals prefer present or immediate gratification rather than deferred gratification. Dobb (1971) reported on various studies (Barndt and Johnson, 1955; Siegman, 1961; Stein et al., 1968) to substantiate his claim.

The final aspect to be considered deals with personal satisfaction and power. In certain individuals in whom anality has not been successfully integrated certain childish attitudes towards excrement are carried over to their attitude towards personal achievement. The developmental origins of satisfaction through achievement has been traced to the anal stage by Abraham (1921). Menninger (1943) has also discussed the relationship between the act of defecation and the enjoyment of achievement.

We spoke of the drive for achieving mastery (instinct to master) during the anal phase of infantile psychosexual development, in which the child sought mastery of his body. In adulthood work becomes the expression of this drive, whose goal is to control. It is important to realize that the goal of the drive for achieving mastery does not change in adulthood. Infantile narcissism during the anal phase leads to perfectionism and to the feeling that nobody can do a thing as well as oneself and in adulthood to the inability to delegate work (Heimann, 1966). Abraham (1921) stated that these individuals believe that they are unique.

Hendrick (1943) stated that defecation being a physiological act provides "an elemental form of satisfaction in 'doing the job' well, in integrating a piece of work successfully ..."<sup>18</sup> The work pattern derived from anality demands according to Hendrick (1943) withdrawal from the community, loneliness and autonomy. The anally fixated person must do everything himself because, as stated before, no one can do it as well.

Fenichel (1945) pointed out that these people have a strong desire for power. This power is derived from the power experienced during the anal phase when sphincter control occurred (Sym, 1963). This sense of power in adulthood is obtained not through the control of the sphincter but by controlling other individuals or through self-control. The anally fixated individual relies upon a system of diametrically opposed concepts which permits the establishment of superiority (Grunberger, 1960). He must maintain his superiority and overcome obstacles which threaten his superiority. Adler (1931) described individuals who develop attributes of leadership in some cases and non-amenability to authority in others.

What is important is that these people must make other individuals conform to what they want. It is control per-se that the ruling type is interested in and not people (Mosack, 1973).

As we have seen, the three basic characteristics of the anal character--orderliness, parsimony and obstinacy--have been multiplied and diversified by Freud (1908), his disciples and successors so as to give a very complex picture. The two tables (Tables II and III) of this chapter are the attempts at introducing an order into this literature, some clarity and saving the reader time.

To conclude this chapter we shall concentrate on some character traits often met among prison inmates and former inmates. Obedience (Freud, 1908) is characteristic of repeaters but not of serious (more often violent) offenders (Little, 1961; Grygier, 1964; Grygier and Grygier, 1976). Acquisitiveness (Freud, 1908; Jones, 1918) should be in theory characteristic of property rather than violent offenders. Defiance, rage and revengefulness (Freud, 1908; Jones, 1918), aggressiveness and a drive for supremacy (Olden, 1943) are, in turn, expected in the violent rather than the non-violent group. Rigidity in carrying out routines (Jones, 1918) has been noted by Grygier (1964) and his students investigating recidivists in prison. Low frustration-tolerance coupled with resentment (Jones, 1918) were noted by Grygier (1954) in his study of the victims of concentration camps but were linked by him with specific situations of oppression rather than with anal traits. Resentment against one's time being wasted (Jones, 1918) is general and possibly situational. Lack of proper work and training opportunities, lack of incentives to abandon the routine of idleness

in favour of productive effort do not improve the situation. Inmates say that they are "doing time", which means wasting it.

Standing on rights and dignity (Jones, 1918) appears to be a feature of prison life; only those at the bottom of the totem pole cannot afford it at any time. The anal character traits listed above may be found in certain inmates or offenders, however the origin of these traits may not be directly related to anality but to situational factors.

From the various descriptions of the anal character reviewed in this section we can safely state that both socially acceptable and unacceptable traits may be present in any given character, that not all anal traits are detrimental to an individual. As Freud (1930) pointed out that all the best aspects of civilization may be considered as sublimations of anal erotism.

Every individual possesses to varying degrees certain anal character traits, since all normal individuals regardless of their culture are toilet trained. If this is in fact true, then by measuring anal character traits by way of a valid and reliable instrument, one could say that subject "A" is more anal or possesses more of an anal trait or traits than subject "B". In relation to the present study, it is hypothesized that violent offenders possess certain more pronounced anal characteristics as measured by the Dynamic Personality Inventory (Grygier, 1970) than do non-violent offenders.

### Footnotes

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## 7. VIOLENCE

### (a) A historical and interdisciplinary perspective.

Man's capacity to violent and destructive acts has been well acknowledged and researched throughout history. The record of violent acts is a long one, dating back some two million years to the time when Australopithecus, man's earliest known ancestor roamed the Oldoway Gorge. The remains of this ancestor, discovered by Dr. L. Leakey, indicate that this early man killed others of his species. As Howell (1965) stated: "Here the combination of heads severed from trunks and post-mortem as well as ante-mortem damage is conclusive for some form of head hunting and at least suggestive of cannibalism."<sup>1</sup>

What is perhaps more surprising than the information that early man committed such acts is the realization that in 1979, the same behaviour remains substantially unaltered. "Neither natural, theologic, moral nor political barriers have appreciably inhibited the application of forms of violence..."<sup>2</sup> (Frazier, 1970).

Articles pertaining to the general problem area of aggression are distributed over the entire range of specialized fields ranging from anatomy to zoology. It is for all intents and purposes impossible for a single individual to extract all the articles which may refer to his particular interest; information overload is a problem.

The source of aggressive phenomena has been a topic of discussion not only among psychoanalysts, but also among ethologists, anthropologists and social scientists. Among the latter group there is a wide

spectrum of beliefs ranging from the conviction that in the case of human aggressive behaviour a phylogenetic basis is responsible; that aggression is an inherent part of human nature; and that its manifestation is spontaneous and inevitable. Opposing this belief there is a theory proposed by the environmentalists, who state that aggression is a learned response with no biological basis, and that this behaviour is determined by experiences in the environment, such as having punitive parents, learning through imitation of violent peers, or belonging to a subculture which accepts violence.

Aggression may also be regarded as a consequence of various situational factors. There are a heterogeneous group of variables, including predisposing patterns of the people involved, various types of frustrations, particular stimuli instigating the event and so on. Recent developments in cytogenetics have also brought new avenues of research on aggression. Neurological factors, such as minimal brain dysfunction, epilepsy and cerebral vascular diseases, are being examined as possible causes of violent behaviour (Elliot, 1978).

In short the literature on human aggressive behaviour is extensive, and may be characterized by a multitude of contradictory theories. Interdisciplinary cooperation is hindered by the fact that researchers of the various disciplines involved speak different languages, often use entirely different concepts, and employ different methods.

Lexical definitions of the terms aggression and violence lack in clarity of meaning at least for the behavioural researcher. Psychoanalysis adds to the semantic ambiguity by introducing conceptual as well

as behavioural referents, and one can only infer from the context the specific meaning of certain terms. Freud's theory of aggression is probably one of the most controversial and least understood of his theories. Freud used various terms in different contexts to define aggression; death instinct, destructive instincts and aggressive instinct. To retrace the concept of aggression through Freud's writings would be a lengthy task and would provide little clarification to his final formulation of aggression. It suffices to say that Freud's final conceptualization of aggression occurred in "Beyond the Pleasure Principle (1920)" where he introduced his dual-drive theory of sexuality and aggression. Aggression was viewed as an external manifestation of the death instinct which sought to restore all living things to the original state of inorganicity. The concept of the death instinct has not managed to gain wide acceptance among psychoanalysts. Stein (1972), in an attempt to establish where psychoanalysts stand in regard to the Freudian theory of aggression, stated that there are: 1) those who in fact adhere to Freud's original formulation, 2) those who hold that libido and aggression may be dealt with in a similar manner, 3) those who in fact reject the concept of aggression, and 4) those who see the energetic model as outdated.

The close interrelationship between infantile psychosexual development and aggression would lead to conceive of aggression in terms of stages or levels in human development. In the psychoanalytic literature terms such as oral, anal and phallic aggression are seen frequently. In relation to the anal stage of psychosexual development we are told

that the feces are used as an aggressive tool in the same manner as the teeth are used for biting in the oral stage. If in fact aggression does develop in a similar fashion as sexuality passing through various stages, it would appear that if an individual has not properly integrated his aggression characteristic of the specific phase, in this case anality, he would retain certain features of this aggression in adulthood. The role of aggression during the anal phase need not be reiterated again; however, the aggression at this stage of psychosexual development is sadistic, destructive and deliberate. If the assumption is correct one could conceive of adult violent offenders as individuals whose aggression had not been properly integrated and who therefore possess certain traits characteristic of this stage of psychosexual development.

(b) Definitions of violence.

Violence is an expression of human aggressiveness. Terms such as violent, aggressive and dangerous are often employed interchangeably to describe offenders who have committed a crime in which physical force or threat of physical force was used against another individual or property. From the above definition the term violence is relegated to the field of crime and refers to an "act". It may also refer in special circumstances to thoughts, when one refers to an individual as having "violent thoughts" as would be the case with a psychotic individual.

Sarbin (1967) is one who differentiates between violence and dangerousness: violence denotes action while dangerousness denotes a relationship. Wolfgang (1966) correctly pointed out that violence is a

generic term that may encompass a multitude of overt and noxious expressions ranging from physiological changes to overt behaviour that influences the well-being of other individuals. Monahan, quoting the National Commission on the Causes and Prevention of Violence (1969) in the United States, defined violence as "overtly threatened or overtly accomplished application of force which results in the injury or destruction of persons or property or reputation, or illegal appropriation of property."<sup>3</sup> This definition has been criticized as being too broad and therefore not adequate for research purposes. One must impose limits as to what will constitute "violent behaviour" for research purposes. As stated, violence is an expression of human aggressiveness irrespective of the nature-nurture controversy and must be assessed in reference to the existing laws.

The term violence within a criminological framework must take into account the illegitimate or illegal use of force or threat of force. For the purpose of this research, violent behaviour was defined as the explicit use of physical force or threats of physical force against another individual or group of people which may or may not have resulted in physical injury, in an act which was deemed illegal according to our judicial system.

(c) Classification of violence and violators.

Various models have been proposed for the classification of violence and violent offenders. We shall briefly examine some of these. Foremost, is the typology that is given by our criminal code. The legal system examines various factors in classifying an act of violence. The

major concern deals with whether the act was legal or illegal. For instance, a homicide may be classified as murder, which is a crime, or it may be classified as a justifiable homicide or an accidental homicide, depending on the circumstances surrounding the act. Assuming that the act was illegal, the system considers the degree of violence and the object of the attack. Homicide, aggravated assault and assault and battery represent in fact differences in the injury or potential harm to the victim. The final factor deals with the degree of malice aforethought, which separates first from second degree murder and manslaughter. Typologies of violence enunciated by behavioral researchers have emphasized the motivational aspects of the violent individual rather than on the act per-se.

Buss (1961) proposed that aggressive acts be classified into two categories. The first, angry aggression which encompasses acts in which the basic motivation is to injure someone and the second category instrumental aggression where aggression is used as a means to achieve some end. Megargee (1966) theorized that Buss's (1961) category of angry aggression could be subdivided and considered the product of either under-controlled or overcontrolled hostility on the part of the aggressor. Megargee (1966) believed that the undercontrolled individuals experience little internal inhibition against the aggressive drives while the over-controlled individuals have a great internal inhibition against the same drives.

Conrad (1963) proposed six categories of violent offenders of which are: the culturally violent, who were raised in a subculture

where violence was accepted; the criminally violent who commit an act of violence to achieve some gain; the pathologically violent who are mentally ill; the situationally violent who commit an isolated act of aggression under extreme provocation; the accidentally violent who injure an individual accidentally; and the institutionally violent who commit acts of violence while incarcerated. Spencer (1966) has provided additional information on Conrad's (1963) typology and a summary of his findings on the first four groups of Conrad's typology are summarized in Table IV. Williams (1972) divided violence into four types: 1) instrumental, 2) psychotic, 3) situational, and 4) sexual.

Other typologies have been proposed by psychoanalysts, though not specifically relating to the violent offender per-se. Aichhorn (1925) differentiated between delinquents in whom a neurotic process led to anti-social conduct and those in whom developmental failures of the ego and superego led to the same behaviour. Alexander and Staub (1931) discussed the neurotic criminal, the normal criminal and the criminal whose criminality has an organic basis. Yarvis (1972) classified criminals into three categories: the neurotic-character group, the narcissistic-character group and the ego-disturbance category. The neurotic-character group is characterized by mild to moderately severe depression; the depression is usually characterized by sleeping difficulties. The defense mechanisms utilized by this group are partially ineffective. Their libidinal organization seems tied to Oedipal concerns. The narcissistic-character group are in conflict with their environment. Their level of libidinal development shows a strong pre-Oedipal organization with oral and anal sadistic

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## Summary of Findings by Spencer.

| Offender (a)                                  | Findings: Criminal Career                                                                                                                                           | Findings: Occupational-Educational History                                                                                                                          | Findings: Demographic Characteristics                                                                                                                                                                                                   |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| offenders (CU)<br>culture where<br>apt way of | Surpass all groups in frequency of violent convictions, juvenile record, and institutional violence. No homicide, many misdemeanors and assaults. Lowest BE scores. | Least skilled. High unemployment. Unstable workers. Lowest intelligence test scores, most poorly educated.                                                          | Tend to come from urban areas, particularly Los Angeles, and are long-term State residents with a high percentage of minority racial groups. Fairly high in use of alcohol. Highest in illegal drug use. Lowest in suicidal tendencies. |
| offenders (CR)<br>lence if neces-<br>nd.      | Low in misdemeanors but more prison terms than any other group. Poorest escape risk. No homicide. Actual violence rare. Best traffic record.                        | Comparatively high in number of white collar workers. High unemployment. Unstable workers. Highest intelligence test scores.                                        | Highest percent from Bay Area and in newcomers to the State. Lowest in alcohol use. Relatively high in Caucasian percent.                                                                                                               |
| ent offenders<br>ly ill or<br>damage.         | Average on most variables but high in actual violence and in homicide as a present commitment offense.                                                              | High percentage of blue collar workers. Average employment and job stability. High in intelligence test scores but almost as poorly educated as culturally violent. | Some tendency to concentrate in urban areas. Relatively high in Caucasian percent and tend to have many newcomers to the State. Highest in alcohol use and relatively high in suicidal tendencies.                                      |
| nt offenders<br>ame provoca-<br>act of vio-   | Lowest of all groups in multiple violent arrests, juvenile record, prior prison commitments, institutional violence. Best escape risk and highest BE scores.        | Most highly skilled. Least unemployment. Most stable workers. Average I.Q. scores but more high school graduates than any other group.                              | Tend to be older than other groups. Fewer from urban centres. Disproportionately high number of Mexicans. Average in use of alcohol. Lowest in illegal drug use. Highest in suicidal tendency.                                          |

## History Profile.

er (1966) A Typology of Violent Offenders (California Department of Corrections, Research Report 23).

Table IV: General Summary of Findings by Spencer.

| AHP Type of Violent Offender (a)                                                                       | Findings: Criminal Career                                                                                                                                           | Findings: Occupational-Educational History                                                                                                                          | Findings: Demographic Characteristics                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Culturally Violent offenders (CU) who grew up in subculture where violence is an accepted way of life. | Surpass all groups in frequency of violent convictions, juvenile record, and institutional violence. No homicide, many misdemeanors and assaults. Lowest BE scores. | Least skilled. High unemployment. Unstable workers. Lowest intelligence test scores, most poorly educated.                                                          | Tend to come from urban, particularly Los Angeles, long-term State residents. High percentage of minority groups. Fairly high in alcohol. Highest in illegal use. Lowest in suicidal. |
| Criminally Violent offenders (CR) who will commit violence if necessary to gain some end.              | Low in misdemeanors but more in prison terms than any other group. Poorest escape risk. No homicide. Actual violence rare. Best traffic record.                     | Comparatively high in number of white collar workers. High unemployment. Unstable workers. Highest intelligence test scores.                                        | Highest percent from Bay Area in newcomers to the State in alcohol use. Relative in Caucasian percent.                                                                                |
| Pathologically Violent offenders (PA) who are mentally ill or have suffered brain damage.              | Average on most variables but high in actual violence and in homicide as a present commitment offense.                                                              | High percentage of blue collar workers. Average employment and job stability. High in intelligence test scores but almost as poorly educated as culturally violent. | Some tendency to concentrate in urban areas. Relatively high in Caucasian percent and many newcomers to the State. Highest in alcohol use and high in suicidal tendency.              |
| Situationally Violent offenders (SI) who under extreme provocation commit a rare act of violence.      | Lowest of all groups in multiple violent arrests, juvenile record, prior prison commitments, institutional violence. Best escape risk and highest BE scores.        | Most highly skilled. Least unemployment. Most stable workers. Average I.Q. scores but more high school graduates than any other group.                              | Tend to be older than others. Fewer from urban centers. Portionately high number of Mexicans. Average in use of illegal drug. Lowest in suicidal tendency.                            |

(a) AHP: Aggressive History Profile.

SOURCE: Carol Spencer (1966) A Typology of Violent Offenders (California Department of Corrections, Research Report 23).

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elements prevailing. Impulses to control, to destroy, are strong among this group. The ego-disturbance category show a combination of psychiatric and social problems. Their character structure tends to be primitive and undifferentiated. They tend to express their hostility directly.

Within the general psychoanalytic framework violent individuals may be broadly classified into two groups: first, those whose violence is in fact symptomatic of an underlying illness, and second, those whose violence is a necessary and important part of their lives.

Footnotes

1. F.C. Howell, Early Man (New York: Time Inc., 1965), p. 139, cited by Lissy F. Jarvik, Victor Klondin and Steven S. Matsuyama, Human aggression and the extra Y chromosome, American Psychologist, 28, 1973, p. 674.
2. Frazier, 1970, p. 14. No other information available. Cited by Lissy F. Jarvik, Victor Kondin and Steven S. Matsuyama, Human aggression and the extra Y chromosome, American Psychologist, 28, 1973, p. 674.
3. John Monahan, The prediction of violence, in Violence and Criminal Justice, Duncan Chappell and John Monahan (Eds), (Toronto: D.C. Heath and Company, 1973), p. 17.

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## II

## EXPERIMENTAL DESIGN

1. Sample Selection

The final formulation of the research methodology involved in this study differs from the original one due to various problems which emerged during the project. What was originally anticipated was to select a sample of inmates from one of the federal penitentiaries and to administer the Dynamic Personality Inventory. All the necessary contacts were made in order to achieve this end and a visit to the institution was made in the hope of establishing a feasible testing schedule. However, as Murphy's law states: "If anything can go wrong it will", and it did. No reasonable compromise could be reached and the testing in the penitentiary had to be discarded. An alternative, therefore, had to be found and this was a sheltered workshop (Les Ateliers Dominique) in the Hull area. Excellent cooperation was given by the staff but once again Murphy's law proved to be accurate. A lack of volunteer subjects plagued the testing. It was decided to proceed with what we had and the end result is a small sample ( $n=14$ ); what was originally a "study" became "an exploratory study", whose main aim was not to test any hypothesis but to indicate an area of possible future research.

I am fully aware of the problems involved in using such a small sample and accept the responsibility for this; however, one must be pragmatic about the amount of time spent trying to gather subjects in order to increase sample size.

In the original design the idea was to select as many subjects from the institution as was possible, gather information on them through their file, and administer the Dynamic Personality Inventory to them. From the information acquired through the file each subject was to be classified into one of three categories: criminally violent, situationally violent, and non-violent according to Conrad's (1963) typology. From the data obtained on the Dynamic Personality Inventory, appropriate statistical tests would have been conducted for differences between the groups on the variables examined (anal subscales). All this methodology was elaborated in detail; but it could not be applied in practice.

## 2. The Methodology Adopted to Fit the Circumstances

The method involved in this research is called ex post facto. Kerlinger (1973) defined this type of research as the "systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable ..."<sup>1</sup> This type of research excludes theoretically the possibility of experimental manipulation and randomization, therefore any control of the independent variable(s); in this specific instance, anality.

In the present study, anality can be considered the independent variable, since according to our tentative explanation it is the presumed cause of the dependent variable, which is violence, the presumed effect. Kerlinger (1973) mentioned self-selection and the risk of improper statistical misinterpretation as two weaknesses in this type of research, and both these aspects are discussed later on in the thesis.

The study is to be viewed as an exploratory one since the specific subject matter we are dealing with has few well-trodden paths or directions for definitive research in this specific area, namely anality and violence. No empirical research has been conducted in this specific area to my knowledge, however, this does not imply that none exists. Bearing this in mind it will be difficult to assess our findings to see how consistent or inconsistent they are in relation to other data.

### 3. The Dynamic Personality Inventory

The Dynamic Personality Inventory (Grygier, 1970) was selected as the basic tool for evaluating anal characteristics among violent and non-violent offenders in this study. Since it measures six different anal traits and provides quantitative information on them this inventory could provide some insight into the psychodynamic structure of the groups in terms of anal characteristics. The test has been used in criminological research (Grygier, 1964; Little, 1961; Grygier and Grygier, 1976) though not extensively. According to Kline and Storey (in press) this test is likely to be most useful in fields where orthodox personality tests have little success, such as in the study of criminality.

The Dynamic Personality Inventory (Grygier, 1970) was originally developed by the author in the United States for military personnel research. It was constructed on the general principles of psychoanalytic theory and "aims at providing a general picture of personality organization in developmental terms".<sup>2</sup> The test consists of 325 items to which the subject is asked to mark his or her attitude in terms of like and dislike

on a separate answer sheet. The test is self-administered and can be taken individually or in groups. A sample of the test may be found in Appendix 1. Scoring is purely mechanical and objective. By means of punched hole card keys the items are grouped into scales (33 of them) which represent various patterns of psychosexual development. The test yields a personality profile, which is standardized for both male and female populations.

Of the 33 scales of the test six are related to anal traits, which represents 66 of the 325 items of the test. The distribution of these items (66) on the various anal scales of the test is as follows: Ah scale, 11; Ad, 12; Ac, 11; Aa, 8; As, 8; Ai, 16. A list of the anal scales and their explanation are listed below.

Dynamic Personality Inventory  
(Anal Scales)

|                                  |                                                                                        |
|----------------------------------|----------------------------------------------------------------------------------------|
| Ah (Hoarding) scale:             | Hoarding behaviour, anxious possessiveness, and stubborn, clinging persistence.        |
|                                  | Low scores: Lack of concern with material possessions, extravagance.                   |
| Ad (Attention to details) scale: | Orderliness, conscientiousness and perfectionism.                                      |
|                                  | Low scores: Disregard for precision and details.                                       |
| Ac (Conservatism) scale:         | Conservatism, rigidity, tendency to stick to routine.                                  |
|                                  | Low scores: Rejection of routine and accepted moral standards and social institutions. |

|                        |                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Aa (Authority) scale:  | Submissiveness to authority and order.<br>Low scores: Rejection of authority.                                            |
| As (Sadism) scale:     | Emphasis on strong authority, cruel laws and discipline.<br>Low scores: Professed liberal outlook, easy-going tolerance. |
| Ai (Insularity) scale: | Reserve and mistrust, social and racial prejudice.<br>Low scores: Sensitivity to social and racial discrimination.       |

The reliability figures reported by Grygier (1970) for the Dynamic Personality Inventory are .80 for test-retest reliability and .75 for split-half reliability. Reliability coefficients for the whole test using the split-half method range from .23 for weaker scales such as the oral aggression scale (OA) to .94 for the initiative scale (EI). Figures reported for test-retest reliability profiles are a little higher, ranging from .29 on the persistence scale (EP) to .97 on the social activities scale (SA). Since we are dealing only with the anal scales of the test let us briefly examine the reliability of these scales. In relation to split-half reliability of the anal scales of the test we reported that it varied from .36 for the anal hoarding scale (Ah) to .84 for the anal sadism scale (As) of the test, depending on the sample examined. The coefficients of equivalence (split-half reliability) and the coefficients of stability (repeat reliability) for the anal scales among different samples are reported below in Tables V and VI.

Table V: Coefficients of Equivalence for the Anal Scales of the Dynamic Personality Inventory

| Scale             | Sample 1                         | Sample 2                          | Sample 3                            | Sample 4                          | Sample 5                            |
|-------------------|----------------------------------|-----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| Ah                | .59                              | .63                               | .51                                 | .36                               | .65                                 |
| Ad                | .70                              | .76                               | .75                                 | .78                               | .75                                 |
| Ac                | .60                              | .64                               | .69                                 | .64                               | .65                                 |
| Aa                | .51                              | .68                               | .51                                 | .69                               | .66                                 |
| As                | .75                              | .61                               | .62                                 | .39                               | .42                                 |
| Ai                | .71                              | .64                               | .63                                 | .40                               | .63                                 |
| Sample Population | 100<br>neurotics<br>U.K.<br>1959 | 165<br>students<br>U.S.A.<br>1965 | 326<br>students<br>U.S.A.<br>1966/7 | 101<br>students<br>U.S.A.<br>1965 | 181<br>students<br>U.S.A.<br>1966/7 |

Source: Table adapted from T.G. Grygier, The Dynamic Personality Inventory (Windsor: National Foundation for Educational Research, 1970), p. 2, table 11A.

Table VI: Coefficients of Stability for the Anal Scales of the Dynamic Personality Inventory

| Scale             | Sample 1                                     | Sample 2                                            | Sample 3                                            | Sample 4                                                 |
|-------------------|----------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|
| Ah                | .84                                          | .53                                                 | .63                                                 | .51                                                      |
| Ad                | .75                                          | .74                                                 | .62                                                 | .52                                                      |
| Ac                | .62                                          | .37                                                 | .72                                                 | .56                                                      |
| Aa                | .84                                          | .56                                                 | .88                                                 | .50                                                      |
| As                | .87                                          | .60                                                 | .65                                                 | .52                                                      |
| Ai                | .77                                          | .39                                                 | .67                                                 | .45                                                      |
| Sample Population | 25 MF<br>normals<br>U.K.<br>1957/8<br>adults | 21 M<br>delinquents<br>Canada<br>1961/4<br>juvenile | 21 F<br>delinquents<br>Canada<br>1961/4<br>juvenile | 221 M<br>delinquents<br>Canada<br>1961/4<br>young adults |

Source: Table adapted from T.G. Grygier, The Dynamic Personality Inventory (Windsor: National Foundation for Educational Research, 1970) p.3, table 11B.

A major problem in determining the validity of the Dynamic Personality Inventory relates to the complexity of the test and to the fact that it attempts to quantify various psychodynamic traits which are subtle and resist quantification (Grygier, 1970). Grygier (1970) discussed the validity of his whole test; others, such as Kline, 1968; Stringer, 1970; and Kline and Storey (in press) have examined the validity of certain scales of the test. In relation to the present study we need only to be concerned with the validity of the anal scales of the Dynamic Personality Inventory. The most recent study on the validity of these scales was conducted by Kline and Storey (in press). They administered various tests such as the Dynamic Personality Inventory, 16 PF, the EPI and other tests which measure psychosexual traits to 128 subjects. Factor analysis was used, from which fifteen factors emerged. Of these factors only one is of interest to us: the anal factor. Factor one, which was identified as being an anal factor, loaded on five of the six anal scales of the Dynamic Personality Inventory. The only scale of the test which did not load was the Ah scale. Kline and Storey concluded that "the A scales of the D.P.I. do load up as expected and provide a measure of anal or obsessional personality, ..."3

To conclude this brief exposé of the Dynamic Personality Inventory we may say that the anal scales of the test fall into a consistent pattern, as in fact would be suggested by the matrices of inter-correlations found below (Table VII). This was later confirmed by Grygier and Grygier (1976) in a review of a factorial study by Stringer (1970).

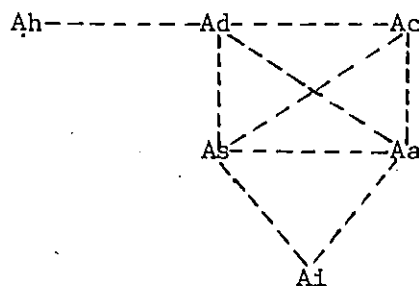
Table VII: Intercorrelation of Anal Scales of the Dynamic Personality Inventory for Males

|    | Ah | Ad  | Ac  | Aa  | As  | Ai  |
|----|----|-----|-----|-----|-----|-----|
| Ah |    | .29 | .32 | .01 | .09 | .01 |
| Ad |    |     | .58 | .43 | .35 | .06 |
| Ac |    |     |     | .34 | .23 | .21 |
| Aa |    |     |     |     | .60 | .35 |
| As |    |     |     |     |     | .39 |

Source: T.G. Grygier, The Dynamic Personality Inventory (Windsor: National Foundation for Educational Research, 1970), Supplement 7.

From the data presented above we notice that only the Ah scale (hoarding scale) of the test seems to be questionable, correlating with only two scales; the Ad and the Ac scales. The correlation matrix can be presented in the following diagram (Figure 2) below, representing the various correlational links between the various anal scales.

Figure 2: Correlational Link Between the Various Anal Scales of the Dynamic Personality Inventory



Source: T.G. Grygier and P. Grygier, The Dynamic Approach to Personality Assessment (Windsor: National Foundation for Educational Research, 1976), p. 122.

As stated by Sarnoff (1971) "To date, the anal subscales of the D.P.I. have tended to produce the most supportive results for predictions made from them."<sup>4</sup>

### 3. Administration of the Test

The subjects were tested individually at various times with the same examiner (myself). They were told that the testing was part of a thesis in criminology at the University of Ottawa. They were not told the direct purpose of the study and it was made very clear that the results of the test would not be made available to them but that confidentiality and anonymity was guaranteed on my part. They were told that the test (the Dynamic Personality Inventory) measured their likes and dislikes on the items. Since the Dynamic Personality Inventory is a paper and pencil test each subject had to be able to read. Reading ability was assessed by asking each individual the highest level of education achieved and by asking them to read to the examiner the instructions on the front page of the test. The subject was then given a pencil, an answer sheet and the test booklet and proceeded to complete the test. Since reading ability and comprehension are not necessarily correlated in a positive manner the subjects were told that if they had difficulty with certain words they could ask the examiner to explain the word to them. It must be noted that the French version of the test contains a more difficult vocabulary than its English version. This should in no way affect the results obtained, since all the subjects understood the test. The average time for completion of the test was approximately fifty minutes with these

subjects. The test manual of the Dynamic Personality Inventory (Grygier, 1970) stated that the time required to complete the test was thirty minutes and that with introspective subjects it could take longer. In the present case the additional time may or may not be attributed to the fact that these subjects were introspective but rather to reading difficulties.

#### 5. The Sample Actually Tested

Subjects of this study (n=14) were all convicted male offenders who were at the various times of testing working at a sheltered workshop, Les Ateliers Dominique in Hull, Quebec. All of the subjects were French Canadian and had volunteered to be tested. From a brief and informal interview prior to taking the test information was gathered on the following: age, education and offence. This information could have easily been acquired by examining the subjects' file, however permission would have had to be granted by each volunteer. This would have required a letter stating that permission was granted to examine the file. Having difficulty gathering subjects for the sample, it was thought that formalization of this type would further decrease the number of volunteers and it was decided simply to ask them for the information required. There is no reason to doubt the accuracy of this information, primarily because those that provided the information were volunteers.

The average age of the sample was 24.1 years and the average educational level achieved was grade 9. A description of the sample may be found in Appendix 2. The subjects were subdivided into two groups: violent and non-violent offenders. For the purpose of this study a violent

offender was operationally defined as a convicted offender who, in the commission of the present offence, whether a summary or an indictable one, and regardless of the sentence imposed by the court, had committed a violent act or threat of an act of violence against another individual or group of individuals. Non-violent offenders were those who had no prior record of violence and whose present offence involved no violence. The categories of violent and non-violent are mutually exclusive.

All the subjects who volunteered for the research were included in the sample; subsequently, however, the following cases were excluded from the sample: 1) subjects who were functionally illiterate, 2) subjects whose present offence was considered non-violent but had prior conviction(s) for violence as defined in this study. Of the 14 subjects that formed the sample, 8 were found to be violent and 6 non-violent according to our criteria. Violent offenders were older (26.5 years) than the non-violent group (22.3 years). Educationally both groups were similar (grade 8).

## 6. The Hypotheses

Basically only one hypothesis needs to be stated explicitly, since the hypothesis will be the same for all the six anal subscales of the Dynamic Personality Inventory, in addition to the composite anal scores which were calculated.

Null hypothesis ( $H_0$ ): The scores on the anal subscales of the Dynamic Personality Inventory will be substantially the same for violent and non-violent offenders and no statistically significant differences will exist.

Alternative hypothesis ( $H_1$ ): Violent offenders will score higher on the anal subscales of the Dynamic Personality Inventory than non-violent offenders.

## 7. Statistical Analysis

According to Kerlinger (1973) with ex post facto research there is always a danger of statistical misinterpretation of the data obtained because of lack of control of the independent variable. In an attempt to minimize this danger both parametric and non-parametric statistical tests were used.

The rationale for employing both methods is that in the case of parametric tests we rarely know for certain if the assumptions underlying the use of the test have been violated, that is to say whether the populations we are dealing with are equally distributed, with equal variances. This is especially true with small samples, as is the case in the present study. This problem may be circumvented by utilizing a non-parametric test, thereby avoiding reliance on a very uncertain set of assumptions.

The t-test was selected as the parametric test of choice in this study. It was chosen primarily because of its robustness, that is to say that it is relatively insensitive to violations of assumptions underlying its use and because of precedents in this type of research (Warder, 1969; Sowaid and Singh, 1975). One could have chosen one way analysis of variance (F-test) to test differences between means, but considering the small sample size and the uselessness of dividing the

violent sample into actually or potentially violent offenders in the present research there is no difference in either choosing the t-test or the F-test; since we are dealing with only two population means the value of F will always equal the value of  $t^2$ . The sacredness of the .05 level of significance was maintained.

The Mann-Whitney rank-sum test was selected as the non-parametric test of choice because it is similar to the t-test for independent samples. However, when interpreting the statistic U when the larger sample contains fewer than 20 observations (in the present case the larger sample contains only 8 cases) we must refer, according to Hays (1973), to the tables given by Siegel (1956) to evaluate the significance of the statistic U.

A composite anal score ( $\bar{Ca}$ ) was calculated by summing all six anal scores for an individual. The raw scores may be found in Appendix 3.

Footnotes

1. Fred N. Kerlinger, Foundations of behavioral research, 2nd ed. (New York: Holt, Rinehart and Winston, 1973), p.379.
2. T.G. Grygier, The Dynamic Personality Inventory (Windsor: National Foundation for Educational Research, 1970), p. 1.
3. Paul Kline and Ron Storey, "The Dynamic Personality Inventory: What does it measure?" (Department of Psychology, University of Exeter), p. 8.
4. Irving Sarnoff, Testing Freudian Concepts: An Experimental Social Approach (New York: Springer Publishing, 1971), p. 134.

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### III RESULTS

#### 1. Intergroup Comparisons Using the t-Test

The means and standard deviations of anal traits are listed below (Table VIII). They mainly reveal that where the differences are more than a fraction, violent offenders score higher on the Ah, Ad, As, Ai scales of the Dynamic Personality Inventory; on the composite anal score ( $\bar{Ca}$ ) they score considerably higher than the non-violent group.

Table VIII: Means and Standard Deviations of Anal Traits of Violent and Non-Violent Offenders

| DPI<br>Anal Scales                     | <u>Violent Offenders</u> |      | <u>Non-Violent Offenders</u> |      |
|----------------------------------------|--------------------------|------|------------------------------|------|
|                                        | Mean                     | S.D. | Mean                         | S.D. |
| Hoarding (Ah)                          | 5.0                      | 1.69 | 4.0                          | 2.68 |
| Detailing (Ad)                         | 9.5                      | 1.31 | 7.0                          | 2.10 |
| Conservatism (Ac)                      | 7.37                     | 1.41 | 7.33                         | 2.50 |
| Authority (Aa)                         | 4.25                     | 2.66 | 4.83                         | 1.94 |
| Sadism (As)                            | 3.87                     | 1.55 | 2.66                         | 1.96 |
| Insularity (Ai)                        | 7.62                     | 3.33 | 6.33                         | 2.25 |
| Composite ( $\bar{Ca}$ )<br>Anal Score | 37.62                    | 6.98 | 32.16                        | 5.34 |

Intergroup comparisons of anal traits based on t-tests (Tables IX-XV) indicate no substantial differences between violent and non-violent offenders except for the anal detailing (Ad) scale and the composite anal ( $\bar{Ca}$ ) score.

Table IX: Comparison of Ah Scores (Anal Hoarding) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 5.0  | 1.69 | 0.80      |
| Non-Violent | 6 | 4.0  | 2.68 | $p > .05$ |

An examination of Table IX reveals that the Ah mean for violent offenders is 5.0, S.D. 1.69 as compared to 4.0, S.D. 2.68 of non-violent offenders. The difference is statistically non-significant at the .05 level.

Table X: Comparison of Ad Scores (Anal Detailing) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 9.5  | 1.31 | 2.56      |
| Non-Violent | 6 | 7.0  | 2.10 | $p < .05$ |

Table X indicates that violent offenders differ significantly from non-violent offenders on this scale. High scores indicate obsessive-compulsive tendencies, which are central to the anal character.

Table XI: Comparison of Ac Scores (Anal Conservatism) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 7.37 | 1.41 | .03       |
| Non-Violent | 6 | 7.33 | 2.50 | $p > .05$ |

Table XI reveals that this scale does not differentiate these two groups. The results are not statistically significant.

Table XII: Comparison of Aa Scores (Anal Authority) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 4.25 | 2.66 | .47       |
| Non-Violent | 6 | 4.83 | 1.94 | p>.05     |

By examining Table XII we find that the difference in means between both groups is a fraction and that the t is non-significant. The groups cannot be differentiated on this scale

Table XIII: Comparison of As Scores (Anal Sadism) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 3.87 | 1.55 | 1.24      |
| Non-Violent | 6 | 2.66 | 1.96 | p>.05     |

Table XIII reveals that the difference between violent and non-violent on the As scale is not statistically significant at the .05 level.

Table XIV: Comparison of Ai Scores (Anal Insularity) of Violent and Non-Violent Offenders

| Group       | N | Mean | S.D. | t (df 12) |
|-------------|---|------|------|-----------|
| Violent     | 8 | 7.62 | 3.33 | .86       |
| Non-Violent | 6 | 6.33 | 2.25 | p>.05     |

Table XIV shows no significant difference of Ai scores between the two groups at the .05 level of probability.

Table XV: Comparison of  $\bar{C}_a$  Scores (Composite Anal) of Violent and Non-Violent Offenders

| Group       | N | Mean  | S.D. | t (df 12) |
|-------------|---|-------|------|-----------|
| Violent     | 8 | 37.62 | 6.98 | 1.65      |
| Non-Violent | 6 | 32.16 | 5.34 | p>.05     |

Table XV refers to the composite anal scores of both groups which was obtained by summing the six anal scores given by the Dynamic Personality Inventory. Though the difference between the violent group and the non-violent is not statistically significant at the .05 level it is significant at the .10 level.

## 2. Mann-Whitney U-Test Results

Table XVI: Mann-Whitney U Test Results

| D.P.I.<br>Anal Scales                   | Value of<br>U | Probability<br>P |
|-----------------------------------------|---------------|------------------|
| Hoarding (Ah)                           | 14            | .114             |
| Detailing (Ad)                          | 8             | .021             |
| Conservatism (Ac)                       | 18            | .245             |
| Authority (Aa)                          | 18            | .245             |
| Sadism (As)                             | 19            | .286             |
| Insularity (Ai)                         | 21            | .377             |
| Composite ( $\bar{C}_a$ )<br>anal score | 13            | .091             |

Table XVI refers to the data obtained using the Mann-Whitney U test. The significant level was set at .05. Since our alternative hypothesis states the direction of the predicted difference, the region

of rejection is one-tailed. The observed value of  $U$  given in the table above has an associated probability equal to or less than .05. If the probability associated with  $U$  is less than or equal to .05 we reject our null hypothesis of no difference, in favour of our alternative hypothesis.

Examining the results given in Table XVI we find that only the attention to details (Ad) scale produces a significant difference ( $p \leq .05$ ), while the rest do not. However, the composite anal ( $\bar{Ca}$ ) score, though not being significant at the prescribed level (.05) is nevertheless significant at the .10 level of probability ( $p \leq .10$ ).

### 3. Point Bi-serial Correlations

Point-biserial correlations were calculated for the relationship between violence and scores on the anal subscales of the Dynamic Personality Inventory. Violence was considered a nominal-dichotomous variable in which the subjects were observed as being violent (1), or non-violent (0). Since the point-biserial correlation is in fact a product-moment correlation coefficient calculated on this type of data, it can have any value from -1.00 to +1.00. The values of the correlations on the present data ranged from .00 to .62. They do not show a strong relationship on the whole, except for moderate correlations on the Ad (attention to details) scale (0.62) and on the composite anal score (0.41).

## IV

## DISCUSSION OF RESULTS

Before proceeding to interpret the results obtained we must emphasize that these results should not be used at the present time to make generalized statements on the nature of violent offenders since the study was explorative in nature and our sample size was small.

From the data obtained (see Table VIII) violent offenders (as defined in the present study) scored higher on most of the anal subscales (Ah, Ad, As, Ai) of the Dynamic Personality Inventory than non-violent offenders. However, once the data were subjected to statistical analysis (t-test) only the Ad (attention to detail) subscale showed a statistically significant ( $p \leq .05$ ) difference between the two means. When the data were processed under the Mann-Whitney U test, the Ad scale still showed a statistically significant ( $p \leq .05$ ) difference between both groups.

With regards to the Ad scale, high scores indicate obsessive-compulsive tendencies (Grygier, 1970). How does this relate to the general theory of the anal character and to our hypothesis that violent offenders should score higher than their non-violent counterparts? In relation to the anal character Freud (1909, 1918) wrote that the anally fixated individual was predisposed to the development of obsessive-compulsive symptoms, in which case if our violent offenders were anally fixated one could expect that they would be inclined to score higher on the Ad scale.

Examining the composite anal scores for both groups (see Table XV) the difference between the means was statistically significant

at the .10 level both with the t-test and Mann-Whitney U test. Overall, it would appear that violent offenders are likely to be more anal (as measured by the Dynamic Personality Inventory) than non-violent offenders. How does this finding relate to our hypothesis?

The importance of anality in criminal behaviour has been discussed only by those with a psychoanalytic inclination and only on a theoretical level most of the time. From our review of the literature on criminology and psychoanalysis we found that Bonaparte (1925), Ferenczi (1925), Alexander and Staub (1931), Abrahamsen (1944) and Foxe (1947) were among the few who stated the role of anality in offenders. Others, such as Anna Freud (1949, 1965) and Brill (1932), to name a few, though not relating anality directly to violence saw the anal phase of psychosexual development as engendering considerable aggression.

It was stated earlier on in this study that if aggression developed along the same lines as sexuality, going through various phases of development, then if aggression is not properly integrated it would retain certain characteristics of the stage at which it's failure at integration occurred. Another theoretical explanation revolves around the fact that the aggressiveness postulated is in fact an elaboration and continuation of the irascibility, defiance and vindictiveness commonly associated with the anal character trait of obstinacy.

When we speak of character we may view it as a combination, or rather a synthesis of numerous traits, habits and attitudes of the ego. In relation to the anal character Freud (1908) characterized it as a triad

of traits: excessive orderliness, parsimoniousness and obstinacy. The origin of this character type was traced back to sphincter training.

Discrepancies exist in the literature as to the aetiological origin of this character structure. However, it would appear from the literature that the anal character described by classical psychoanalysts would have little in common with offenders in general. With the neo-Freudian and orthodox view additional character traits were enumerated. As the final theoretical explanation of these data we must refer to Fromm (1973).

That what was found in this study was a special type of anal character--one which is predominantly more narcissistic and hostile than the classical description of this character type. Fromm (1973) has made special reference to this type of character, describing it as a malignant form of the anal character.

Let us now briefly examine the negative results obtained in this study. Negative results can result from various problems: incorrect theory and hypotheses, inappropriate methodology, inadequate measurement and faulty analysis. In the present case it would be plausible to postulate that the negative results are in part due to ~~the~~ small sample size and to the fact that the sample may have been a biased one. Research has been conducted on volunteers and we will briefly examine the relevant literature.

The fact that the sample consisted of volunteers is a source of bias in itself. Rosenthal and Rosnow (1974), Schultz (1969) and Rosnow and Rosenthal (1970) have implied that volunteer bias may seriously jeopardize the validity of interpretations and the generality of inferences.

Volunteer characteristics have been examined in the past to see if any differences exist between volunteers and non-volunteers. Carr and Whittenbaug (1968) examined psychological characteristics of volunteers and non-volunteers among a group of psychiatric outpatients. Non-volunteer patients included a significantly higher number of schizophrenics and borderline schizophrenics, while the volunteer patients tended to be more "ego involved" in psychotherapy. However, data on the Minnesota Multiphasic Personality Inventory did not reveal any significant differences in personality. Rosen (1951) found that volunteers showed a greater tendency than non-volunteers to admission of discouragement, anxieties and inadequacies, and some tendency toward defensiveness. Volunteers were less fascist-minded than non-volunteers, more intrceptive and less conventional.

Rosenthal and Rosnow (1974) in their study of the volunteer subject drew the following conclusions about characteristics that may reliably distinguish willing and unwilling subjects. Volunteers tend to be better educated than non-volunteers, especially when personal contact between investigator and respondent is not required. Volunteers tend to have higher social class; they tend to be more intelligent, and they tend to be more sociable than non-volunteers. These conclusions, according to Rosenthal and Rosnow (1974), warrant maximum confidence. However, would these characteristics still hold in a penal setting? With the present sample and my knowledge of the offenders who come to the sheltered workshop the answer would be no. The individuals with whom I have been in

contact at the workshop may be considered a homogeneous group in regard to social class, education and intelligence.

What variables tend to increase or decrease the rate of volunteering obtained? Rosenthal and Rosnow (1974) stated that if we can learn more about the various situational determinants of volunteering, we will be in a better position to reduce the bias in our samples that derive from volunteers being systematically different from non-volunteers on a variety of personal characteristics. With regard to a special target population, such as inmates or parolees, little research has been done on the question of volunteer and non-volunteer characteristics. However, Martin et al (1968) found that about half of the prisoners who volunteered for research on malaria did so because of incentive (money). Cudrin (1969) solicited volunteers for medical research among inmates of a federal prison. Prisoners who volunteered to be exposed to malaria or to gonorrhea scored significantly higher than non-volunteers on the Revised Beta Examination. Knockars (1974) stated that inmates volunteer in research projects for various reasons. For example, if medical research is conducted, the inmate gets to stay in the infirmary where surroundings are safer, cleaner or quieter; it may pay five or ten times what one can earn in a regular prison job; it may give one a chance to be around the nurses on the project, reflecting evidence of "a longing for feminine proximity"; it may be something to do in a place where every other alternative activity seems boring or hopeless.

Another motive that may be operative with inmates who volunteer for research is the implicit hope that a Parole Board might take

into favourable account the prisoners' participation in the project. In relation to the present research there is no obvious reason why non-violent volunteers should differ from violent volunteers. One could say that the violent volunteer may be more peaceful, while the most violent may not volunteer. About the non-violent offenders one could say that it will be the more submissive offender that will volunteer and that the most inadequate non-violent would not volunteer.

One must admit a volunteer bias in this study; but its extent is probably less than in the studies under review and its direction is unknown.

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## V

## SUMMARY AND CONCLUSIONS

This exploratory study involved eight violent offenders as defined by our criteria and six non-violent offenders, both groups were administered the Dynamic Personality Inventory. Only the anal subscales of the test were of interest in the present study. The purpose of the study was to find out the differences between the two groups on the aspects measured by the anal subscales of the test. It was hypothesized that violent offenders would score higher on these subscales than would non-violent offenders. It was found that the two groups did not differ significantly on the Ah, Ac, Aa, As and Ai scales of the test. However, violent offenders did score significantly higher ( $p \leq .05$ ) on the Ad scale than their non-violent counterparts. In addition, a composite anal score was obtained by summing all six anal scores and violent offenders differed ( $p \leq .10$ ) on the whole, the difference bordering on statistical significance.

From the results obtained in this exploratory study it would appear that further research would be necessary before any definitive conclusions could be drawn. The role of psychosexual development as a whole has been somewhat neglected in criminological research. If what FitzPatrick (1976) states about psychosexual development is true, as being the cornerstone of psychoanalytical studies on criminality, then research should focus not only on one specific phase of psychosexual development but on all of them.

In the present study we have attempted not to go beyond in our interpretation of the data. As Freud once stated, sometimes a cigar is a cigar and we should not go beyond this. We have guarded against unjustified generalizations of our data, since our criteria of violent and non-violent offenders may not appear adequate to some researchers: the test we used is of an experimental nature and the results are based on a very small and perhaps biased sample of individuals.

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APPENDIX 1

DYNAMIC PERSONALITY INVENTORY

# DYNAMIC PERSONALITY INVENTORY\*

## INSTRUCTIONS

This test is to show personal likes and dislikes. There are no right or wrong answers and there are no catches.

On the following pages is a list of objects and activities. On your answer sheet there are numbers corresponding to the items on the list. If you like an item put a cross (x) in the square above the number. If you dislike an item mark X below the number. If you don't care either way, or are not sure how you feel, leave a blank, but don't leave too many blank spaces.

"Like"

Example:

|   |   |   |   |
|---|---|---|---|
| L | X |   |   |
|   | 1 | 2 | 3 |
| D |   | X |   |

"Dislike"

If an item describes something you have never done, imagine how you would feel if you had the opportunity and ability to do it. Take the first item on the list, "Driving". If you have no car but would like to drive, put X above number 1. When in doubt, judge by your first reaction.

If an item describes something within your experience, go by what you really tend to do, not what you think ought to be done. If you smoke, you should say you like it, even if you wish you could give up the habit. If you never discuss politics, you should say you dislike this item.

If your likes and dislikes have changed, indicate them as they are now, but don't be influenced by a temporary mood or special circumstances.

There is no time limit, but work as quickly as you can.

\* Constructed by T.G. Grygier, Ph.D. This test is an amplification of the theoretical contribution by M.G. Krout, Ph.D. and Johanna Krout-Tabin, Ph.D., in their test entitled "Personal Preference Scale", Chicago, U.S.A., 1951. Copyright by T.G. Grygier, 1956.

- |                                                                              |                                                                             |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1. Driving                                                                   | 22. Staying in bed late on Sunday mornings                                  |
| 2. Smoking                                                                   | 23. Jumping over fences on horseback                                        |
| 3. Letting fine sand run through your fingers                                | 24. Getting away from people                                                |
| 4. Spicy foods                                                               | 25. Rich desserts                                                           |
| 5. Railway lines stretching into the distance                                | 26. Unwrapping parcels carefully to save the paper or string                |
| 6. Waiting hopefully until things come your way                              | 27. Having different political views from your parents                      |
| 7. Changing your mind quickly                                                | 28. Glancing at attractive people (of the opposite sex) in a train or bus   |
| 8. Going to parties                                                          | 29. Facing people you dislike rather than crossing the street to avoid them |
| 9. Wind howling in the trees                                                 | 30. Whipping as a punishment for serious offences                           |
| 10. Putting off pleasures until later                                        | 31. Postponing all action until you are quite sure what to do               |
| 11. Enforcing the law                                                        | 32. Keeping to yourself                                                     |
| 12. Having no roots, no permanent attachments                                | 33. Archery (target shooting with bow and arrow)                            |
| 13. Prolonged kissing                                                        | 34. Performing in public                                                    |
| 14. Being Master of Ceremonies                                               | 35. The feeling of floating on air                                          |
| 15. Watching the stars                                                       | 36. Being on your guard with strangers                                      |
| 16. Being an executive (in control of a business or government organization) | 37. Drawing up plans for new ideas                                          |
| 17. Building or making things as your hobby                                  | 38. Picking flowers                                                         |
| 18. Using perfume or perfumed toilet water                                   | 39. Strenuous physical exercise                                             |
| 19. Taking risks                                                             | 40. Going on an Arctic expedition                                           |
| 20. Helping at children's parties                                            |                                                                             |
| 21. Having a difficult job to do                                             |                                                                             |

- |                                                            |                                                                     |
|------------------------------------------------------------|---------------------------------------------------------------------|
| 41. Visiting relatives                                     | 62. Looking at tools and gadgets in shop windows                    |
| 42. Working in a small room all by yourself                | 63. Planning meals at home                                          |
| 43. Discussion groups                                      | 64. The feeling of riding high on a swing                           |
| 44. Watching fireworks                                     | 65. Being a dress designer                                          |
| 45. Changing your job                                      | 66. Having a job with plenty of variety but little security         |
| 46. Steering a ship in unknown waters                      | 67. Having sexual dreams                                            |
| 47. Departing from accepted routine                        | 68. Hard, crisp apples                                              |
| 48. Keeping to your own class of people                    | 69. Exploring unknown lands                                         |
| 49. Well-made or artistic knives                           | 70. A high wall around your garden or home                          |
| 50. Flying an airplane                                     | 71. Hot milk                                                        |
| 51. Suggesting a plan of action in a group or organization | 72. Mixing paints                                                   |
| 52. Sucking sweets (candy)                                 | 73. Entertaining other people                                       |
| 53. Working steadily rather than fast                      | 74. Watching ships far out at sea                                   |
| 54. Making pottery                                         | 75. Speaking up at a meeting when you don't agree with the majority |
| 55. Having breakfast in bed                                | 76. Looking after babies                                            |
| 56. Biting pencils                                         | 77. Making others obey                                              |
| 57. Buying presents                                        | 78. Taking pictures of wild animals in the jungle                   |
| 58. Asking others for guidance                             | 79. Torrential rain (rainstorm)                                     |
| 59. Complete and unquestioning respect for one's parents   | 80. Drawing                                                         |
| 60. Posing for a picture                                   | 81. Skiing or tobogganing on steep hills                            |
| 61. Vast plains                                            |                                                                     |

- |                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| 82. Insisting on perfection                            | 102. Stories about ancient gods and heroes             |
| 83. Visiting schools for small children                | 103. Small cosy rooms                                  |
| 84. Tough competition                                  | 104. Sailing in stormy weather                         |
| 85. Lying in a warm bath                               | 105. Working on committees                             |
| 86. Elegant umbrellas or walking sticks                | 106. Hanging on to old clothes you never wear          |
| 87. Strong drinks                                      | 107. Having unusual ways and habits                    |
| 88. Taking part in group activities                    | 108. Crunching sweets rather than sucking them         |
| 89. Collecting stamps                                  | 109. Arranging objects in perfect order                |
| 90. Wearing new clothes                                | 110. The sight of torches aflame                       |
| 91. A tough and active way of life                     | 111. Being a ballet dancer                             |
| 92. Admitting coloured people to higher professions    | 112. Being a leader                                    |
| 93. Great spectacles or parades                        | 113. Making new gadgets and mechanical devices         |
| 94. Watching high waves breaking against a rocky shore | 114. Living in a cottage in the woods                  |
| 95. Leaving decisions to others                        | 115. The flash and roar of a night train thundering by |
| 96. Planning your work                                 | 116. Appearing on television                           |
| 97. A passionate, exciting life                        | 117. The company of people younger than yourself       |
| 98. Cooking                                            | 118. Talking about sex                                 |
| 99. Reacting quickly to other people's remarks         | 119. Being in a foreign country by yourself            |
| 100. Taking children for a walk                        | 120. Camping                                           |
| 101. Giving up plans if they become very difficult     |                                                        |

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|---------------------------------------------------------------|-----------------------------------------------------------------|
| 121. Bread crusts                                             | 140. Exploring in Africa                                        |
| 122. Working with people from all walks of life               | 141. Sucking oranges                                            |
| 123. Pointing out errors of fact and logic                    | 142. Working with many people around you                        |
| 124. Spending money on passing pleasures                      | 143. Demanding justice                                          |
| 125. Painting pictures                                        | 144. Acting on the spur of the moment                           |
| 126. Keeping your receipts long after you have paid the bills | 145. A slender column reaching towards the sky                  |
| 127. Being very strict about right and wrong                  | 146. Taking under-water photographs                             |
| 128. Varnishing or painting things                            | 147. People with very upright moral standards                   |
| 129. Tall masts                                               | 148. Strict immigration laws                                    |
| 130. Dressing up for a party                                  | 149. Checking your appearance in a mirror                       |
| 131. Watching the clouds                                      | 150. Being a surgeon                                            |
| 132. Writing short stories                                    | 151. Breaking away from your family's way of life               |
| 133. Being in charge of a group                               | 152. Walking with a wild wind raging around you                 |
| 134. Making plans to increase work efficiency                 | 153. Talking to children                                        |
| 135. Keeping all foreigners out of government jobs            | 154. Wide open spaces                                           |
| 136. Being a florist                                          | 155. Being an architect                                         |
| 137. Teaching young children                                  | 156. Reading fashion reports                                    |
| 138. Taking part in competitive games or sport                | 157. Avoiding things which remind you of unpleasant experiences |
| 139. Soft pillows                                             | 158. Sleeping long hours                                        |

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|--------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 159. Eating very quickly even if there is plenty of time                                   | 178. Being a social worker                                 |
| 160. The place where you were born                                                         | 179. Attacking accepted points of view                     |
| 161. To shock conventional people                                                          | 180. Planning work for others                              |
| 162. Clay modelling                                                                        | 181. Thrilling rides at a fair or amusement park           |
| 163. Keeping old things in case you need them one day                                      | 182. Having soft-lined silky slippers                      |
| 164. Being rather particular about small details                                           | 183. Checking your letters for errors before you post them |
| 165. The honour of your country above everything                                           | 184. Obedience and respect for authority                   |
| 166. Javelin throwing                                                                      | 185. Wearing expensive clothes                             |
| 167. Sitting in the front row at a meeting                                                 | 186. Climbing mountains                                    |
| 168. Stroking soft fur                                                                     | 187. Watching explosions                                   |
| 169. Being with a crowd                                                                    | 188. Writing articles                                      |
| 170. Sitting in a warm corner                                                              | 189. Discussing matters of management with your superiors  |
| 171. Rabbit shooting                                                                       | 190. Listening to the rain beating on the windows at night |
| 172. Helping children in their games                                                       | 191. Walking barefoot on a deep carpet                     |
| 173. Your work (school, if you are a student)                                              | 192. Waiting for others to take the lead                   |
| 174. Diving                                                                                | 193. A lot of cushions in your living room                 |
| 175. Staying in familiar surroundings, the same people, places, shops, food, work and play | 194. Rich creamy foods                                     |
| 176. Eating nuts                                                                           | 195. Inviting people home to a party                       |
| 177. A lighthouse at dusk                                                                  | 196. Giving up an argument before you are beaten           |

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|----------------------------------------------------------------|----------------------------------------------------------------------|
| 197. Taking a nap on Sunday afternoon                          | 216. Watching an Olympic torch-bearer                                |
| 198. A family of a different race moving in next door          | 217. Wide-open windows                                               |
| 199. Pole-vaulting (jumping very high with the help of a pole) | 218. Being sexually excited                                          |
| 200. Taking responsibility for other people                    | 219. Being a chairman                                                |
| 201. Being an engineer                                         | 220. Living on a small island                                        |
| 202. Lights twinkling in the distance                          | 221. Creamy soups                                                    |
| 203. Wood carving                                              | 222. Dozing by the fire                                              |
| 204. Being a private secretary                                 | 223. Reading to sick people                                          |
| 205. Doubling your efforts after criticism                     | 224. Expressing unpopular opinions                                   |
| 206. Sitting curled up in an armchair                          | 225. Serving one's country as the highest ideal                      |
| 207. Breaking all your ties (with friends, relatives, etc.)    | 226. Brushing or combing your hair                                   |
| 208. Day-dreaming about a happy future                         | 227. Leaping into the air                                            |
| 209. Saving boxes or medicine bottles                          | 228. Arranging flowers                                               |
| 210. Paying debts before they are due                          | 229. Starting a new project                                          |
| 211. Opposing a speaker in public                              | 230. Discussing international problems                               |
| 212. Collecting books, journals or magazines                   | 231. Working on new ideas which may prove to have no practical value |
| 213. Taking most things seriously                              | 232. Tracking a stream or river to its source                        |
| 214. People who go to prison for their beliefs                 | 233. Cooked cereal (porridge, rice, oatmeal, etc.)                   |
| 215. Wearing a uniform                                         | 234. Playing football, hockey or other team games                    |
|                                                                | 235. Spending money lavishly                                         |
|                                                                | 236. Mounding wet sand                                               |
|                                                                | 237. Maintaining discipline and order                                |

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|------------------------------------------------------------------|------------------------------------------------------|
| 238. Glancing at your reflection in the window                   | 258. Attending personally to details                 |
| 239. Organizing group activities                                 | 259. Criticizing old established customs             |
| 240. Using firearms                                              | 260. Studying efficient management                   |
| 241. Collecting coins                                            | 261. Working alongside people of lower social class  |
| 242. Sleeping curled up                                          | 262. Using strong language                           |
| 243. Rare (underdone) meat                                       | 263. Work which must be exact in every detail        |
| 244. Moving to new places                                        | 264. Making a speech                                 |
| 245. People who spend or give readily whatever they have         | 265. A thick juicy steak                             |
| 246. Looking after your friend's children for a week-end         | 266. Concentrating on one task for a long time       |
| 247. Engraving in metal or stone                                 | 267. Keeping others at a distance                    |
| 248. Sticking to a job when no results are forthcoming           | 268. Ski jumping                                     |
| 249. Marriages between people of different national background   | 269. Exploring an underground cave or secret passage |
| 250. Having a busy social life                                   | 270. Sleeping in a small room                        |
| 251. Watching a big fire                                         | 271. Taking advice from older women                  |
| 252. Being attracted by members of the opposite sex              | 272. Leading a roving outdoor life                   |
| 253. A home off the beaten track                                 | 273. Thunderstorms                                   |
| 254. Doing embroidery                                            | 274. Teaching art or music                           |
| 255. Chewing gum                                                 | 275. Discussing politics                             |
| 256. Starting out on new ventures                                | 276. Keeping the same old friends, however dull      |
| 257. People who go their own way regardless of what others think | 277. Speaking for a charity or welfare society       |

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|-------------------------------------------------------------|--------------------------------------------------------|
| 278. Having offenders prosecuted                            | 298. A well-ordered way of life                        |
| 279. Watching processions                                   | 299. Making things to decorate your home               |
| 280. Motherly women who always want to take care of you     | 300. Conscientious performance of petty duties         |
| 281. Giving snappy, sharp answers                           | 301. Influencing the behaviour of other people         |
| 282. Parachute jumping                                      | 302. Trying again after failure                        |
| 283. Applying very high standards to people's conduct       | 303. Taking advice from older men                      |
| 284. Living in a deep valley                                | 304. Working with coloured people in your job          |
| 285. Family get-togethers                                   | 305. The open sea                                      |
| 286. Keeping out of trouble as much as you can              | 306. Listening to children                             |
| 287. Drafting new rules for a society                       | 307. Crisp, crunchy foods                              |
| 288. Collecting postcards of your holidays                  | 308. Severe penalties for improper conduct             |
| 289. Getting away from your family and friends              | 309. Having short-term jobs, without binding contracts |
| 290. Making cutting remarks                                 | 310. Trusting people too little rather than too much   |
| 291. Appearing on the stage                                 | 311. Carrying out technical tests on a new machine     |
| 292. Small children                                         | 312. Composing music                                   |
| 293. Strict observance of rules                             | 313. Being watched when you do things well             |
| 294. Being the life and soul of the party                   | 314. Thinking a long time before speaking              |
| 295. Family photographs                                     | 315. Joining a club of any sort                        |
| 296. Keeping a large stock of canned goods in your cupboard | 316. Confiding in your friends when you are in trouble |
| 297. Using talcum powder after a bath                       |                                                        |

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- 317. Writing and receiving personal letters
  - 318. Watching airplanes in the sky
  - 319. Spending a holiday on your own
  - 320. Using perfumed bath salts or oils
  - 321. Altering cooking recipes to try out new ways
  - 322. Withdrawing when you are embarrassed
  - 323. Having no boss to guide you
  - 324. Sleeping outdoors
  - 325. Peace and contentment as the main goals in life

## APPENDIX 2

## DESCRIPTION OF SAMPLE

## DESCRIPTION OF SAMPLE

| Subject<br>Number | Age | Education | Type of<br>Offense |
|-------------------|-----|-----------|--------------------|
| 1                 | 20  | 11        | Non-violent        |
| 2                 | 22  | 11        | Non-violent        |
| 3                 | 23  | 4         | Violent            |
| 4                 | 27  | 10        | Violent            |
| 5                 | 30  | 10        | Violent            |
| 6                 | 25  | 10        | Non-violent        |
| 7                 | 39  | 10        | Violent            |
| 8                 | 21  | 7         | Violent            |
| 9                 | 20  | 9         | Violent            |
| 10                | 23  | 9         | Non-violent        |
| 11                | 18  | 9         | Non-violent        |
| 12                | 27  | 7         | Violent            |
| 13                | 26  | 8         | Non-violent        |
| 14                | 25  | 10        | Violent            |

## APPENDIX 3

RAW SCORES ON THE ANAL SCALES OF THE  
DYNAMIC PERSONALITY INVENTORY

## RAW SCORES

Anal Scales

| Subject (n=14) | Ah | Ad | Ac | Aa | As | Ai | $\bar{C}_a$ |
|----------------|----|----|----|----|----|----|-------------|
| *A             | 5  | 12 | 8  | 8  | 6  | 7  | 46          |
| *B             | 6  | 11 | 9  | 4  | 5  | 9  | 44          |
| *C             | 4  | 8  | 6  | 1  | 3  | 13 | 35          |
| *D             | 5  | 9  | 7  | 5  | 5  | 11 | 42          |
| *E             | 5  | 9  | 8  | 8  | 4  | 3  | 37          |
| *F             | 8  | 9  | 9  | 4  | 3  | 8  | 41          |
| *G             | 5  | 9  | 5  | 2  | 4  | 5  | 30          |
| *H             | 2  | 9  | 7  | 2  | 1  | 5  | 26          |
| I              | 1  | 7  | 8  | 7  | 4  | 8  | 35          |
| J              | 9  | 8  | 10 | 5  | 1  | 4  | 37          |
| K              | 4  | 9  | 8  | 2  | 0  | 4  | 27          |
| L              | 3  | 8  | 9  | 6  | 5  | 5  | 36          |
| M              | 4  | 3  | 3  | 3  | 2  | 9  | 24          |
| N              | 3  | 7  | 6  | 6  | 4  | 8  | 34          |

\* Are violent offenders.