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FANTASIES OF BILINGUAL CHILDREN: AN EXPLORATION INTO
RELATIONSHIP OF BILINGUALISM, SELF-CONCEPT AND PARENTAL
INTERACTION

City University of New York

PH.D. 1981

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FANTASIES OF BILINGUAL CHILDREN:
AN EXPLORATION INTO RELATIONSHIP OF BILINGUALISM,
SELF-CONCEPT AND PARENTAL INTERACTION

by

CARMEN INOA VAZQUEZ

A dissertation presented to the Graduate Faculty
in Psychology in partial fulfillment of the
requirements for the degree of Doctor of
Philosophy, The City University of New York

1981

This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

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Abstract

FANTASIES OF BILINGUAL CHILDREN:
AN EXPLORATION INTO RELATIONSHIP OF BILINGUALISM,
SELF-CONCEPT AND PARENTAL INTERACTION

by

Carmen Inoa Vazquez

Advisor: Professor Louise J. Kaplan

The relationship of language, self-concept and parental interaction of bilingual children was explored. Literature regarding the experience of bilingualism and language in general, as well as relating to self-concept was examined. Prevalent descriptions refer to a precipitation of changes in the attitude of the child toward the parents that do not speak the language of the majority, in a society that does not promote bilingualism. These changes often create conflicts that are reflected in the personality of the child. The theoretical approach of this study was in terms of the Family Romance Fantasy (a product of conflicts the child experiences when he or she becomes more aware of the actual place the parents hold in the social world, differing from the idealized place the child has given them), and in terms of the process of identification.

Three exploratory null hypotheses were tested; they were: H1) There is not a tendency on the bilingual

Hispanic children to devalue their monolingual parents because of their lack of knowledge of the dominant language of the society where they live; H2) Bilingual Hispanic children whose parents are monolingual do not tend to show a lower self-concept than those bilingual Hispanic children whose parents are bilingual; H3) Bilingual Hispanic children with monolingual parents will not tend to have more conflicts in their interaction with their parents than those bilingual Hispanic children whose parents are bilingual.

Seventy-five subjects between the ages of 9 and 11 years from the fourth and fifth grades were obtained from an elementary school in the upper West Side area of New York City. Four projective techniques were utilized: the Thematic Apperception Test (TAT), the House-Tree-Person (H-T-P), the Kinetic-Family-Drawing Test (K-F-D) and the Tell-Me-A-Story Test (TEMAS). Two clinical psychology graduate students rated the stories based on a criteria designed for this purpose. The criteria included self-concept of competence, mood and affect, and relationship with parental figures. Two different clinical psychology graduate students rated the drawings based on existent criteria. The inter-rater agreement was .83 at the .001 level.

Statistical operations - means, standard deviations and correlations for the comparison of variables in

the different groups were computed. An analysis of variance was conducted, as well. Levels of confidence were set at both the .01 and .05 levels. The exploratory hypotheses were rejected, but the results indicated that the importance of the primary language for this population was evident in all accounts. It was also evident that there is a positive relationship between maintenance of the primary language and culture and child's sense of security, adequacy and happiness. However, being bilingual/bicultural appears to be the most significantly important factor in relation to security, adequacy, happiness and a good relationship with the parents.

The results also indicated that children whose parents were in the process of learning English had a lower self-concept than those children whose parents did not know or already knew English.

Other findings in this research pointed toward a positive relationship between family size and happiness in the Hispanic family. Those children that came from smaller families tended to speak in English and showed a higher self-concept.

Another finding of this research was the connection between father's presence at home and use of Spanish during the test, and the existence of a higher self-concept.

Implications of findings indicated that bilingualism, contrary to the criticisms that it encourages separation

between groups, can provide one of the best means of diminishing that separation. On a clinical practical point of view, the usefulness of a culture sensitive instrument should be considered when dealing with bilingual children.

Acknowledgements

I wish to gratefully acknowledge the guidance of Professor Louise Kaplan in the development and completion of this dissertation. Particular appreciation is also due to Professor Lou Gerstman for the many valuable hours given to this research. Lou managed to find time out of his incredibly busy schedule to offer his help when needed, always with enthusiasm and encouragement. Very special thanks to Dr. Guiseppe Costantino, whose guidance and willingness to offer his valuable time and help, including those Sundays that were reserved for his family was very much appreciated. My special thanks also to Professor Steve Ellman for his support and kind encouragement throughout this research, and to Professor A. J. Franklin for his kindness in accepting to be a reader.

The friendliness and cooperation of the administration and faculty of P.S. 192 was extraordinary and very much appreciated, especially that of the Principal, Mr. Alejandro Rodriguez. Most particularly do I thank the children, who submitted themselves to the tests involved in this study, and to their parents.

I would also like to acknowledge my indebtedness for the valuable assistance my colleagues and friends so sincerely provided in testing and rating in this research.

Special thanks to Oliver Crespo. Deborah Domenech, Nanette Giunta, Edna Nazario, Evelyn Rojas, Maria Scala and Rosa Vazquez.

Lastly, but most important I thank and express my love to my husband Hector and my children Jaime and Miguel, who put up with my many moods and gave me their love and understanding when I most needed it. I also wish to thank my parents who instilled in me motivation and perseverance.

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Chapter One

Introduction

Bilingualism has been extensively studied in regard to its neurological, educational and sociolinguistic aspects. However, the psychological implications affecting personality functioning and development have been neglected.

The spoken language is the most intrinsic factor of the nurturance parents give to their children. The mother tongue is a vehicle to express love to the infant in most societies. In this respect, language molds the identity of the child, and more specifically is most significant in the formation of the ego and superego, Bauxbaum (1949).

The family is the child's principal agent during the primary stage of socialization. According to Simoes (1967), by the time the child faces the secondary socialization process, his self concept has been formed in a manner and to a degree that it will not be changed fundamentally thereafter. It is during this period that the child internalizes the world of family members and friends, not as one of many possible worlds, but as the world, the only existent and conceivable world. Language spoken by family and friends is part of that world, and it is for this reason that it is of such transcendent significance in the creation of the child's self concept during this period (Berger and Luckman 1967).

In this respect, the average English speaking child, when making the transition from home to a school where his language is spoken, encounters minimum trauma in relation to language. On the other hand, the Spanish speaking monolingual child, or the bilingual child (Spanish-English) faces a totally different psychosocial environment. Bernstein (1971) has said that the bilingual-bicultural Hispanic child is expected to drop at the school gate his self identity and his way of life. Montalvo (1974) and Lambert (1972) have also made similar assertions.

The present study explored language and self-concept of bilingual children, the perception of their parents, and their relationship with them. This was attempted through the use of projective techniques.

Statement of the Problem

The problem focuses on the exploratory hypothesis that the bilingual Hispanic child with monolingual Hispanic parents will tend to have a dysfunctional relationship with those parents who do not speak the language of the majority. The negative feelings toward the parents are out of awareness in the child, because to admit their existence would create too much anxiety. Kopitz (1968) states that "A child may feel ambivalent or hostile toward his parents, but will rarely admit so on a conscious basis because to do so will threaten his basic security."

The present study further explored how such feelings might affect the self-concept of the child and the relationship with the parents. Kaplan (1974) indicates that disillusionment with parents can foster dissatisfaction and develop fantasies in children thus creating conflicts in their personality development. More specifically, Bossard (1945) refers to a precipitation of changes in the attitude of the child toward the parents that do not speak the language of the majority. These changes, he states, often create conflicts that are reflected in the personality of the child.

Anastasi (1958) pointed to evidence of more maladjustment among bilinguals than among monolinguals, and to more neurotic symptoms in children of immigrant parents, on the average than children of native born parents.

The present study is important because it is the first to explore whether exposure to a language different than their parents has any effect on children's self-concept. In addition, it will attempt to generate new hypotheses to further assess the relationship between bilingualism and mental health in the Hispanic population. This study could also provide new insights into the significance of language among bilingual families and individuals, not only in the United States, but in similar societies.

Exploratory Hypotheses

The present study is of an exploratory nature because the tentative hypotheses which were explored are based on the clinical experience of the writer, and they do not have any supportive data in the literature.

The following exploratory hypotheses were set up not as investigatory hypotheses, but as guidelines in exploring the effects of language in the personality.

The hypotheses were as follows:

1) To explore whether there is a tendency on the bilingual Hispanic children to devalue their monolingual parents because of their lack of knowledge of the dominant language of the society where they live, as revealed in the rating and analysis of TAT and TEMAS stories.

2) To explore whether bilingual Hispanic children whose parents are monolingual tend to show a lower self-concept than those bilingual Hispanic children whose parents are bilingual, as revealed in the ratings of their TAT and TEMAS stories. Low self-concept is manifested in insecurity, incompetence, negative feelings about self, belittlement and general unhappiness.

3) To explore whether bilingual Hispanic children with monolingual parents will tend to have more conflicts in their interaction with their parents than those bilingual Hispanic children whose parents are bilingual, as revealed in the ratings and analysis of TAT and TEMAS stories.

Rationale

The rationale for this study is based on the existent literature that addresses the negative effects of a new language in the personality of the child when this new language tends to be considered superior. It is also based on the existent literature that addresses the importance of language to the development of the individual's identity and personality. Berger and Luckman (1979) and Ramirez (1969), referring to a study of Cleveland and Longaker, have pointed out the importance of language during primary socialization and its interrelation with culture. In this respect, they have indicated and stressed how conflicting it is for the child to find himself/herself caught in between two opposing sets of values. Furthermore, Lambert (1972), reported "the anguish of members of ethnic groups when caught up on a subtractive form of biculturalism, that is, where social pressures are exerted on them to give up one aspect of their dual identity for the sake of blending into a national scene" (pp. 26-27).

Spoken language is, almost without exception, learned in a social context and closely related to the culture of a group. The investigations of Fishman and Christian and Christian, Fishman (1966) indicate that most Hispanics living in the U.S. have a strong tie to their language, and their culture seems to be embedded in the language.

Most important of all, language is a mechanism that not only transmits the culture from generation to generation, but is very important for the development and demonstration of competence, assertiveness and confidence. Not being able to express oneself in a manner that is understood by others, is considered a handicap (Bossard, 1945).

It is surprising that the importance of the psychological effects of language in the personality of the bilingual have received very little attention in recent years. Most psychological studies focusing on language have focused on the learning process rather than on the possible effects on the personality. The most recent study regarding the effects of language on the personality was conducted in 1945 by James Bossard. His study using adult subjects explored the relationship of bilingualism to personality development and its impact on family relations. Although this study was more of a sociological nature, his findings demonstrated significant conflicts in the parents-children interaction and in the children's personality due to language. More recently, Metcalf (1974) (as cited in *A Better Chance to Learn*, p. 74) described specific examples of this problem in her experience as Project Director of a Chinese bilingual school. In 1943 Spoerl conducted a study with bilinguals and reported findings of more maladjustment among bilinguals (Anastasi, 1958).

Based on the existing literature, this writer has hypothesized that children whose parents do not speak the language of the dominant society will tend to devalue their estimation of the parents' place in the social world. Moreover, since language acquisition (mother's tongue) occurs during the period of primary socialization and development of the personality, it is conceivable that later on when this language is experienced as inferior or of lesser importance by the child, this belief could affect the child's self-concept, through shame, guilt, feelings of inferiority, shyness, neuroses and other pathologies.

Definition of Terms

Bilingual child - refers to a child who is able to communicate in the Spanish and English languages.

Monolingual child - refers to a child who can only communicate in either English or Spanish, but not in both.

Monolingual parents - refers to a parent that cannot communicate in more than one language (Spanish speaking in this instance).

Bilingual parents - refers to a parent who is able to communicate in the Spanish and English languages in a way that the communication needs can be carried out without interpreters.

Dominant language - refers to a language used by the majority members of a society, and the language that is officially used, in this study English.

Parental devaluation - refers to a child's perception of his/her parents, such as: uncaring, incompetent, distant, ineffective, incapable of providing what the child believes other parents can provide their children, as revealed in TEMAS and TAT stories and rated by judges (see Appendix A-1). This term was also analyzed at a later stage in the research through qualitative interpretations of K-F-D drawings. Burns and Kaufman (1972) clinical interpretation criteria were used.

Self-concept - refers to feelings of emotional security vs. insecurity, competence vs. incompetence, positive vs. negative feelings, sense of belonging vs. isolation, activity vs. passivity, high self esteem manifested in high perception of self vs. low perception of self, self enhancement vs. belittlement, and general mood manifested in happiness vs. unhappiness. These components were measured by ratings of TEMAS and TAT stories according to set criteria (see Appendix A-1).

Delimitations and Limitations of the Study

This study has been restricted to bilingual Hispanic children (Spanish-English speakers) of one elementary school in the upper West Side area of Manhattan. Therefore, care should be exercised in extrapolating the results of this study to other bilingual populations and other geographical areas.

The voluntary nature of the sample, a condition beyond the writer's control, has limited the results of this study. It is possible that persons not choosing to participate in this study present different results than those volunteering to participate.

Chapter Two

Review of the Literature

The purpose of this chapter is to review the existent literature in regard to the relationship of language to culture, the relationship of self-concept to language, and an analysis of bilingualism and its psychological implications in the personality and interaction with others.

The literature specifically addressing these issues is very scarce. Therefore, an attempt is made to relate the topics of interest of this research with relevant information, strongly emphasizing the need for more interest and research in these areas.

Relationship of Language to Culture: An Overview

"Language is the outward expression of an accumulation of learning and experience shared by a group of people over centuries of development. It is not simply a vocal symbol; it is a dynamic force which shapes the way a man looks at the world, his thinking about the world and his philosophy of life. Knowing his maternal language helps a man to know himself; being proud of his language helps a man to be proud of himself."

(National Indian Brotherhood Policy Paper, 1972)

The above quote presents a view of what language signifies to a group of people. However, concern with language is not isolated with just one group of people. Concern with language dates as far back as the beginning of

civilization. Ancient Greek history tells us that Greeks called Barbarians are those who did not speak the divine language of the Hellenes. All those who said ba-ba or whose speech sounded incomprehensible to the Greeks, were considered the ones the Gods had neglected. The Hebrews also had a similar belief. They believed that language was a uniquely holy vehicle created even before the world was brought into being, and a special gift of God. Linguistic ethnocentrism has existed ever since (Fishman, 1960).

Language is not something separately and consciously recognized, esteemed, revered, defended and cherished. The conscious aspects of language lean more in the direction of attitudes toward language users as groups, than language per se, as something personally valued and significantly connected to the individual's psychic structure. Common examples of this can be seen in the French-Canadian university students opposition to English education in Quebec, Flemings in Belgium protesting against inequality, the objection of Jews to the persecution of Yiddish writers in the Soviet Union, Hispanics in the U.S. in favor of bilingual education. These examples can be listed endlessly in regard to different groups' interests (Fishman, 1972).

Language identity as part of the self, providing a sense of continuity with the past, has been described as an unconscious process. Sapir in 1929 (as cited by Fishman,

1960) wrote about the relationship between language and thinking. He posited that the real world is to a certain degree unconsciously built up on the language habits of a group. He elaborated this hypothesis by adding that the language shaped the thought process of the individual. This hypothesis has produced endless controversies, but so far it appears to have some validity.

Referring to language and its relationship to culture and the individual, Gosh (1972) states that "Man, language and society have meanings on the condition that man himself views language and society as meaningful." In every culture he says there are norms for different daily habits such as eating, dressing, talking, etc. Consequently, language becomes associated with a particular culture or group. In other words, the way the group is viewed parallels the way the language of that particular group is viewed (Anisfeld & Lambert, 1963).

Worf (Fishman, 1960) in his expansion of Sapir's theory included the dynamics of the relationship of language to culture. He stated that languages differ as cultures differ. Because of this, language becomes an aspect of the individual's identity. This occurs, he said, because of different needs inherent in each culture. In Spanish, for example, there is a special word for the wife of the brother-in-law, or for the husband of the sister-in-law:

"concupada" or "concupado," respectively. There is not such a specific word in English for example. An explanation for this specificity is that given the close ties of the family and extended family in the Hispanic culture, specific words were created for concepts not so relevant to other languages. This phenomenon occurs in many languages; it can be seen in the 12 words for snow used by Eskimos. Specific concepts like these point to the reasons native speakers of different languages feel that the untranslatable aspects of their languages make them unique and to the impossibility of translating poems or jokes from one language to another. To further illustrate this point, Fishman has said that groups sharing intimate and heightened experiences might find it easier and more meaningful to communicate their unique characteristic experiences in their own languages than in any other.

Language cannot be envisioned in a vacuum; it must be seen in conjunction with the history and politics of a group as well as its culture. It can have different effects on the individual in different circumstances. It is at times used as a tool to express both positive and negative ideations. Sometimes it is abandoned in order to obtain a new identity through assimilation into another culture.

Psychological-sociopolitical reasons are at times the basis for holding to a language identity. A clear

example is pointed out in the writing of Christian and Christian (in *Language Loyalty*, 1966). They illustrate how Spanish became the language of the conquered, of second class citizens, right after the Mexican-American War. Language they say was one of the tools to keep distinction between the two groups involved. Although Mexico lost its territory and the war in 1848, 132 years later the group still holds strong ties to their language. Fishman (1966) has verified this statement empirically. He has conducted a study regarding transmission of the non-English "mother tongue" with five groups, including a community of Mexican-Americans in San Antonio; a community of Puerto Ricans in New York; a community of Post-World War II Ukrainians living in a small Pennsylvania mining town; and a community of second generation Franco-Americans in Fall River, Massachusetts. Out of these groups, all second generation, only two communities, the Mexican-Americans in San Antonio and the Puerto Ricans in New York, reported continuous usage of Spanish at home. Anastasi (1958) and others have commented in this respect that perhaps for the Spanish population no sufficient time has elapsed to see whether third and fourth generations will totally assimilate. Although this is an interesting point to consider as well as the geographical proximity of Puerto Rico and Mexico, which facilitates a constant interaction either by travelling back and forth or by more contact with relatives and friends, it is important

to realize that in the case of the Mexican Americans, 132 years encompass more than two generations. Furthermore, Puerto Ricans in Puerto Rico still hold on strongly to the Spanish language after 82 years of being under the influence of the U.S. In any respect, more research needs to be conducted to assess whether language for the Hispanic population serves as an identity process and a way of maintaining rich cultural heritage. Nevertheless, there are indications pointing to that effect. In conclusion, authors such as Sapir, Worf, Fishman, Gosh and Christian and Christian posit that there is a strong relationship between particular groups' cultures and languages. Fishman and Christian and Christian indicate that Hispanics are one of these groups.

Relationship of Self-Concept to Language

The literature referring specifically to the relationship of language to self-concept is almost nonexistent. Few studies have been carried out in an effort to explore the self-concept in regard to ethnic group membership, immigrant status, etc. Among these are Coleman, 1966; Hishiki, 1969; Zirkel and Moses, 1970; Ausubel and Ausubel, 1963 (cited in Zirkel and Moses, 1979). Yet very few have focused on the importance of language.

Regarding self-concept, Zirkel and Moses (1971) conducted a study to determine if differences existed in the self-concept among Negro, Puerto Rican and white elementary

school students. Their findings state a significant difference of a lower self-concept among Puerto Rican students. The Negro students had a higher self-concept than the white children, but not significantly important. They concluded that these findings could be attributed to linguistic-cultural, as well as social factors.

There have been a great number of studies regarding self-concept and bilingual education (Belendez y Melendez, 1977; Rivera, 1973; Cohen, 1975 and others), but these studies are specifically focused on the bilingual educational curriculum.

While trying to find a clear definition of what the term self-concept means, this writer has encountered a great deal of difficulties. Primarily, because the self-concept is a complex and multidimensional psychological construct which is ascribed multiple definitions and interpretations, not differing much from William James' 1910's definition. William James was one of the first psychologists to talk about the self-concept. He saw it as subdivided into three different components: 1) the material self, this to James meant everything the individual considered as belonging to himself, 2) the spiritual self, which included the individual's emotions and desires and 3) the social self, which contains a combination of the individual's own body, family and possessions (James, 1950).

Another difficulty one encounters when dealing with the self-concept is that different psychologists have a tendency to equate self, self-concept, self-esteem, identity and ego (Rosenberg, 1979). Thus, a self-concept definition that applies to this work was necessary.

In this work, the focus of the self-concept is primarily in relation to the importance significant others can have on the way the child perceives himself/herself, how this comes about and specifically how it relates to language. Therefore, the definitions that were found to address themselves to that particular interest of this study were reviewed. Prior to reviewing some of the definitions, it was decided to define self-concept as used in this research. This definition is in accordance with that of Epstein (1973). He describes the self-concept as a personal theory about oneself. This theory performs different functions. Among these functions we find a need to maintain a balance between pleasure and pain, a need to maintain self-esteem and to organize the perceptions that revolve around our daily experiences. The balancing functions include an attainment of the following pleasurable and/or positive concepts: emotional security, competence, positive feelings about self, sense of belongingness, activity, high self-esteem, self enhancement and happiness. These balancing functions are the focus of this research. The child's perceptions of how

significant others view him/her are crucial in attaining an inner balance.

The general characteristics that others have attributed to the self-concept are:

"A subsystem of internally consistent, hierarchically organized concept contained within a broader conceptual system."

"Different empirical selves, such as body self, a spiritual self and a social self."

"A dynamic organization that changes with experience. It appears to seek out change and exhibits a tendency to assimilate increasing amounts of information, thereby manifesting something like a growth principle. As Hilgard (1949) noted, it is characterized more aptly as integrative than integrated."

"It develops out of experience, particularly out of social interaction with significant others."

"It is essential for the functioning of the individual that the organization of the self-concept be maintained. When the organization of the self-concept is threatened, the individual experiences anxiety, and attempts to defend himself mounts and is followed ultimately by total disorganization."

"There is a basic need for self-esteem which relates to all aspects of the self-system, and, in comparison to which, almost all other needs are subordinate."

"The self-concept has at least two basic functions. First, it organizes the data of experience, particularly experience involving social interaction, into predictable sequences of action and reaction. Second, the self-concept facilitates attempts to fulfill needs while avoiding disapproval and anxiety." (Cited in Epstein, 1973)

Regarding the importance of significant others, Jersild (1952) speaks of the importance they exert in the

child's life. He feels that as a child perceives how others perceive him, he begins to perceive himself.

Festinger (1954) referring to the self-concept says: that the individual views himself/herself in terms of social comparison. Self evaluation emerges largely within a social frame.

Combs (1962) points that a positive view of self gives the individual a tremendous advantage in dealing with life. In reference to others, he says, if one perceives that others expect success from us, one behaves in ways that tend to bring it about.

Rosenberg (1979) defines the self-concept as "the totality of the individual's thoughts and feelings with reference to himself as an object." He feels that the individual sees himself/herself in terms of social comparisons.

Other authors with a point of view specifically referring to the mother as important to the child's evaluation of self, have referred particularly to the relationship between language and self. Greenson (1950) is one of the few to state that a relationship between language, mother and ego is eventually crucial for a self-portrait or self-concept. Although Greenson speaks mostly about ego, it can be assumed he is talking about self-concept as well. He strongly suggests that the parental figures are incorporated within the ego in the form of spoken commands and prohibitions.

Language, he says, is the most important vehicle for this phenomenon. Therefore, he says, the relationship of words and objects is very close to the functions of the superego. He further states speech is one of the ways of retaining a connection with the mother as well as a means of growing away from her. In this respect, while Greenson does not postulate a clear connection of self-concept and language, it is implied from his position that a child incorporate the parental language and keep it as a part of self. Consequently, it is conceivable that parents who are unable to communicate with members of the dominant culture in a store, clinic, hospital, etc. could perceive themselves as inadequate and unconsciously communicate these feelings to their children. Manifestations of this can be seen in a rejection on the part of some children of their "mother's tongue," and quite often these children refuse to speak the mother's tongue and undergo tremendous difficulties to communicate with the mother and other members of the family that do not speak the dominant language.

Parental rejection due to a loss of parents' esteem in the social world can develop quite early. Children can perceive their parents inability to function in a self-sufficient manner and can develop a filial pattern of rejection. This is believed to be a necessary step to enhance self-esteem. Freud in 1908 was the first to speak

about this parental devaluation which he called the Family Romance. This concept essentially consists of the child's rejection of his own parents to preserve self-esteem. The child fantasizes that he/she is the son/daughter of royal parents. These new parents are endowed with the ideal characteristics the ideal parents were endowed with. In summary, Freud indicated that children become aware of their parents' shortcomings and tend to compensate by creating ideal parents.

Linda Kaplan (1974) reviewed the existent literature on the Family Romance concept and defines it as a universal fantasy used throughout life to help regulate self-esteem. It has its origins in early infancy and becomes fully structured and consciously active during latency. During this period dreams of glory increase and attachment to objects outside the home also increases. Children in their fantasy see themselves as being adopted and the original parents being of royal lineage. The purpose of this defensive activity is to balance the mental equilibrium and permit the continuation of the total ego structure in a healthy, harmonious way (Sarnoff, 1971).

Kaplan states that the resolution of a person's sense of identity indicates the working through of the fantasy. However, she feels that it is unlikely that there are such persons. Therefore, she seems to suggest that the

Family Romance is a fantasy that persists throughout life in an individual in different degrees. In this case, it is not the existence of the fantasy within the individual that is crucial, but its intensity. This intensity could be exacerbated by real obvious traumas in the parents which the child might identify with. Such traumas could stem from difficulties in mastering daily life tasks due to difficulty to express themselves in the language of the majority, or to limit their activities to specific areas not necessarily by choice, or to depend on others for specific activities. In these instances, it is possible that the child ends up guilt ridden by feelings of shame and discontent toward the parents or show an endless number of symptomatic states including conflictual relationships with them.

Donald Kaplan (1972) describes the fantasy as a product of conflicts the child experiences when he/she becomes more aware of the actual place the parents occupy in the social world differing from the idealized place the child has given the real parents. The child compares his/her parents with other parents whom he/she sees as better parents than his/her own. The purpose of the fantasy is to return to a place in the child's development before the parental esteem was diminished.

Although the implications of the Family Romance origin were specifically on the basis of unresolved oedipal

problems, Greenacre (1966) and Jacobson (1959) discuss other aspects that they see as possible genesis of the Family Romance fantasies. They feel that all persons born with exceptional genetic qualities, either gifted intelligence or deformities, are prone to a more intense Family Romance fantasy. This also includes children whose narcissism is increased by the treatment they receive from their parents, be it because they feel they are exceptions, with regard to physical beauty or other qualities considered special by the parents. Following this line of thought, it can be surmised that the possibility exists in a monolingual home for the bilingual child to be idealized by the parents in the cases where a different language other than the one spoken by the majority is used because the child is in possession of something the parents do not have and would like to have to function better. This idealization could very well place the child in a situation where he/she will be faced with a discrepancy between the ego and ego ideal which is too conflicting to be synthesized. There is also a role reversal because the parents need the child to communicate to the outside world. It then follows that the child's actual experience of a parent that is viewed by others as inadequate because of inability to communicate or where the role reversal takes place, is bound to place in the child a stronger Family Romance of lasting intensity. The

manifestations of a stronger Family Romance could be experienced in neurotic symptoms affecting the self-concept or in more serious pathology. One of the possible conflicts affecting the child is the other possibility that the child who sees himself/herself as handicapped, as well as the one who sees himself/herself as special could both manifest unusual degrees of narcissism (Jacobson, 1964). In other words, the other question to be posed is as follows: Could the child whose parents do not speak the dominant language of the society where he/she lives experience those parents as handicapped? Could he/she also identify with them and this handicap be adopted as his/hers? In this respect, Sullivan (1953) emphasized the manner in which significant others teach the child to identify and adopt others experiences rather than his/her own.

The writer had a manifestation of this instance with a patient. In the process of therapy, the patient experienced the mother's lack of knowledge of the English language as a rejection and handicap. She believed that her English (the patient's) was poor (not true at all) and that this restricted the choice of her future goals. It was felt that her problem stemmed from an identification with the mother which was reflected in the language as well as in other aspects. She refused to speak in Spanish to her mother, although the mother's knowledge of English was

minimal. In this case, language was used as a tool to keep distance from the mother as well as the therapist. However, when the patient had insight into her problem, she started talking in Spanish to the therapist. The patient reported being amazed at this happening. Bossard (1945) also had similar manifestations in a study already referred to in this work. He found that in most cases the children developed feelings of resentment against the parents in their perception that the parents didn't love them. The children avoided much contact with the parents and many of them reported low self-perception.

In summary, the literature indicates that being exposed to a second language that is considered superior to the child's primary language could create a conflicting milieu and adversely affect the child's personality.

Bauxbaum (1949) posits that the child tends to view the mother's tongue as part of mother, soothing and nurturing, worth identifying with. Language is of great significance in the personality. According to Stengel (1939), speech is an accomplishment of the ego and speech is one of the ego functions impaired when the ego itself is impaired in development. The child tends to incorporate the mother's language by identifying with it. Following this line of thought, it could be questioned if the child experiences the mother's tongue as unworthy, as a language that

can only be used in certain places, e.g. home, relatives, but not those places of utmost importance in the outside world of the society in general, he/she could tend to depreciate that language and refuse to speak it. If he/she associates part of the parent's worth with that language, he/she could consequently diminish that part of his/her that was associated with the language.

This hypothesis can be very plausible if viewed from the developmental stance that Jacobson posits. She proposes that object relations grow as the child acquires identity. Selective identifications become part of this identity in the ego and eventually provide a coherent continuous self. The self images grow out of the object relations the child obtains. With the libidinal endowment of the self images, self-esteem and the formation of the unified concept of self occur (Jacobson, 1964).

This theoretical position also places a very close relationship between ego, self-concept and self-esteem, where the negative effects in any of the three substructures could affect the others as well. Consequently, Stengel and Bauxbaum's views about the ego's relationship to language could be also applied to the self-concept, if we follow Jacobson's theoretical position where she considers the very close relationship between ego-self-concept and self-esteem.

An Overview of Bilingualism and its Psychological Implication
in the Personality and Interaction with Others

There are 33.2 million people or 16% of the population in the United States who speak a language other than English. Since 1940, the growth of Spanish speaking individuals in the U.S. has increased rapidly. Spanish is the only foreign language that has experienced substantial growth. The Census Bureau reports that 4.5 million children speak Spanish at home. Approximately 259,830 Asian American children speak very little English and about 56,493 native American children speak a native American language as their primary language. (A Better Chance to Learn, 1975)

The 1980 Census Report seems to indicate that the existing figures during the 1970's have doubled by 1980, at least in some locations of New York State. (New York Times, April 12, 1981). In this respect, Marcos (1976) points out that patients whose mother tongue is not English comprise a significant portion of the psychiatric population in many urban centers. Nevertheless, the existing literature on bilingualism and its relationship with the psychological development of the individual is scarce.

In the last 30 years the emphasis on bilingualism has been more from a linguistic or educational point of view. There are very few thoroughly documented, psychologically oriented research works in this area. The existing ones

date as far back as the 50's. Most of the studies done have been focusing on individuals that have talked about their psychological problems through long analysis. Nevertheless, clinical case studies have presented a relationship between the conflicts and the process of bilingualism in bilinguals, albeit in a sketchy way (Bauxbaum, 1949; Stengel, 1939; Greenson, 1950; Bossard, 1945). Other studies, more empirically oriented, have also agreed that bilingualism has major effects on the individual (Weinrich, 1953; Haugen, 1956; Diebold, 1956; Marcos, 1976). The findings generally agree that the process of bilingualism can create problems to the individual, such as low self-esteem, shame, identity problems, etc. However, most of the persons reported in these studies are adults, recalling their childhood memories. Although these persons reconstruct their childhood traumas and their feelings about their parents, these reports had not been analyzed statistically or with a significant number of people. Hence, the final results cannot be generalized. It is evident that there is a need for more studies on bilingualism and the possible effects on the personality. With this in mind, I review the existent literature as it refers to the psychological implications in the personality and interaction with others.

Greenson (1950) presents a series of case studies in his paper about the mother's tongue. He emphasizes how

acquiring a new language can alter the personality of an individual. He specifies that learning a new language might be connected to the early relationship with the mother in the sense that there is a connection between the mother's breast and the language. The child replaces the milk coming out of the mother's breast with a new liquid of the mother--words--by introjecting sounds. He further elaborates this thought by explaining that the child replaces the passivity and mother's attachment by activity and mother's identification through the language.

Greenson also illustrates a clinical case where the new language of one of his patients (English) offered the patient an opportunity to build up a new defensive system and keep distance from the conflicts connected to the mother and the "mother's tongue." Edith Bauxbaum (1949) agrees with Greenson in this respect. Erickson (1947) has also referred to the opportunity a new language offers to the establishment of a new self-portrait. He further contends that this new image may supplant the old one and lead the person to a series of multiple personalities.

Both Bauxbaum and Greenson emphasize that the adoption of a new language as a defense can only be beneficial during analysis or therapy because the new language can help bridge the gap from the time the new language was adopted as a defense mechanism to keep distance from the problem. The adoption of the new language as a defense

allows the patient to talk rather than using silence as the defense, as in the case of some monolingual patients, especially children. However, it is very important to realize this connection to the new language and not allow it to become a crutch. If allowed to become a crutch, the original conflict would not be resolved by repressing the primary language.

Other studies or positions such as Marcos (1976) also focus on the importance of language in psychotherapy, specifically with bilingual Hispanics. Regarding bilingualism, he feels that its negative effects only exist when the individuals find themselves in culturally and socially marginal positions. Otherwise, the negative effects of bilingualism per se are nonexistent. On the contrary, he states, bilinguals have been found more flexible and adaptable.

Peal and Lambert (1962) have empirically supported this assumption. They studied the effects of bilingualism on intellectual functioning. The subjects were monolingual and bilingual 10 year old French children from six Montreal schools in Canada. The purpose of the study was to assess the children's performance in verbal and nonverbal tasks and to look for possible differences among the bilingual and monolingual children. The findings indicated that the bilinguals performed significantly better than the monolinguals on both the verbal and nonverbal tasks. Peal and

Lambert posited that these results could be due to a possible existence of two symbols for every object in the bilinguals. Furthermore, they stated that bilinguals that learn their languages at an early age, might be forced to conceptualize environmental events in terms of their general properties and not to rely in the linguistic symbols alone. They feel that in that respect monolinguals might be always subject to language, in essence, a disadvantage.

Coming back to Marcos and his illustration of implications of a second language during psychotherapy, he states that language could create misinterpretations, particularly during psychoanalysis where mastery of a second language at the subordinate level can cause a false detachment in the patient. The subordinate level refers to a dependency of the second language on the first language. Marcos also states that it is easily seen how this situation can cause frustration, displacement and blocking of affect, in particular when the patient cannot express properly his/her emotions.

Anastasi (1958) also reported that bilingual patients have been found to have more pathology than monolinguals. Anastasi's results are similar to Marcos. Marcos' explanations for this happening refer to misinterpretations by the examiners of cultural habits intrinsic in the patient. This writer agrees with Marcos; however, the

question posed is whether the process of becoming bilingual and the stressful circumstances associated with it in an existent form of subtractive bicultural/bilingualism, aren't responsible for finding more pathology in bilinguals than in monolinguals. Moreover, if a person is perceived by others and quite often by the person itself as inefficient, unable to express thoughts and do activities of daily living that require communication, then it follows that this will cause sufficient stress and adversely affect the individual.

There is also the consideration that the individual has attachment to the primary language. From a different conceptual framework psychologists have verified this attachment. Marcos et al (1973) reexamined the finding where schizophrenic patients examined by English clinicians were evaluated as having more severe emotional detachment during psychotherapy. Content in both English and Spanish was compared by bilingual psychiatrists in subordinate bilinguals. The findings showed more complex and meaningful sentences in Spanish. Marcos assumes that the differences in syntax of both languages could be an explanation. However, it is possible that Spanish being the first language learned was more cathected, more closer to the person's linguistic identity, hence the holding to it presented a holding onto an identity and prevented total decompensation.

Gerson and Schweitzer (1972) described their observations of the multilingual psychotic population in a

county hospital in Los Angeles. They state that during acute phases of their psychoses, the patients when they talked, did it in their native language regardless of mastery of the second language. They agree with the explanation that the language holding to the primary language identity was a way in those instances of preventing depersonalization. They further state that slipping back to primary language is not only associated with schizophrenics, but normal bilinguals or multilinguals switch to their primary language when frightened or confused. This could be a symbolic attempt to get "mother's protection." They also feel that psychotic's regression to the primary language could be a hostile act which shows how giving up one's primary language is resented by the patient. It is, they say, as if the patient is saying:

"I am in this predicament, but wouldn't be if it weren't for the requirements that you have put on me, that I speak your language."

These explanations, although very challenging and plausible, are simply hypotheses at this stage. However, they pose the questions of how detrimental for the individual's self-concept, ego, identity or self, and the total personality is having to give up mother's tongue or the primary language.

Chapter Three

Methodology

Chapter three will present the methodology used in this study. The chapter has been divided in the following manner:

- Statement of the Null-Hypotheses
- Description of Subjects
- Description of the Instrumentation
- Description of the Research Procedure
- Treatment of the Data

Statement of the Null-Hypotheses

The following null-hypotheses were posited for exploratory testing in this study:

1) There will be no significant tendency on the bilingual Hispanic children to devalue their monolingual parents because of their lack of knowledge of the dominant language of the society where they live, as revealed in the rating and analysis of TAT and TEMAS stories.

2) There will be no significant difference in self-concept between those bilingual Hispanic children whose parents are monolingual and those bilingual Hispanic children whose parents are bilingual, as revealed in the ratings of their TAT and TEMAS stories.

3) There will be no significant difference in the interpersonal relationships of bilingual Hispanic children

and their bilingual Hispanic parents, and bilingual Hispanic children and their monolingual Hispanic parents, as revealed in the rating and analysis of TAT and TEMAS stories.

Description of Subjects

The subjects for this study were from Hispanic, working class background, from a public elementary school in New York City in the upper West Side area, attending fourth and fifth grades. Their ages ranged between 9 and 11 years.

There were 75 subjects used in this study, and the following variables were obtained: mental maturity as measured by the Koppitz method (this measure was obtained by the scoring of the person in the House-Tree-Person Test by the writer; see Appendix A-2); sex; age; time living in the U.S.; dwelling with mother; dwelling with father; dwelling with mother and father together; dwelling with others; number of older brothers or sisters; number of younger brothers or sisters; place of birth; mother's birthplace; father's birthplace; mother's language; father's language; mother's employment; father's employment; language of TAT; language of TEMAS. (See Appendix C-1)

The writer made personal contact with the Principal and the Guidance Counselor of the school, and their cooperation was obtained. The parents also gave their informed consent (see Appendix B-3). Both parents and children were instructed of their rights to withdraw from the study at any time.

Description of the Instrumentation

There were four projective tests used in this study and a Personal Data Sheet. The Personal Data Sheet was used to obtain demographic information about the subjects and their parents. An example of the data sheet can be found in Appendix B-2.

Although there were four projective tests used in this research, namely, Thematic Apperception Test (TAT), House-Tree-Person (H-T-P), Kinetic Family Drawings (K-F-D) and Tell-Me-A-Story (TEMAS), only TAT and TEMAS were finally utilized. The reason for this choice was that there was no significant correlation between the raters of K-F-D and H-T-P. The person from the H-T-P was utilized to obtain a level of mental maturity from the subjects. Therefore, only description of TAT and TEMAS will be indicated below.

Thematic Apperception Test (TAT) - This instrument was designed by H. A. Murray to assess drives, emotions, sentiments and conflicts of the personality through the presentation of 20 pictures (Murray, 1943). The administration consisted of asking the subject to look at a card presented and to make up a story with a past, present and future and to tell what the people in the stories were feeling and thinking.

This instrument was chosen because the pictures, if presented as a test of imagination, can involve the

subject in the task in such a way that he or she would forget their sensitive selves and the necessity to defend against the probing of the examiner (Murray, 1943).

The following cards were chosen to be used in this study: Cards 1, 2, 5 and 13B because they emphasize child-adult relationship and usually evoke references involving parental interactions as well as reference to self-concept; Cards 13G and 17 BM because they usually evoke relationships of the individual with the environment and anxieties relating to it; Card 16 usually reflects accumulated anxieties or problems in the individual that have been mobilized but not expressed while viewing the previous cards (Murray, 1943). (See Appendix B-1 for description of cards)

The following item analysis indicates the information to be expected from each card as follows:

Card 1 - "usually elicits the subject's attitude toward duty (compliance, coercion, rebellion) and frequently gives some inkling of his aspirations (difficulty, hope, achievement)," Rappaport.

Card 2 - "usually elicits conceptions of family relationships and attitudes toward the environment generally as giving, supportive, versus barren, depriving," Rappaport.

Card 5 - "usually elicits attitudes and expectations toward the mother (seen as oversolicitous, prohibitive, condemning)," Rappaport.

Card 13B - "The apparently underprivileged or deserted boy suggests loneliness and insignificance, encouraging subject to give his feelings towards such conditions and their causes. Themes of lack in the environment or parental absence or neglect are frequent," Henry.

Card 13G - "usually elicits relationship with the environment and feelings of ambition and future planning skills," Bellak.

Card 17BM - "useful for fears, in stories of escape; oedipal fears in childhood ("fleeing from the king")" Bellak.

If the frequent and usually stereotyped theme of escape is excessively elaborated and intensity of feelings present, it usually represents patient's own expectations or hopes for escape from his difficulties (Stein). The escape theme may indicate problems or situations with which the patient cannot deal adequately or his reactions to emergencies.

Card 16 - "The basic stimulus is in subject's frame of mind; it seems generally to reflect anxieties or problems that have been accumulating as he/she told previous stories," Henry, Rappaport, Gill and Schafer, 1968, Tomkins, 1947.

The interpreter's reliability coefficient of correlation reported by various investigators for ratings of

the TAT stories ranged from as low as +0.30 to as high as +0.96.

Tell-Me-A-Story (TEMAS) - This instrument is designed to assess ego functions and development of special subgroups such as Black children living in the ghettos and Hispanic children living in the "barrios." It is intended to elicit fantasies dealing with their conflicts and interpersonal relationships. TEMAS consists of 46 cards.

This instrument had been chosen because it is developed to be a culture sensitive Thematic Apperception Test designed for research and specific psychological works with Hispanic and other groups. In fact, TEMAS was developed in response to the need for culturally specific tests which would be relevant and appropriate for urban-ethnic minority children. The differences between the TAT and TEMAS include the following: TEMAS uses chromatic pictures, whereas the TAT pictures are black and white. The TAT is primarily concerned with intra-psychic dynamics and interpersonal relations, while TEMAS uses ego functions including interpersonal relationships. Furthermore, TEMAS stimuli are far less ambiguous than those of the TAT. The lack of ambiguity is exemplified by the more specific content of the pictures. Recent studies (Costantino, 1978 and Costantino, Magaldy and Vazquez - in press) have shown that TEMAS elicits more verbal productivity in Hispanic children than the TAT and

CAT. Other findings suggest that there is a good relationship between symptomatology of children registered at mental health clinics and maladaptive ego functions as revealed in the TEMAS stories (preliminary findings by Costantino et al).

TEMAS continues to be developed and improved upon. In addition to verbal productivity, other criteria are being used to evaluate the usefulness of TEMAS as a clinical tool. The validity and reliability of the instrument are in the process of being ascertained.

The following item analysis indicates the information to be expected from each card as follows:

Cards 1B or 2G - Relationship with parents and relationship with peers (primary) - Achievement motivation and self-concept; also moral judgement (secondary).

Card 7 - This pulls for self-concept of competence in school achievement. Motivation versus disruptive behavior. Also relationship with other adults and significant others.

Card 12 - Pulls for relationship with parental figures and with siblings.

Card 13 - Calls for achievement motivation and self-concept and relationship with parents.

Card 14 - Pulls for relationship with father and achievement motivation and self-concept.

Cards 22B and 23G - These cards pull for identification with parental figures.

Description of Research Procedure

The subjects were seated comfortably in a chair next to a comfortable table. They were told they could speak in whatever language they felt more comfortable (this was said to them in Spanish), then the examiner read the following in the language chosen by the child (English or Spanish):

"Este es un examen que no está relacionado con la escuela ni con tus notas. Este es un examen donde tu estas participando como nino bilingue que eres. Me gustaria mirar tus dibujos y oir tus cuentos."

The English version is as follows: "This is not a test connected with school or with grades. This is a test where you are participating as a bilingual child for a study with bilingual children like yourself. I would like to see your drawings and hear your stories."

Unless requested otherwise by the child, all instructions were read in Spanish. If the child requested English, a notation to this effect was made. Administration was carried out individually. The stories were tape recorded and clinical observations were noted in the record according to instruction in Appendix B-1. The order of administration of the tests were as follows: Test No. 1 - Thematic Apperception Test (TAT), Test No. 2 - House-Tree-Person (H-T-P), Test No. 3 - Kinetic Family Drawings (K-F-D) and Test No. 4 - Tell-Me-A-Story (TEMAS). Personal data sheet at the end.

The rationale for selecting the previous order of administration was dictated by the fact that the children's teachers requested the testing to be conducted in one session. The testing time was estimated to last approximately three hours including a break. Consequently, it was felt that in order to have a sufficient distance between TAT and TEMAS, the drawings should be placed in the middle in order to avoid any influence from TAT into TEMAS. TEMAS was placed at the end because it is a less ambiguous test than TAT.

The examiner tried to establish rapport with the children by answering questions posed by them as long as these questions did not deal directly with the hypotheses of the research. The examiner adopted a relaxed and friendly attitude and tried to make the children feel at ease before proceeding with each exam.

As previously stated, although four projective tests were used in this research, only TAT and TEMAS were finally analyzed, since correlations between raters for H-T-P and K-F-D were found of no significance.

Thematic Apperception Test (TAT)

In this research only seven cards were used in the following order: 1, 2, 5, 13B, 13G, 17 BM and 16 (see Appendix B-1 for rationale for choosing these cards). Administration was carried out individually. The instructions used in this test were based on Murray's original

instructions, but modified by Tomkins (1974) to omit mentioning a time limit.

After sitting the child comfortably in a chair, the examiner read to the subject in Spanish or English if requested, the following:

"Este es un examen de cuentos. Yo tengo algunas tarjetas que te voy a enseñar, por cada una inventate un cuento y dimelo. Dime lo que ha pasado, lo que está pasando y lo que va a pasar. Dime lo que las personas sienten y piensan, y lo que va a ocurrir. Tu puedes inventar el cuento que quieras. Entiendes? Muy bien, aquí está la primera tarjeta." (Si el sujeto no entendía, las instrucciones se repetían.)

"This is a storytelling test. I have some pictures here that I am going to show you and for each picture I want you to make up a story. Tell me what has happened before and what is happening now. Say what the people are feeling and thinking and how it will come out. You can make up any kind of story you please. Do you understand? Then, here is the first picture." (If the subject said yes, the card was handed, if not, the instructions were repeated again.)

For Card 16 it was said: "Ves a ver lo que puedes mirar en esta tarjeta en blanco. Imagínate alguna pintura en esta y dimelo en detalle." Luego que el sujeto había descrito la imagen, se le decía "ahora cuéntame un cuento

sobre lo que te imagines." Si esto no daba resultado, entonces la persona administrando el examen decia al nino: "Cierra tus ojos e imaginate algo. Ahora cuentame un cuento sobre lo que te imaginaste."

"See what you can see on this blank card. Imagine some picture there and describe it to me in detail; now tell me a story about it." If this didn't work, the examiner then said to the subject: "Close your eyes and picture something." After the subject had given a full description of his/her imagery, the examiner said, "Now tell me a story about it." (Murray, 1943)

An inquiry was made after each card when: lack of clarity appeared on either the perceptual, the verbal or the story-meaning level (Rappaport, Gil, Schaeffer, 1974).

Tell-Me-A-Story (TEMAS)

Administration was carried out individually. In this research only six cards were used in the following order: 1B or 2G, 7, 12, 13, 14 and 22B or 23G (TAT Card 16 was used at the end). (See Appendix B-1 for description of cards.) The examiner established rapport with the child by saying--clear and slow:

"Este examen se llama TEMAS o sea cuentame un cuento. Te voy a mostrar algunas tarjetas interesantes. Por cada tarjeta inventate un cuento y dimelo. Tratas lo

mejor que puedas (la tarjeta se entregaba al niño(a)). Quiero que me digas lo que las personas están diciendo y pensando, y que paso anteriormente, y como el cuento terminara."

"This is Tell-Me-A-Story Test. I have some interesting pictures I am going to show to you. For each picture I would like you to tell me a story. Try your best (the card was handed). I would like you to tell me what the people are doing now, what are the people saying and thinking, what happened before now, how will the story end."

(Costantino, 1978)

For TAT Card 16, it was said: "Picture what you can see on this blank card. Imagine some picture there and describe it to me in detail." If this didn't work, the examiner then said: "Close your eyes and picture something." After the subject had given a full description of his/her imagery, the examiner said: "Now tell me a story about it."

(Murray, 1943) (See Appendix B-1)

An inquiry was made after each card when lack of clarity appeared on either the perceptual, the verbal or the story telling level.

At this point the Data Sheet was filled out by the examiner.

Treatment of the Data

The data collected from the 75 children were analyzed as follows: The 7 TAT stories and the 7 TEMAS stories presented by each subject were rated by two clinical psychology graduate students following criteria designed for this purpose by the writer. The criteria were based on psychoanalytic and psychological concepts of existent theories (Erickson, 1947, 1950, 1959; Freud, 1959; Frosch, 1959; Greenson, 1950; Jacobson, 1959, 1964; Kohut, 1971; Rosenberg, 1979; Hartman, 1958, 1950; Epstein, 1973).

The stories were rated independently for self-concept, mood, affect and relationship with parental and/or authority figures. The ratings were carried on a Lykert type scale ranging from 1 to 3, where 1 = low, 2 = medium and 3 = high.

A pilot study was carried out where raters reliability was assessed. This reliability was at the 95% level of agreement between the two judges.

The drawings were rated by two different judges to measure the child's perception of nurturing versus rejecting parents and feelings of superiority versus inferiority within the family constellation. This rating was carried out based on existent criteria designed by Burns and Kaufman (1972). A pilot study was conducted and the reliability found nonsignificant. It was agreed and decided that for this type of test the concepts of superiority versus

inferiority and nurturance versus rejection overlapped and necessitated another approach for which TAT and TEMAS were sufficient and more appropriate. Consequently, the two tests, H-T-P and K-F-D, were dropped from the research except for the person in the H-T-P.

Statistical operations - means, standard deviation and correlations for the comparison of variables in each group were computed. An analysis of variance was conducted as well.

Chapter Four

Analysis of the Data

This chapter will relate the findings resulting from a broad exploration of the data relating to three categories in TAT and three categories in TEMAS. The categories are: self-concept of competence (also referred to as self), mood and parental interaction. Parental interaction covered perception of parents by children for both TAT and TEMAS separately. The six categories were rated by two graduate clinical students with experience in projective testing with bilingual children. The correlation between raters of the six categories for the two tests is .83 with a significant value of .001. The six categories were cross-tabulated with the languages used by each child during each test, the languages spoken by the parents, child dwelling with either parent alone or with both parents together or with other family members other than parents, size of family, age of arrival to the U.S. by the children, and type of job held by parents. An analysis of variance of the variables: test and arrival time to the U.S. in the world of TEMAS was conducted.

It is of importance to state at this point that this was an exploratory study that began with a strong interest in exploring the effects of language of self-concept and parental interaction. Although testable

hypotheses with an appropriate statistical design were posited, the main interest of this research was in finding patterns that would promote further research. Consequently, there was significant interest in trying to find out what important factors were found among bilingual children that could be researched later on, particularly that would refer to language, self-concept and parental interaction as well as other factors in general.

The exploratory hypotheses of this study dealt with perceptual valuation of parents by children with the children's self-concept and with parental interaction as follows:

Exploratory hypothesis No. 1 stated that there will be a tendency on the bilingual Hispanic children to devalue their monolingual parents because of their lack of knowledge of the dominant language of the society where they live, as revealed in the ratings and analysis of TAT and TEMAS stories.

Exploratory hypothesis No. 2 stated that there will be a lower self-concept among those bilingual Hispanic children whose parents are monolingual than among those bilingual Hispanic children whose parents are bilingual, as revealed in the rating and analysis of TAT and TEMAS stories.

Exploratory hypothesis No. 3 states that bilingual Hispanic children with monolingual parents will tend to have

more conflicts in their interaction with their parents than those bilingual children whose parents are bilingual, as revealed in the rating and analysis of TAT and TEMAS stories.

The bilingual combination contrasting two groups of parents was necessarily eliminated from the analysis because the composition of the sample turned out three groups rather than two. The groups were divided in the following manner:

Group 1 - parents who spoke Spanish only
(monolinguals)

Group 2 - parents who spoke Spanish and
"some" English (bilinguals in
process)

Group 3 - parents who spoke Spanish/English
(bilinguals)

The hypotheses were not supported by this data. However, analysis of the three groups revealed, as can be seen in Table I, that those children whose parents speak Spanish only (monolinguals) have a higher sense of self than those children whose parents spoke Spanish and "some" English (bilinguals in process). The means for self are 27.73 for monolingual parents, 24.36 for parents called bilinguals in process and 26.75 for bilingual parents. In other words, those children whose parents spoke Spanish only had a higher sense of self than those children whose parents were learning English or knew English already, $t=2.76$, probability $< .01$. There were no significant

differences in mood or parental interaction. There were also no significant differences in the world of TEMAS.

Table I

COMPARISON OF PARENTAL LANGUAGE MEAN SCORES
WITH CHILDREN'S SENSE OF SELF IN TAT

	Children Whose Parents Spoke Spanish Only (Monolinguals)	Children Whose Parents Spoke Spanish and "Some" English (Bilinguals in Process)	Children Whose Parents Spoke Spanish/English (Bilinguals)
SELF MEAN SCORES	27.73	24.36	26.75
	N = 41	N = 22	N = 12

$t = -2.76$ $p < .01$

The data was also grouped according to the language used during the test by the children. The composition of the groups were as follows:

Group 1 - those children that spoke in English during the tests.

Group 2 - those children that spoke in Spanish during the tests

Group 3 - those children that spoke in both Spanish and English during the tests.

Among these groups there were profound differences in performance of individuals as a function of the language in which they took the tests.

As can be seen in Table II, the comparison of those children that spoke in English in TAT and those children that spoke in Spanish in TAT for the categories of self, mood and parental interaction indicates that there is a trend toward a higher self, a higher mood and a higher parental interaction. However, t values of 1.75 for the comparison of self, 1.90 for the comparison of mood, and 1.15 for the comparison of parental interaction show that these differences were not significant.

The mean score for those children that spoke in English in TAT was 25.41 for self.

The mean score for those children that spoke in Spanish in TAT was 27.43 for self.

The mean score for those children that spoke in English in TAT was 25.96 for mood.

The mean score for those children that spoke in Spanish in TAT was 28.12 for mood.

The mean score for those children that spoke in English in TAT was 25.86 for parental interaction.

The mean score for those children that spoke in Spanish in TAT was 27.00 for parental interaction.

Table II

COMPARISON OF SELF, MOOD AND PARENTAL INTERACTION
ACCORDING TO LANGUAGE CHILDREN USED IN TAT TEST

	Children That Spoke in English TAT	Children That Spoke in Spanish TAT
SELF mean	25.41	27.43
S.D.	4.04	5.15
F value = 1.63 2-tail prob. .183		
t value = 1.75 prob. .085		
66 degrees of freedom		
	N = 29	N = 39
MOOD mean	25.96	28.12
S.D.	4.00	5.06
F value = 1.60 2-tail prob. .199		
t value = 1.90 prob. .062		
66 degrees of freedom		
	N = 29	N = 39
P.I. mean	25.86	27.00
S.D.	3.99	4.03
F value = 1.02 2-tail prob. .968		
t value = 1.15 prob. .253		
66 degrees of freedom		
	N = 29	N = 39

Table III shows that there was a trend toward a higher self in those children that spoke in Spanish in TEMAS than in those children that spoke in English in TEMAS.

The mean for self was 27.06 for those children that spoke in English in TEMAS and 28.82 for those children that spoke in Spanish in TEMAS.

On the other hand, there were significant results obtained among those children that spoke in Spanish during TEMAS with respect to mood and parental interaction.

The mean mood score for those children that spoke in English in the world of TEMAS was 26.58. The mean score for those children that spoke in Spanish in TEMAS was 29.99 ($t=2.51$, $p .015$).

The mean parental interaction was 27.86 for those children that spoke in English in TEMAS. As can be seen in Table III, those children that spoke in Spanish in TEMAS had a higher mean 29.74. A $t=2.00$ at the .049 level of confidence indicates statistically significant differences between the groups, in other words between those children that spoke in Spanish and those children that spoke in English in TEMAS.

Table III

COMPARISON OF SELF, MOOD AND PARENTAL INTERACTION
ACCORDING TO LANGUAGE CHILDREN USED IN TEMAS TEST

	Children That Spoke in English TEMAS	Children That Spoke in Spanish TEMAS
SELF mean	27.06	28.82
S.D.	3.22	4.69
<p>F value = 2.11 2-tail prob. .043</p> <p>t value = 1.73 prob. .089</p> <p>66 degrees of freedom</p>		
	N = 29	N = 39
MOOD mean	26.58	29.99
S.D.	3.76	4.03
<p>F value = 2.51 2-tail prob. .714</p> <p>t value = 2.51 prob. .015</p> <p>66 degrees of freedom</p>		
	N = 29	N = 39
P.I. mean	27.86	29.74
S.D.	2.53	4.55
<p>F value = 3.24 2-tail prob. .002</p> <p>t value = 2.00 prob. .049</p> <p>66 degrees of freedom</p>		
	N = 29	N = 39

Children who spoke in both languages versus children who spoke in English only showed a trend toward higher self, higher mood and higher parental interaction in the world of TAT, but with no significant differences.

As can be seen in Table IV, however, those children who spoke in both languages (English-Spanish) had a higher self-concept, a higher mood and a higher parental interaction in the world of TEMAS. The means were 27.06 for self-concept for those children that spoke in English during TEMAS and 31.42 for those children that spoke in both English and Spanish during TEMAS. The means mood for those children that spoke in English during TEMAS was 26.58 and 32.42 for children that spoke in both English and Spanish during TEMAS. For parental interaction, the means were 27.86 for those children that spoke English during TEMAS and 32.57 for those children that spoke in both languages (English-Spanish) during TEMAS. T-scores of 3.04 for self, 3.68 for mood and 3.89 for parental interaction indicate statistically significant differences at the .004, .001 and .000 levels of confidence between the groups.

Table IV

COMPARISON OF SELF, MOOD AND PARENTAL INTERACTION
ACCORDING TO LANGUAGE CHILDREN USED IN TEMAS TEST

	<u>Children That Spoke in English During TEMAS</u>	<u>Children That Spoke in Both English and Spanish During TEMAS</u>
SELF mean	27.06	31.42
S.D.	3.22	4.11
	F value = 1.63 2-tail prob. .354	
	t value = 3.04 prob. .004	
	N = 29	N = 7
MOOD mean	26.58	32.42
S.D.	3.76	3.78
	F value = 1.01 2-tail prob. .881	
	t value = 3.68 prob. .001	
	N = 29	N = 7
P.I. mean	27.86	32.57
S.D.	2.53	4.11
	F value = 2.65 2-tail prob. .074	
	t value = 3.89 prob. .000	
	N = 29	N = 7

When children that spoke both English and Spanish during the tests were contrasted with those children who spoke Spanish only, the results showed that those that spoke Spanish only showed a trend toward a higher self-concept, higher mood and higher parental interaction, than those that spoke in both languages in the world of TAT, as follows: The means for the Spanish group were 27.43 for self-concept, 28.12 for mood and 27.00 for parental interaction. The means for the mixed language group were 26.71 for self-concept, 25.57 for mood and 26.28 for parental interaction, but there were no significant differences between the groups. However, in the world of TEMAS, there were significant results in mood. The mean mood for the group that spoke in Spanish during the test was 29.00 and 32.42 for the group that spoke in both languages during the test. A t-score of 2.09 is statistically significant at the .043 level of confidence. There were no significant results in self-concept or parental interaction.

An analysis of variance indicated that those children taking the tests in Spanish have a higher mood than those taking them in English, $F=9.99$ with a significance of .002. It also showed significant differences in relation to the children's birth places and test languages. In other words, those children born in the U.S. or who

arrived before 19 months of age have a higher mood in TEMAS than those children that arrived later than 19 months, $F=4.45$ with a significance of .039.

Cross-tabulation of arrival time with the test language (see Table V) also indicates that those children that were born in the U.S. or arrived before 19 months and spoke in Spanish during the test have a higher sense of self in TAT than those children that arrived later than 19 months and spoke in English during the test.

Table V shows that in regard to mood in TAT, those children that were born here or arrived before 19 months and spoke Spanish in the test, when contrasted with later arrivals who spoke in English, had a higher mood, $t=2.21$, $p < .05$ two tailed.

The mean mood for those children who arrived before 19 months or were born in the U.S. and spoke in English in TAT was 26.89 and 24.20 for those that arrived after that and spoke in Spanish in TAT. Those that spoke in Spanish in TAT and arrived before 19 months or were born in the U.S. had a mean of 28.36, while those that arrived after 19 months and spoke in Spanish in TAT had a mean of 28.04. Those that spoke in both languages in TAT and arrived before 19 months or were born here had a mean of 26.80, and those that arrived after 19 months and spoke in both languages had a mean of 29.60.

Table V

COMPARISON OF EARLY ARRIVAL AND U.S.A. BORN
WITH TEST LANGUAGE IN TAT MOOD

	<u>Arrival Before 19 Months or Born in U.S.A.</u>	<u>Arrival After 19 Months</u>
Test Language ENGLISH mean	26.89	24.20
S.D.	3.94	3.94
	N = 19	N = 10
<hr/>		
Test Language SPANISH mean	28.36	28.04
S.D.	4.82	5.24
	N = 11	N = 28
<hr/>		
Test Language ENGLISH/SPANISH mean	26.80	29.50
S.D.	3.11	2.12
	N = 5	N = 2

t = 2.21 p < .05 2-tailed

Cross-tabulation of language with time of arrival to U.S. in the world of TEMAS indicates that those children that were born in the U.S.A. or arrived before 19 months had a higher self-concept than those children that arrived later and spoke English during the tests, $t=2.64$, probability of .016 (see Table VI).

Table VI

COMPARISON OF EARLY ARRIVAL AND U.S.A. BORN
WITH TEST LANGUAGE IN TEMAS SELF

	<u>Arrival Before 19 Months or Born in U.S.A.</u>	<u>Arrival After 19 Months</u>
Test Language ENGLISH mean	27.53	26.20
S.D.	2.87	3.82
	N = 19	N = 10
Test Language SPANISH mean	29.82	28.43
S.D.	2.36	5.32
	N = 11	N = 28
Test Language ENGLISH/SPANISH mean	31.60	31.00
S.D.	3.58	7.07
	N = 5	N = 2

$t = 2.64$ p .016

With regard to mood in the world of TEMAS, again those children born here or who had arrived before 19 months had a higher mood than those that spoke in English and arrived later, $t=3.16$, probability of .005 (see Table VII).

Table VII

COMPARISON OF EARLY ARRIVAL AND U.S.A. BORN
WITH TEST LANGUAGE IN TEMAS MOOD

	<u>Arrival Before 19 Months or Born in U.S.A.</u>	<u>Arrival After 19 Months</u>
Test Language ENGLISH mean	27.16	25.50
S.D.	3.18	4.67
	N = 19	N = 10
Test Language SPANISH mean	30.02	28.29
S.D.	2.93	4.22
	N = 11	N = 28
Test Language ENGLISH/SPANISH mean	33.00	31.00
S.D.	2.74	7.07
	N = 5	N = 2

$t = 3.16$ $p = .005$

Regarding family size, it was found that the smaller the family, the higher the TEMAS self and mood in those children that spoke English. The correlation between self and family size is .31, with a significance level of .04. The correlation between mood and family size was .42, with a significance level of .01. There were no significant findings for self-concept, mood or parental interaction in the world of TAT, nor for parental interaction in the world of TEMAS for those cases that spoke English or Spanish. In other words, regarding family size, the findings were that the smaller the family, the higher the TEMAS self and mood for those children that spoke in English during the tests.

Another finding regarding family size indicates that children were more likely to take the test in English if the family was smaller. But if the father was present, there was a trend toward using Spanish as the language of the test. The mean for those children whose fathers were present was 57.3 and 42.7 for those children whose fathers were absent.

No significance or consistent trends were apparent in the exploration of age, sex, number of siblings or type of jobs held by parents.

There were also computations based on comparison of child classes (bilingual or monolingual). The findings

indicate that there were no significant differences in self esteem, mood or parental interaction between the two groups. However, there was a 20% sample that included two different groups, bilingual versus monolingual, where the children from the bilingual class that spoke in English had a higher self rating in TAT ($t=-2.13$ with a significant level of less than .037). There was no significance in TEMAS.

In summary, the hypotheses were not supported by the data. However, the above analysis indicates that those children taking the tests in Spanish have a higher TEMAS mood than those children taking them in English. It also indicates that those children that were born here or arrived before age 19 months, also have a higher TEMAS mood than those children that arrived later.

The three groups of parents analyzed indicate that children whose parents spoke Spanish only had a higher sense of self than those children whose parents were in the process of learning English or already knew English.

The trend for either TAT or TEMAS was toward a higher self, higher mood and higher or better relationship with parents in those children that spoke Spanish. But there was a significant finding for higher self, higher mood and parental interaction in TEMAS for those children that spoke in both languages during the test.

Regarding family size, it was found that the smaller the family, the higher the TEMAS self and mood in those children that spoke English in TEMAS. Also, the children were more likely to take the test in English if the family was smaller. However, if the father was present, there was a trend toward using Spanish as the language of the test.

Chapter Five

This chapter reviews the Statement of the Problem, the Rationale, Literature and Methods used in this research. It also considers the discussion and implications of the findings of this research, literature support, practical implications and suggestions for further research.

Review of the Statement of the Problem

The present study explored the relationship of language and self-concept of bilingual children, their perception of the parents and their relationship with them. This was attempted through the use of projective techniques.

The problem focused on the exploratory hypotheses that the bilingual Hispanic child with monolingual parents will tend to have a dysfunctional relationship with those parents who do not speak the language of the majority. The negative feelings toward the parents are out of awareness in the child because to admit their existence would create too much anxiety. Kopitz (1968) states that "A child may feel ambivalent or hostile toward his parents, but will rarely admit so on a conscious basis because to do so will threaten his basic security."

The present study further explored whether such feelings might affect the self-concept of the child and the

relationship with the parents. Kaplan (1974) indicates that disillusionment with parents can create dissatisfaction and develop fantasies in children evidencing conflicts in their personality development. More specifically, Bossard (1945) refers to a precipitation of changes in the attitude of the child toward the parents that do not speak the language of the majority. These changes, he states, often create conflicts that are reflected in the personality of the child.

Anastasi (1958) pointed to evidence of more maladjustment among bilinguals than among monolinguals and to more neurotic symptoms in children of immigrant parents on the average than children of native born parents.

Theoretically, this study was based on the Family Romance concept. This concept originated with Freud in 1908. Kaplan (1972) describes the fantasy as a product of conflicts the child experiences when he or she becomes more aware of the actual parent's place in the social world, differing from the idealized place the child has given the real parents. The child compares his/her parents with other parents whom he/she sees as better parents than his/her own. The purpose of this universal fantasy is to return to a place in the child's development before parental esteem was diminished. It was hypothesized by the writer based on the existent literature that those children that experience

their parents as unable to communicate in the most functional language of the society where they live could devalue their perception of the parents and perpetuate conflicts within the fantasy.

This study also considers theoretically speaking the process of identification as it relates to language. Jackson (1973) states that the process of identification includes introjection of admired traits of the parents, primarily at the beginning of the mother's, but the father and other significant figures are also included later on.

When the child learns to talk, walk and control urine and feces, there occurs an organized stage in the development of the child where the child develops attachment and affect toward the parents. This attachment grows and becomes part of the child's ego functions (Jacobson, 1973). At this point, awareness of self begins to extend to awareness of emotions and thoughts and the concept of self is formed. Since language is one of the ego's functions and language is learned from parents, it can be understood how language becomes associated with self and is closely related to relationships with parents.

In regard to culture, it is a known fact that the most influential factor in the child's development is the child-parent relationship--in other words LOVE. However,

stimulation of cultural pursuits including those aspects important to the culture surrounding the child intimately also make significant contributions to the child's development, specifically to the development of a healthy independent ego.

In general, Jacobson (1973) states that about the age of 2 to 2½ years, the child finds his/her identity of "I am I" through mastery of walking, talking, weaning and general cleanliness training, but this discovery undergoes many changes throughout the development of the child until he/she reaches a mature stage. The incorporation of the mother's tongue as part of the ego (language being one of the ego's functions) must place language in a significant place for the child's identity, particularly during those years prior to reaching a mature stage. Consequently, traumatic experiences relating to language could affect the balance of the personality.

It is of significant importance to state at this point that this was an exploratory study than began with a strong interest in exploring the effects of language on self-concept and parental interaction. With this in mind, exploratory hypotheses were set with statistical designs, but the interest expanded to the importance of the bilingual experience in bilingual children in general, since it was felt that this could generate further research, very much needed in this area.

Since the writer was bound by instruments and criteria and a need to put concepts as difficult as self and parental relationships applicable to exploratory work with bilinguals, exploring the unconscious aspects of the personality and found none suitable to TAT and TEMAS, the writer felt it was necessary to design a criteria for this purpose. The criteria was based on existent concepts of self-esteem from different self-esteem scales. The existent themes of the 1,120 stories of the total population collected were also used in the design of the criteria as well as psychoanalytic and psychological concepts.

The criteria included self-concept of competence, which in turn included how the task portrayed in the stories was accomplished, feelings of security versus insecurity and adequacy versus inadequacy. Mood and affect of the outcome was also included. It encompassed feelings about task or outcome and about ability or inability to do it. There was also consideration of the relationship with parental and/or authority figures: how the child perceives parents/adults, valuation or devaluation of adults, interaction with parents/adults. Also there was perception by the child of the adult world. The criteria focused on reference to self in the form of hero, main character, etc. and a reference to an adult figure interacting with the child or any identification with adult figures. There were a few cases where both

of these themes didn't come through. In those cases the judges were instructed and trained to score according to content of story. For example, if card 1 presented a story where the child spoke only of a little boy playing the violin, etc., only self and mood category were scored. There were other cases where the opposite occurred; in other words, there was only reference to the parental figure completely excluding self. However, this was resolved by asking the judges to then clinically assess the overall picture of the child's protocol, and based on that, give their final impressions. There were three different categories to be derived through this process. Category 1 = low, category 2 = medium and category 3 = high. It is very important to stress that the category 2 was not an undecided rating on the part of the judges, but a category on its own merits where children had ambivalence in significant quality.

There were three exploratory hypotheses looked at in this study, which read as follows:

- 1) To explore whether there is a tendency for bilingual Hispanic children to devalue their monolingual parents because of their lack of knowledge of the dominant language of the society where they live, as revealed in the rating and analysis of TAT and TEMAS stories.

- 2) To explore whether bilingual Hispanic children whose parents are monolingual tend to show a lower self

concept than those bilingual Hispanic children whose parents are bilingual, as revealed in the ratings of their TAT and TEMAS stories. Low self-concept is manifested in insecurity, incompetence, negative feelings about self, belittlement and general unhappiness.

3) To explore whether bilingual Hispanic children with monolingual parents will tend to have more conflicts in their interaction with their parents than those bilingual Hispanic children whose parents are bilingual, as revealed in the ratings and analysis of TAT and TEMAS stories.

Review of the Literature

The existent literature dealing directly with the relationship of language and self-concept is very scarce. Few studies have been carried out in an effort to explore the self-concept in regard to ethnic group membership, immigrant status, etc. (Coleman, 1966; Hishiki, 1969; Zirkel and Moses, 1970; Ausubel and Ausubel, 1963) (cited in Zirkel and Moses, 1979). There is a great body of literature specifically dealing with the bilingual curriculum, but not dealing with the psychological implications of bilingualism in the personality. However, the existent literature of language in general shows that interest with it dates as far back as the beginning of civilization when the Greeks called Barbarians all those who did not speak their

language, and the Hebrews believed that their language was a uniquely holy vehicle created before the world was brought into being and a special gift of God (Fishman, 1960).

Language as a part of one's identity states Gosh (1972) is an unconscious process and quite close to the individual's culture. Some groups, however, hold a closer identity to their language than others and find it harder to give their language up in the process of assimilation. Hence, some groups acculturate, but have a great difficulty assimilating. Hispanics are one of these groups (Fishman, 1966).

Language differs as cultures differ and because of this, languages become an aspect of an individual's cultural identity. Fishman (1960) states that this occurs because of different needs inherent in each culture. Examples could be drawn from specific words very unique to the Spanish language such as "concupada" or "concupado," which are specific to the wife or husband of the brother or the sister-in-law, also the many words for snow used by Eskimos, etc.

The psychoanalytic object relation theory has to a certain extent consider the importance of language and states a strong universal attachment to mother's language. Looking at the relationship of the mother and the child,

Stengel (1939), Bauxbaum (1969) and Greenson (1950) refer to the role of language in the personality. Specifically, Stengel and Bauxbaum feel that through language the child incorporates the spoken commands and prohibitions as well as aspects of the love the mother shows to the child. Hence, spoken words become part of the self. The child identifies with the maternal language by incorporating it and keeping it as part of the self. Consequently, conflicts affecting the maternal language could create problems for the individual. Greenson (1950) emphasizes how acquiring a new language can alter the personality of an individual. He also talks about the importance of language in facilitating separation between the mother and the child. The child replaces his/her passivity and his/her attachment to the mother by activity and by identifying with the mother through language. Bauxbaum (1969) has demonstrated through his findings of documented cases how individuals who have grown up in a different culture than their own, speaking a different language than their parents, have referred to parental devaluation and as a result to feelings of shame and guilt. This parental devaluation on the individual's part was reported to be due to the parents occupying a lower place in the society which the individual felt was caused by their lack of knowledge of the main language of the society.

A similar parental devaluation as that mentioned previously, but for different reasons, has been described by Freud and others, as a universal fantasy geared to preserve self-esteem in the young child. Linda Kaplan (1974) refers to this fantasy and states that once problems of identity are worked through fantasies deriving from the Family Romance, they tend to subside. However, if there are conflicts that could exacerbate the Family Romance such as real disappointments in the parents, perhaps stemming from difficulties in the mastering of daily life tasks, be it in the school, store, clinic, etc., it is possible that the child ends up disappointed, holding unconscious feelings of shame and discontent toward the parents.

There is a great deficit in studies that focus on the effects of bilingualism in the personality. It has been stated that this lack of involvement with bilingualism stems from what Fishman (1966) called "language loyalty" in the U.S. where involvement with another language is perceived as negative and disloyal as well as impractical since the only language to learn is English. Yet studies have shown that the negative effects of bilingualism are only reflected when individuals find themselves in marginal social positions. Marcos (1976) refers to the effects of bilingualism as negative only when individuals find themselves in culturally

marginal positions. Otherwise, he says the negative effects of bilingualism are non-existent. Examples to illustrate this from a cognitive perspective come from the studies of Peal and Lambert (1962). They studied the effects of bilingualism on intellectual functioning. The subjects were monolingual and bilingual 10 year old French children from six schools in Montreal, Canada. The purpose of the study was to assess the children's performance in verbal and non-verbal tasks and to look for possible differences among the bilingual and monolingual children. The findings indicated that the bilinguals performed significantly better than the monolinguals on both verbal and nonverbal tasks. On the other hand, forcing the individual to give up his/her language could have negative implications. In therapy, for example, the results of doing psychotherapy with bilinguals in another language, particularly if they don't master it properly, could lead to misdiagnosis and other problems. When dealing with schizophrenics, bilingual schizophrenics showed that in the acute phases of their psychoses they talked in their primary language, regardless of their mastery of the second language (Gerson and Schweitzer, 1972). Gerson and Schweitzer feel that this clinical manifestation is indicative of the importance of the primary language to the individual's identity. Another indication of the

importance of the primary language is that bilinguals, when frightened or confused, switch to their primary language.

The limited existent research on bilingualism strongly suggests the need for more studies in this area, particularly since the Hispanic population in the U.S. has grown in significant proportions.

Review of the Methods

The subjects for this study consisted of 75 students of Hispanic background from the fourth and fifth grades of an elementary school in the upper West Side area of New York City. Their ages ranged between 9 and 11 years.

Two judges rated the TAT and TEMAS stories in accordance with established criteria (see Appendix A-1).

The variables measured in this research encompassed: mental maturity, as measured by the Kopitz method (this measure was obtained by the scoring of the person in the House-Tree-Person Test by the writer) (see Appendix A-2); sex; age; time living in the U.S.; dwelling with mother; dwelling with father; dwelling with mother and father together; dwelling with others; number of older brothers or sisters; number of younger brothers or sisters; place of birth; mother's birthplace; father's birthplace; mother's language; father's language; mother's employment;

father's employment; language of TAT; language of TEMAS (see Appendix C-1).

Two projective tests were the instruments used in this study.

The Thematic Apperception Test (TAT) designed by Murray assessed drives, emotions, sentiments and conflicts of the personality. Seven cards were chosen, which included cards 1, 2, 5, 13B because these cards emphasize child-adult relationships and usually evoke fantasies of parental interaction as well as references to self; cards 13G and 17BM because they evoke relationships of the individual with the environment; and card 16 because it usually reflects accumulated anxieties or problems in the individual that have been mobilized, but not expressed while viewing the previous cards.

The interpreter reliability coefficient of correlation reported by various investigators for ratings of the TAT stories ranges from as low as +0.30 to as high as +0.96.

The Tell-Me-A-Story (TEMAS) instrument has been designed to assess ego functions and development of special subgroups such as Black children living in the ghettos and Hispanics living in the "barrios." It is intended to elicit fantasies dealing with the children's conflicts and interpersonal relationships. TEMAS consists of 40 cards, but only 7 cards were chosen for this research. These cards

were 1B or 2G, 7, 12, 13, 14 and 22B or 23G; TAT card 16 was used at the end as well. These cards were chosen because they tap interactions of children with family or environment, including reference to self.

The tests were administered individually by bilingual clinical students. The directions were given in either English or Spanish, depending on the language chosen by the subjects. The place of testing was in the school, but away from the classrooms and the teachers.

Statistical operations - means, standard deviations and correlations for the comparison of variables in each group were computed. An analysis of variance was conducted as well.

Discussion and Implications

Summary of Findings, Interpretations and Literature Support

The hypotheses posited for exploration in this study were not supported by the data. However, the analysis of the data collected relative to the language used in the tests indicated that those children taking the test in Spanish have a higher TEMAS mood than those children taking it in English. In essence, children that spoke in Spanish are happier than those that spoke in English.

Regarding the children's arrival time to this country, the analysis indicated that those children born

here or earlier arrival have a higher mood in TEMAS than those that arrived later.

Children whose parents spoke Spanish only demonstrated to have a higher sense of self than those children whose parents knew English or were in the process of learning it.

There were significant findings for higher self-concept, higher mood and higher parental interaction for those children that spoke both languages during the test in TEMAS and a higher trend toward a higher self-concept, higher mood and higher parental interaction in TAT as well.

In reference to family size, the analysis revealed that the smaller the family, the higher the self-concept and mood in the world of TEMAS.

The language preferred was English if the family was smaller. However, if the father was present, there was a trend toward using Spanish as the language of the test.

There was a small group from the bilingual class that spoke in English and had a significant higher self concept than those children that spoke in Spanish in TAT.

The findings did not indicate any support for the hypotheses and for the existent literature that proposes that individuals reared in different cultures than their parents would tend to devalue and perceive them as inadequate because of lack of knowledge of the main language of the

society. This lack of confirmation seems to be associated with the fact that the writer based her hypotheses on a clinical observation where language was used as a defense and there was definite pathology, while the population used for this study was considered "normal." There was agreement, however, with the literature that states that there is a positive attachment to primary language in the Hispanic population. It appears that devaluation would exist when there is no pride and attachment to the primary language on the part of the parents. It seems that this pride and attachment offer positive experiences for the child when it relates to language. On the other hand, this attachment could also create difficulties in the process of acculturation, although this possibility remains to be tested.

In general, in the writer's opinion the results appear to indicate that there is a positive relationship between maintenance of the primary language and culture and the child's sense of security and adequacy as well as happiness.

The importance of the primary language for this population was evident in all accounts. Those children that arrived earlier or were born in the U.S. showed more security and adequacy when they spoke in Spanish. However, being bilingual/bicultural appears to be the most significantly important factor in relation to security, adequacy

and happiness, as well as for good relationship with the parents. This seems to be attributable to the fluidity and continuity that two cultures, two languages could afford the individual when the need arises for functioning in both.

In accordance with the literature, it follows that those children that have good relationships with their parents and whose parents have attachment to their language and culture would want to speak their parent's language and be part of their culture. However, on the other hand, since English is the language of instruction, the ability to speak English is valued. So that when children are exposed to cultural values other than their own and feel themselves comfortable in them because they have a sense of security about their own cultural values, they don't need to feel threatened or defensive, and a happier, less traumatic experience occurs.

The pride and attachment on the parents part that is expressed in the literature seems to convey a sense of security to the children because they can keep their identity with the primary language and their culture without threat of being in a linguistic or culturally marginal situation.

Supporting the statement that being bilingual/bicultural facilitates high self-esteem, security and happiness is the high performance demonstrated by those

children that spoke in English in TAT and automatically switched to Spanish in TEMAS. Since TEMAS is described as a culturally sensitive test especially designed to tap culture specific stimuli as well as ego functions and other aspects of the personality (see Appendix C-2), it can be assumed that those children that switched to Spanish while viewing TEMAS, after they had been talking in English while viewing TAT, responded to their cultural identity. TAT has been referred to as a biased test because it depicts middle class characters and stimuli common to the Anglo culture-- Reissman and Witter (1958) and Reissman (1976) (as cited in Costantino, 1981).

The result indicating that children who spoke Spanish in TEMAS had in general a higher mood and parental interaction points out that affective states are most appropriately communicated in the primary language. This finding support Marcos' previous finding stating that it is easily seen how lack of mastery of a second language can cause frustration, displacement and blocking of affect, particularly when the patient cannot express properly his/her emotions (Marcos, 1976).

The result indicating that there was a low sense of self in those children whose parents were in the process of learning English in comparison with those children whose parents only knew Spanish, could be explained based on the

effects of the clash of the two cultures. This could also apply to those children whose parents knew English, but the children indicated to have a lower sense of self than those children whose parents spoke only Spanish, since the knowledge of the language does not imply knowledge of the culture necessarily.

The cultural clash is sometimes responsible for manifestations of guilt due to a fear of losing the cultural identity and acquiring a new life style. Wolfram (1973, pp. 33-34) verifies the investment of Puerto Rican families (but this can be applied to most Hispanics) in keeping their ethnicity intact. Torres-Matrullo (1976) refers to the stress Puerto Ricans suffer when undergoing the process of acculturation, which is exacerbated by the language barrier. This process leads in many instances to psychiatric disorders, divorce, distrust and general anxiety, as well as other conflicts which could be causative of a lower self esteem. This low self-esteem on the parents part could in fact place them in a vulnerable position in the child's eyes and cause shame and other conflicts between parents and children.

Besides the importance of language and culture, other findings in this research pointed toward a positive relationship between family size and happiness in the Hispanic family. Those children who came from smaller

families tended to speak in English and had a tendency toward a higher self, particularly in TEMAS. The existence of a smaller family could indicate an upward mobile group, more acculturated, since the tendency in the Hispanic family is toward larger families.

Another finding of this research was the connection between father's presence and use of Spanish in the tests. This can be explained based on the probability that when the father is present, there is most likely more emphasis on the culture because the emphasis comes from two parents rather than one.

Lastly, the differences in the seven children from the bilingual classes who spoke in English and demonstrated a higher sense of self in TAT, could be seen as a need on the part of those children that do not speak English very well as yet to demonstrate competence, since as stated before, the ability to speak English is valued in this society.

Regarding the seven children from the English classes that spoke in Spanish and demonstrated also a higher sense of self in TAT, explanations stated before regarding the importance of the primary language apply here as well. Another explanation is that these children being secure about their knowledge of English, wanted to relate to the examiners who were all bilinguals in the language

their parents consider the language of intimacy and solidarity.

Discussion of the Problems and Limitations

There were a number of problems and limitations that were encountered in the process of implementing these data, as follows:

These results should be interpreted with caution in that the effects of the atmosphere of the school where this study was conducted was basically bilingual, since the principal of the school is bilingual himself, as well as the majority of the residents in the area. Therefore, care should be observed when interpreting the results. Wider studies involving different schools are both desirable and necessary.

This study has been restricted to bilingual Hispanic children, a majority of them Dominicans (85% of sample). Therefore, care should be exercised in extrapolating the results of this study to other bilingual populations and other geographical areas.

Another limitation of this study is that the parental bilingualism was determined through the child's perception only. This might affect the results.

One of the problems encountered in this study was that the exploratory nature of the study restricted the

groups' sizes. There was no specific balance for contrasting bilingual and monolingual parents. The same applies to the groups formed by language usage in the tests.

The exploratory nature of the sample also posed limitations on the findings since there are a number of variables that were not controlled and could also account for the differences in self and the other categories examined in this research.

Also, the fact that the examiners were all bilinguals, a necessity for this study, could contaminate the results because children might act differently with English speaking examiners and show different scores for self and other categories measured in this study.

Discussion of the Practical Implications

There were a number of findings derived from this study which may have practical implications for others involved in research or applied practice in the area.

Bilingualism, contrary to the criticisms that it encourages separation of groups, can provide one of the best means of diminishing such separation. This could be achieved through secure individuals that can function in two cultures/two languages. It was demonstrated that those children that spoke in both languages and appeared bicultural evidenced higher security, adequacy and happiness as

well as good relationship with their parents. This implies that a child that feels less pressure and doesn't experience marginality is bound to be more productive and adjusted which in turn will promote good object relations with others in general. Also, ability to be flexible and to switch from one language to the other and to be comfortable in one culture or the other without imposition or exclusion, promotes closeness because of the comfort either culture or language could provide in different circumstances. By the same token parents should be encouraged by teachers, pediatricians and other people in contact with children to become bilinguals in this society. This refers to Hispanic parents as well as other immigrants from different cultures. Bilingual/bicultural parents will model for the children the possibility of maintaining two cultures/two languages without exclusion or marginality.

On a clinical-practical point of view, the usefulness of an instrument like TEMAS should be considered when dealing with bilingual children. Clinicians should also be aware that although some Hispanic children are born in this country and speak English well, they might be fully immersed in their parent's culture; and that even in the cases of a fully bilingual/bicultural child, a culturally sensitive test could aid them in obtaining a fuller picture of the child's true potentialities.

Suggestions for Further Research

A similar study to the one conducted, but with an immigrant adolescent population versus an American born or earlier arrival population of adolescents, might profitably indicate if there is an impact on the individual's perception that his/her parents are different from other parents in a conflicting manner. An adolescent population could be independent and separated enough from the parents to be able to state their feelings about their experiences with bilingualism. Aside from presenting projective techniques, direct questionnaires could be beneficial.

Also, two different populations involving two different languages other than English/Spanish should be incorporated in the study. The two languages could be compared to see if there are any differences in speakers' perceptions of themselves and/or their parents. For example, the languages could be Chinese/English or French/English, etc.

An extension of the present research could possibly involve a college population with direct questions such as: What was the experience like of being reared in a home in which one language was spoken and living consequently in a society which utilizes another language? What particular problems were attributable to the other language or lack of knowledge of it? This study should have two

different but equally comparable groups of parents, bilingual versus monolingual with as many variables controlled as possible. The parents' attitudes toward their primary language as well as toward English should be included. Also, the grandparents should be included in this study, since they form an important part in the Hispanic population.

Other studies that could stem from this research is an analysis of the importance of family size and the child's self-concept.

Another possibility for research exists where the mother lives alone with the children versus when the mother and father live together. Is there any significance to the child's self-concept and the family size?, could be conducted as an extension of the findings of this research.

The most important finding of this research is the confirmation that there is a need for more studies in the area of bilingualism.

Appendix A-1

Instructions to Raters for Analysis of Data

CRITERIA

This criteria was designed based on psychoanalytic and psychological concepts of existent theories of the following writers: Freud, Frosch, Greenson, Jacobson, Kohut, Rosenberg, Hartman, Epstein and others.

The criteria to analyze the data collected from 75 children at P.S. 192 in New York City for TAT cards 1, 2, 5, 13B, 13G, 17 and 16; and for TEMAS cards 1B or 2G, 7, 12, 13, 14, 22B or 23G encompasses the following:

- A) i - Self-concept of competence - how is task accomplished, feelings of security vs. insecurity, adequacy vs. inadequacy.
- ii - Mood or affect of the outcome - feelings about task or outcome and about ability or inability to do it.
- B) Relationship with parental and/or authority figure: how child perceives parents/adults. Interaction with parents/adults. Perception by child of the adult world.

The above will be measured in a Lykert type scale ranging from 1 to 3, where:

1 = low 2 = medium 3 = high

The question marks (?) throughout the stories mean:

What happened before?

What is happening?

What are people feeling?

What will happen?

In that order

It wasn't necessary to ask all of the previous questions from all children since once they heard the instructions, they were able to incorporate their answers automatically in their stories. You can probably tell the questions the child is referring to by the nature of the answers. A (✓) means an explanation given to the child, i.e., repetition of instructions, answer to questions, etc.

You will be looking for a reference to self. (hero, main character, etc.) and a reference to an adult figure's interaction with child or for child's identification with adult/authority figure. Not all stories present both, consequently, there will be cases where there is no reference to both self and an authority figure or adult figure. In those cases, score according to content. For example, if child only speaks of little boy playing violin in card 1 TAT, without mentioning any adult, score only for self and mood. There will be cases where there is no mood expressed; see if you can tell by the content, i.e. is there a sense of guilt, indifference, sadness or whatever feelings in general. If not, do not score but try whenever possible.

Note: Mood and affect instructions are applicable to all cards as follows?

Look for feelings: 1 = low when - there are any negative feelings, i.e. unpleasant, ugly, low, bad, sad, upset, etc.

2 = medium when - there are mixed feelings, i.e. first bad, then good or vice versa. Ambivalent feelings, i.e. wanting and not wanting to do something. Or not belonging to either good or bad category, i.e. a bit sad, a bit happy, a bit worried. etc.

3 = high when - there are good feelings, i.e. happy, excited, wanting to do the specific task, any positive feeling expressed. By positive meaning good, nice, pleasant, sweet, relaxing, loving, good expectations, good wishes, etc.

PLEASE DO ONE CARD AT A TIME ONLY:

Start with card 1 for subject 1, then card 1 for subject 2, then card 1 for subject 3.....until you get to card 1 for subject 75. Then do card 2, for subject 1, etc.

The scoring will be as follows:

Make a check (✓) in the proper box of the mimeographed sheet:

TAT card 1 - The task is: playing the violin or guitar, learning it, reading music or a book, learning music, doing homework or a project, reading a paper, looking at a picture, playing any musical instrument.

FOR SELF - Score 1 = low when - task is not accomplished or child chooses a passive task such as looking or wishing, with no account for any personal action.

Look for ending theme where child will express a definite outcome, i.e. "he/she will never learn, will never

make it." A wish for death or a fear that death will come by time task ends. No pride in accomplishment. Unable to do task due to outside force (i.e. broken violin, nobody wants to teach me, nobody has taught me, don't know, never seen this before, etc.) with no account for finding ways to change that.

If task is hateful and produces sad feelings, outcome is not clear but implication of great sadness.

Score 2 = medium when - task is expressed as very difficult and hero is unable to do it throughout story, however, without explanation the outcome is just great, fantastic, everything is going to be all right without explaining how, without hero's doing.

When: there is a sense of what is needed to accomplish task, but subject is not there yet, i.e. If I were big, etc.

When: the purpose of the task is only to please someone else.

When: there is a sense of destiny, resignation, i.e. "He/she will have to do this or that or he/she will have no choice."

When: there is a sense of ambivalence, i.e. "He/she is wondering whether he/she wants to do this or that."

Score 3 = high when - a definite outcome is expressed in a positive way, i.e. he/she will make it, he/she will learn, he/she will do it, etc.

When there is an expectation of becoming rich through work, study, perseverance, etc., even when task is hard but self mastered.

When there are expressed feelings of being intelligent.

When there are expectations of becoming famous, important.

When there are positive feelings about learning task.

When task is redone for self improvement.

When there is knowledge and acceptance of a sense of striving, i.e. "I must do my daily practice if I wish to learn, even though I would rather do something else."

FOR INTERACTION - Score 1 = low when a parental/authority figure is experienced as lacking love toward child, lacking concern, lacking care.

When parental/authority figure is experienced as punishing in an unjust manner, also brutal.

When parental/authority figure is experienced dead, belittling the child, unable to help, if presented in a mocking way, i.e. doing something silly or ridiculous, stupid, etc.

If verbal punishment is experienced from parental/ authority figure.

If there is no sense of respect toward children working, i.e. children working and parents/adults/teachers not paying attention to this fact and interrupting child.

When there is a desire or a hint about leaving parental house.

If parental/authority figure doesn't help when a fight is going on between siblings or other children, when child feels parents should.

Score 2 = medium when - there are mixed or ambivalent feelings about parental/authority figure.

When something is given but not appreciated, i.e. what he wanted was something else.

Wishing someone will teach or help, but not specifically mentioning of being able to find that somebody.

Score 3 = high when - parental/authority figure is experienced as loving, warm, caring, helping, providing verbal encouragement, specific help, i.e. money to send child to school, etc. When there is justification for mild punishment.

When child wishes to help parents.

When there is an outwardly expression of care for parents/authority figures (adult) working hard, etc. when a gift is given by parents and there is appreciation, even if it is an undesired gift, as long as there is appreciation.

TAT Card 2 - This card will deal more with inter-personal interaction (parent-child). There will be, however, a presentation of subject aspirations toward the future in some cases. Look for outcome how will child end up and how are adults perceived. Also see whether young person in story handles the situation or not (in case of a problem, need for something, etc.) by herself/himself (this will score for self). In general: For this card, for this study, the girl will apply to self. Chores or tasks: working the land, going to school, moving, etc.

FOR SELF - Score 1 = low when - there is a sense of despair about doing the chore and no way of solving it.

If tasks adults are doing are experienced unpleasant and young girl feels this will also be her fate.

Expressed inability to finish work. Hopeless future for everyone.

Young person not wanting to study, having bad grades.

An expression of things ending not the way they should end (bad).

A feeling that people are laughing at the young lady.

Feelings of unworthiness, i.e. she feels bad because nobody cares or helps, etc.

Score 2 = medium when - the outcome is doubtful, maybe he/she will do this or that.

When the purpose of the task is only to please someone else.

When there is a sense of ambivalence, i.e. not knowing whether he/she wants to do this or that, etc.

Score 3 = high when - a definite outcome is expressed in a positive way.

When the young person is viewed as capable and willing to help.

When there is an expectation of becoming rich through work or study, perseverance, even when task is hard.

FOR INTERACTION - Score 1 = low when - interaction with adults/authority figures is poor, i.e. they don't provide, are unloving, uncaring, brutal, etc. If adults are perceived as unwilling or unable to help.

When everyone is presented as doing their thing and there is no account for interaction.

A desire to leave parent's house.

If authority/parental figure is seen as silly, unable to perform properly, etc.

Score 2 = medium when - feelings of ambivalence, first one thing, then the other, i.e. this is a nice family, no they are not so nice or vice versa, etc.

First presenting authority/adult figures as giving, later changing their mind.

Score 3 = high when - parental/authority figure is seen as loving, warm, caring, helping, providing verbal encouragement, help with work, etc.

Expressed empathy about parents/authority figure working too hard, a desire to help, to alleviate work load.

An outwardly expression of care for parents/authority figures.

A desire to provide a better life for parents. Parents working hard to provide a better life for children.

TAT Card 5 - This card usually portrays attitudes toward maternal figure. There will frequently be a perception of a child (either intelligent, strong, capable, babyish, helpless, mischievous, etc.) applied to self. Also there will be an interaction between mother and child that will score for both self and parental interaction. How child perceives the mother, scores for relationship or parental interaction with parents/authority figures.

FOR SELF - Score 1 = low when - self perception is portrayed in a doubtful or belittling way, i.e. empathy with a baby, helpless, fear, doubting any good qualities, etc.

Feeling lonely, sad, a sense of dependency, lack of assertiveness.

A sense of guilt (extreme), i.e. I am such a horrible son or daughter because I never behave.

A sense of absent reality, i.e. an ending totally unrelated to story, not following course of story.

A sense of lack of pride in child by mother.

Score 2 = medium when - ambivalent about child figure, i.e. first good, then bad and vice versa.

Score 3 = high when - self perception is portrayed strong, i.e. someone capable of helping the mother, not frightened.

When child is portrayed as able to assert himself/herself.

When child is portrayed as doing the right thing.

When a sense of pride is experienced by the mother/authority figures about the child.

FOR INTERACTION - Score 1 = low when - there is lack of concern for figure, a negative attitude toward it, i.e. "she is silly, she is afraid when there is nothing to be afraid of."

She is nosy, always spying and checking on everyone.

When she is viewed as helpless, frightened, unable to know what is going on.

An expressed desire to leave the mother or the house.

If child experiences a sense of mockery or belittling from mother figure, lack of pride or understanding of his work.

Experience of unjust punishment, if punishment is severe, even if justified, i.e. without food or water for two weeks, until death or breaking every bone in body, etc.

Score 2 = medium when - there is ambivalence throughout the story. First story is full of negative or positive feelings and then they are changed suddenly without explaining how.

When story lacks involvement with the human figure and lacks affect, i.e. involvement with inanimate object.

When no sense of interaction, i.e. description of picture. If the outcome turns out to be marvelous, wonderful, etc. without any account of how this is obtained or explanation of whose efforts.

Score 3 = high when - there is concern with the figure, empathy.

When the figure is seen as loving, giving, caring, helping, etc. (positive feelings), supporting, capable, understanding.

When figure is seen as strong and capable.

When mild punishment is justified.

When child wishes to help figure.

TAT Card 13B - This card will tap perception of self in relation to parents and/or environment. Look how child is portrayed in story (this will apply to self). Look for outcome and whenever applicable the mastering of

tasks. Look for wishes, and when child is portrayed as a bad child, what are the reasons given.

The task usually involves buying a better house, success in school or working hard for its attainment, a way to make money, doing some kind of chore, doing some kind of game with friends or by themselves, learning to speak English, going somewhere. In general: doing something, look how this is accomplished.

FOR SELF - Score 1 = low when - unable to relate to friends. Friends don't like him.

When too small to be allowed to play.

Perceived feeling of worthlessness, a sickly child, a sense of guilt, of wrongdoing, as sense of going to die.

When there is identification with the environment as being disliked, poor, sad and no mentioning a way of solving it.

When there is a sense of not having done the task well.

Lack of assertiveness in peer relations.

Expectations totally related to outside control, i.e. winning the lottery, magic, fairy godmother, etc.

Look for how child solves the problems: If child accepts fate without trying or feels unable to make decisions, not knowing what to do, a sense of lost.

Score 2 = medium when - there is a sense of grandiosity, i.e. he/she will end up being the greatest, the most wonderful, etc.

Mere description of picture.

A sense of "maybe" in completion of task, or "I think what will happen maybe," etc.

A sense of ambivalence: first wishing to do, then not wishing to, i.e. wishing to be rich, then poor. Also when there is an expressed wish of being the unconventional, i.e. a desire of being poor, ugly, stupid, unloved, etc.

When there is a sense of rapport with one parent and not the other, in an ambivalent manner, i.e. first liking one, then switching to the other and vice versa.

Score 3 = high when - child is able to relate to friends, portrayed as sharing in games through his own doing.

When the task is mastered even where there is acknowledgement of a certain lack of ability to do it, but finding a way to bypass that problem (in a realistic way).

Look for how problem is solved: If problem is solved in a positive way, by himself/herself. A sense of assertiveness, making his/her own decisions.

FOR INTERACTION - Score 1 = low when - unable to communicate a problem to parents.

A sense of overpowering parents, i.e. make all decisions for child.

Parents portrayed as dead.

A sense of parents not being able to make it, i.e. "I know I will be the only one that can do this or that, but not them."

An outward wish or expression of wanting to be with someone else other than parents.

Experience of being unloved, parents not caring, abandoning child.

Score 2 = medium when - there is a sense of ambivalence.

When there is a sense of rapport with one parent and not the other, in an ambivalent manner, i.e. first liking one, then switching to the other and vice versa.

Mere description of picture.

Things working out marvelously without accounting how.

Score 3 = high when - there is open communication with parents.

Parents that are understanding, caring, loving, helping, providing.

When parents are missed, or when parents don't give because they cannot afford to give (lack of money, etc.).

Any positive feelings related to parents/adults.

TAT Card 13G - This card is very similar to 13B (look on page 112). The task is: going somewhere, taking a trip, climbing stairs, looking for someone.

FOR SELF - Score 1 = low when - child is portrayed doing something wrong.

Task is unmastered, a sense of overwhelming responsibility for which child is not able to cope with.

Falling down, vulnerability, getting hurt.

Laughing at the hero or heroine of the story, mocking it.

A sense of tiredness that overpowers the person. Feeling unloved, uncared for, lonely.

A sense of drama, morbid, i.e. everybody dies, suicide, drugs.

Score 2 = medium when - not knowing if task will be accomplished, a sense of "perhaps," "maybe," "probably."

A sense of exaggeration, the best in the world, better than the whole universe.

Ambivalent feelings, first bad, then good, first this, then that, etc.

Score 3 = high when - child is able to relate to friends, portrayed as sharing in games through his own doing.

When the task is mastered even where there is acknowledgement of lack of ability due to size, etc. but finding a way to solve it (realistic way).

Look at how problem is solved: If problem is solved in a positive way, by child's doing. A sense of assertiveness in making his/her own decisions.

FOR INTERACTION - Score 1 = low when - adult is perceived as mean, as drug users, hurtful people.

Any expressed wish to be with other adults other than parents.

Parents presented as unable to handle situation in hand, weak, incapable; child is the one that must take care of things, i.e. household responsibilities.

Parents/authority figures perceived as unfriendly.

Mockery of adult/authority figures/parental figure belittled.

Lack of concern, care, love, ungiving parents, unloving.

Score 2 = medium when - there is a sense of ambivalence.

Score 3 = high when - there is a sense of open communication existent.

When parents are portrayed as understanding, loving, caring, giving.

When there is empathy with parents' tiredness.

Any positive feelings related to authority figures.

TAT Card 17BM - This card taps ego strength, self concept, how person relates to others and environment

and aspirations. Look for outcome. In general, how whole story is put together.

Tasks: a job in a circus or anywhere else, climbing the rope as a job, as a way to escape from jail, from a fire, the act of stealing. Any kind of action that has to do with climbing, some kind of competition.

FOR SELF - Score 1 = low when - task is not accomplished.

When there are feelings that the man won't be able to make it.

A fearful performer, scared to death, frightened and knowing task won't be mastered.

Man portrayed as a thief. A passive story where the person is in trouble and cannot help himself, need outside help, but waits for it instead of looking for it. A sense of resignation.

Score 2 = medium when - ambivalent, story with two endings. First helpful, then not helpful. Over concern with being good, the best child in the world, etc.

Score 3 = high when - in a threatening environment hero manages to conquer.

When there is a sense of being in control, of mastering the task.

When the hero is portrayed as brave.

FOR INTERACTION - Score 1 = low when - parents do something wrong, children get blame for it.

Adult/authority figure perceived as weak, helpless, mean, incapable of caring for themselves, unloving, uncaring.

Score 2 = medium when - sense of ambivalence, first loving, then not loving, etc.

Score 3 = high when - parents or adults are perceived as brave, capable of caring for themselves, loving, strong, able to accomplish task.

TAT Card 16 for both TAT and TEMAS - The stories in here will be more varied, but they could be scored as follows:

FOR SELF - 1 = low when - a feeling of failure. Figure perceived as a thief, criminal, etc. Look for content, sense of guilt, a feeling of belittlement attributed to hero. Helpless hero, dependent, i.e. baby in dependent action. Sometimes child will say this is a story about me: score accordingly, i.e. feeling sorry for themselves, lonely, weak, frightened, etc.

2 = medium when - story deals with siblings only.

If card is rejected or described as a mere blank card.

When there is ambivalence.

If story is referring to a story that exists in movies, cartoons, famous story in a book, etc.

3 = high when - figure is perceived as good, if hero views future in a positive way.

Sometimes the child will say this is a story about me and portrays himself/herself in a positive way.

FOR INTERACTION - Score 1 = low when - parents are portrayed dead.

When there is a desire expressed for new parents.

2 = medium when - there is ambivalence, etc.

3 = high when - positive feelings are portrayed for adults in stories.

Look for a hero or heroine, sometimes there will be more emphasis on the self, skip parental interaction.

Score mood and affect as with other cards. Also categories that apply to other cards could be used for TAT 16 when applicable.

TEMAS Cards 1B or 2G - These cards deal with relationship between mother and/or authority figures and child, as well as with significant others. A portrayal of self often occurs. It is important to note how child handles himself/herself in the described situations. Usually child in the front, and adults are the most salient in most stories.

FOR SELF - Score 1 = low when - main character child is not liked by other, excluded from games. When there are feelings of guilt.

When adult is portrayed as asking child for a common task, but child perceives it as dangerous and he/she is incapable of doing it.

When friends are teasing main character child.

When main character child is portrayed as lying.

Score 2 = medium when - sense of ambivalence, exaggeration about doing things, always the best, etc.

When discrepant command is given by authority figure and child character ignores it in story.

Score 3 = high when - child has good interaction with peers, included in games, liked by others.

When child has a good handling of situation in hand.

When compliance of a command is accounted for in an empathic way, i.e. mother needs help, she works hard, etc.

When independent and capable characters are portrayed throughout story.

FOR INTERACTION - Score 1 = low when - a bossy, screaming, helpless, unloving, uncaring, unfair mother is portrayed, a mother that asks for dangerous chores, lack of communication existent, poor or bad general perception of adults in general.

2 = medium when - sense of ambivalence, i.e. adult changing mind after asking for something dangerous or when punishment is administered.

When child changes mind about portrayal of adult, i.e. first bad, then good or vice versa, etc.

3 = high when - mother needs help and child is willing to give it.

When mother is seen as helping, caring, loving, cooperative, in a positive way, fair, capable, intelligent.

TEMAS Card 7 - This card presents polarities: a "good side" and a "bad side." See how child identifies with them and how child integrates the broken window into the picture. See who gets most coverage in story. Take end of story into consideration whenever possible.

FOR SELF - score 1 = low when - left side (broken window) is chosen only.

When the cause for broken window is not portrayed as an accident, but on purpose, clumsiness, mischievousness.

When child in story is portrayed as always being blamed for things he/she never does.

When child experiences people as always laughing at him/her. When feelings of clumsiness, stupidity, children being mean are portrayed.

When window is broken by accident, but child hides the fact or blames someone else.

When child's misbehavior is the cause of very bad results for parents and others.

2 = medium when - the outcome includes "maybe things will work out, perhaps, etc."

When there is ambivalence; first good, then bad,
etc.

When there is mere description of card.

3 = high when - more emphasis is given to situation on right, when the situation is rewarded, i.e. recognizing it is good to win stars or do your homework, but including situation on left as well.

When equal weight is given to both situations, i.e. rewarding the good side and pointing to the bad aspects of the left side.

When child expresses sorrow and/or embarrassment for having accidentally broken the window.

FOR INTERACTION - Score 1 = low when - authority figure handles situation in an unfair manner, negative ending, severe punishment.

2 = medium when - a sense of ambivalence, description of card only.

3 = high when - authority figure/parents handle situation in a fair understanding way and are portrayed as responsible for their children's doings.

Where there is support for good work and behavior.

TEMAS Card 12 - This is a family situation portraying both "mother working" and "father resting" (the child is presented with a problem). The most important

thing in here is how child solves the problem and with what side he/she identifies and how. When the child identifies with the mother, is it in a guilty way?, i.e. is it the child's fault that she is so miserable? This card taps mostly family relationship or interaction. Look for outcome: will things work out at the end in a way that seems realistic (through some kind of action, not just through wishing or magic solution).

FOR SELF - Score 1 = low when - a sense of bother to the mother is attributed from the very bad kids.

A hopeless outcome is presented, a giving up attitude.

2 = medium when - outcome is unclear, neither good nor bad, no solution of problem is presented.

Success outside of self, fairy godmother, lottery, magic.

3 = high when - there is anger at father for not helping.

When there is expressed awareness of how to succeed and a determination to do it, i.e. studying, etc.

A sense of having to take over and ability to do it because mother is helpless.

Good integration of story where children on left that are "lazy" won't amount to anything unless they change, while the "hard working ones" will.

A sense of communication of feelings to parents or others, a sense of assertiveness.

FOR INTERACTION - Score 1 = low when - child doesn't wish to help.

When mother is experienced as uncaring, cold, helpless. Bad outcome, death, divorce, unhappiness, mother doesn't listen, an outcome that expresses a sense of despair, giving up.

2 = medium when - success comes from other sources, not from main character or hero/heroine.

When feelings are not mentioned or dealt with at all.

When the outcome is not clear in the sense that it will not be either successful or unsuccessful, final outcome avoided.

3 = high when - father will help, children will help.

When measures are taken to remedy situation and outcome is successful.

When child or children wish to help.

When mother is experienced as loving, caring, helping regardless of how busy she is.

A sense of empathy for mother is expressed or for father, i.e. he is not working because he is sick, etc. due to illness, not laziness.

Expression of any positive feelings toward parents.

TEMAS Cards 13 and 14 - These two cards are quite similar. The main difference is that in one case the father is directly helping, and in the other the mother is directly helping. However, both are helping in their own way. Observe outcome as child portrays it, how does child perceive the authority figure in cards. These cards also present polarities, see how child incorporates them. What side does child identify with? Children usually account for the others watching T.V. because they have finished their homework.

FOR SELF - score 1 = low when - child/children not wanting to study, lazy, mean, bothersome to the others (child or children).

Subjects perceived as not knowing anything, stupid, failing grades or unable to learn.

Remember that there are polarities and you will look for incorporation of polarities, where more emphasis is placed is very important.

2 = medium when - there is an outcome relating to a "maybe," "perhaps." An outcome where everything is happy without any explanation of how this is accomplished, just happening, just wishing.

A feeling of ambivalence: first doing something wrong, then doing it right or mere description of the card.

3 = high when - there is a good incorporation of the polarities, i.e. children that study hard will be compensated, children that don't won't make it.

Awareness of how to succeed (by their own doings).

Good successful outcome, i.e. learning a subject, passing grades, etc.

A sense of assertiveness, i.e. "if others are watching T.V. when they had not finished work, why should I."

FOR INTERACTION - Score 1 = low when - mother or father are presented as unsympathetic.

When parents are portrayed as having done something unfair.

When parents are portrayed as unloving, uncaring, not providing a quiet atmosphere, incapable, when parents are dead (real parents are alive, this was checked with child).

When children in the story lie to parents.

When children end up not paying attention to what father or mother says (when it is a fair request, i.e. doing a chore at a proper time, etc.).

A sense of conflict where child wants to study and parent wants something else.

Punishing parents without justification.

Parents that don't help or are unassertive, i.e. weak, undefined.

An unfair request from parents - pushing the child to do something child is not ready to do or constantly pushing work when child knows schoolwork or has finished it, etc.

2 = medium when = siblings are the ones that provide help.

When there is an outcome relating to a maybe, perhaps.

An outcome where everything ends up marvelously without accounting how it happens.

Mere description of cards.

Ambivalence - parents first caring, then not.

3 = high when -. caring parents that push child in a fair and caring manner.

When parents are portrayed as understanding, helping, loving.

When parents are portrayed as capable of solving problems, i.e. among siblings or with others (assertive parents); "you cannot watch T.V. until you finish this or that."

A helping father, a providing mother (cooking, etc.).

TEMAS Cards 22B or 23G - These cards tap the self concept in regard to how parents view children. Identity with adults is also tapped. How environment is viewed by

children. See how much communication and understanding is portrayed. See how the interaction between parents and child goes. Do parents laugh at the act of shaving or putting on make-up, or do they punish sometimes severely? Do they just communicate that they don't like what the child is doing or provide some help so that the act is not dangerous to the child? Or do they scream, punish, belittle the child and show extreme anger?

FOR SELF - Score low = 1 when - child is portrayed as clumsy, not doing things right, ends up hurt, etc. bad boy/girl, unwanted and unloved.

A sense of guilt not resolved in any manner.
Wishing to provide happiness for parents, but being unable to do so.

2 = medium when - there are ambivalent feelings about self: First child is portrayed as horrible, then as helpful, wonderful, or vice versa.

An ending that is unsure, i.e. maybe, perhaps, etc.

3 = high when - there is a desire to be grown up in a positive way for the sake of independence. A happy positive ending. An assertive child able to handle things on his/her own (things that are possible to be handled by child).

A child portrayed as loved and wanted.

FOR INTERACTION - Score low = 1 when - parents are excluded from story.

How is parental figure perceived? Not helpful, unfair, punitive, intimidating, bossy, pushy, demanding, being frightened, not being able to communicate with child, ugly, devalued (helpless, uncapable, etc.).

How does the parental figure handle the finding of the son/daughter shaving/putting on make-up? Is it with anger, punishment, etc.?

An expressed desire to grow up merely for the sake of getting away from parents.

2 = medium when - there is ambivalence, i.e. first happy, then sad, etc.

When there is mere description of card.

When either parental figure is excluded from story.

A "maybe," "perhaps," "could be," "what will probably," etc. outcome.

Ambivalence with punishment, first expresses as hard, then softened or accounted for "as just."

3 = high when - parental figure is perceived as helpful, fair, caring, giving, teaching, able to communicate, tolerant, understanding, pretty, outward expression of wanting to be like them.

A good perception of adults, i.e. happy future, cooperative parents, etc.

An expression of missing the parents, if they
are not present.

Appendix A-2

Scoring Manual for 30 Developmental Items
on HFD's of Children (Koppitz, 1968)

1. Head: Any representation, clear outline of head required.
2. Eyes: Any representation.
3. Pupils: Distinct circles or dots within outlines of eyes required. A dot with a line over it scored as eyes and eyebrows.
4. Eyebrows or eyelashes: Either brows or lashes or both.
5. Nose: Any representation.
6. Nostrils: Dots or nostrils shown in addition to presentation of nose.
7. Mouth: Any representation.
8. Two lips: Two lips outlined and separated by line from each other; two rows of teeth only are not scored.
9. Ear: Any representation.
10. Hair: Any representation or hat or cap covering head and hiding hair.
11. Neck: Definite separation of head and body necessary.
12. Body: Any representation, clear outline necessary.
13. Arms: Any representation.
14. Arms in two dimension: Both arms presented by more than a single line.

15. Arms pointing downward: One or both arms pointing down at an angle of 30° or more from horizontal position, or arms raised appropriately for activity figure is engaged in. Arms extending horizontally from body and then turning down some distance from the body is not scored.
16. Arms correctly attached at shoulder: Indication of shoulder necessary for this item, arms must be firmly connected to body.
17. Elbow: Distinct angle in arm required; rounded curve in arm is not scored.
18. Hands: Differentiation from arms and fingers necessary such as widening of arm or demarcation from arm by sleeve or bracelet.
19. Fingers: Any representation from hands or arms.
20. Correct number of fingers: Five fingers on each hand or arms unless position of hand hides some fingers.
21. Legs in two dimension; in case of female figures in long skirts, this item is scored if distance between waist and feet is long enough to allow for legs to be present under the skirt.
22. Legs in two dimension: Both legs presented by more than single lines.
23. Knee: Distinct angle in one or both legs (side view) or kneecap (front view).
24. Feet: Any representation.

25. Feet two dimensional: Feet extending in one direction from heel (side view) and showing greater length than height, or feet drawn in perspective (front view).
26. Profile: Head drawn in profile even if rest of figure is not entirely in profile.
27. Clothing: One item or none: No clothing indicated or only hat, buttons, or belt or outline of garment without details.
28. Clothing: Two or three items: The following items are scored for clothing: pants, skirt, shirt or blouse (upper part of dress separated by belt is scored as blouse), coat, hat, helmet, belt, tie, hair ribbon, barrette, necklace, watch, ring, bracelet, pipe, cigarette, umbrella, cane, gun, rake, shoes, socks, pocketbook, briefcase, bat, gloves, etc.
29. Clothing: Four or more items: Four or more of items listed above present.
30. Good proportions: Figure looks right even if not entirely correct from anatomical point of view.

Appendix A-3

Instructions to Score Kinetic-Family-Drawings (K-F-D)

The analysis of the K-F-D will be carried out by two judges and based on the criteria designed by Burns and Kaufman (1972). Feelings of inferiority or superiority will be obtained from the drawings regarding the self-concept. The relationship of the subject with parents in reference to child's perception of nurturing versus rejecting parents, and representation of the parental figure in the drawings as to whether the parents are valued or devalued will also be obtained.

Burns and Kaufman (1972) state that "the location of the self and the other figures may be obtained by using a grid made of tracing paper marked off in millimeters by superimposing the grid over a K-F-D." The feelings of superiority or inferiority may be defined in terms of the size of the self and placement on the grid. The relationship with parents and how child perceives them in the sense of nurturing or rejecting will be measured based on size and distance and verbalization in Post Drawing Interrogation.

Style, symbols and actions will be analyzed in accordance with the findings of Burns and Kaufman (1972). Style, symbols and actions together will give a clinical picture of how subject perceives himself/herself and their

families. Judges will use the attached sheet and grid to arrive at their clinical assessment of subject.

The clinical interpretations that could be found in the Grid Analysis are as follows:

Regarding the Self - The characteristic of the self will tap:

Height of figure in comparison to others.

Arms: Controllers of the physical environment.

Long and powerful indicate need to control environment.

Lack of them, helplessness and insecurity.

Buttons - dependency.

Cartoon-like figures - self depreciation.

Disproportionately small body parts - feelings of inadequacy of the specific areas.

Facial Expression - whatever emotion they depict, be it anger, joy, suspiciousness, helplessness, etc.

Feet long - dependency.

Lining at the bottom - individual feelings of instability of the self.

Mouth emphasizes often feeding or speech disturbances.

Size of the drawing suggests diminished or exaggerated view of the self. A small figure usually portrays someone that is inadequate.

Regarding the Parents and the Feelings of Devaluation
vs. Valuation as well as Nurturance vs. Rejection

Look at the style of the drawing - whether compartmentalized or folded to keep the interaction with the parents separate, encapsulated, etc.

Symbols (look at symbols list) - if item is not on the list, judge by what the item could clinically mean, i.e. snow will be similar to a refrigerator, etc. A gun will be a powerfully dangerous object.

The action of the figures will help to analyze the feelings of the subject, i.e. reaching could very much be taken as such, smashing, etc.

Also the actions between individual figures will give an idea of how the subject feels others interact with the parents within the family. For example, who is closer and who gets rejection or attention.

Omission of body parts - express conflicts of the parts omitted.

Position of figures - will indicate closeness, distance, etc.

Omission of figures - conflicts.

Erasures of the figures - conflicts, ambivalence.

Placement of figures in relation to others, i.e. in back of others, etc.

Hanging - indicates tension.

Rotation of figure or figures - distortion in placement in relation to other figures, usually means being different.

Location of self - look for placement on page, closeness to others, etc.

Height of figure - feelings of inferiority or superiority.

The meaning of the actions could mean competition, conflicts, anxieties, avoidance, harmony:

Balls - force between two people, competition, circular motion of ball is related with schizoid personalities; bouncing ball up and down, fear of competition, although the desire is there.

Barriers - walls, subtle line or drawing of fences, etc. are used between self and others.

Heat, light, warmth are representative of anger, need for love as in the drawings of fire.

Lights - also need of love, found in children with deprivation, look for where and whom to where and to whom light shines to or from. Sometimes the light shines on people that are getting the love and excludes the ones that are not. A way to tell will be on how close is self from figure that is radiating warmth.

Arms extension such as cleaning implements (mops, brooms, vacuum cleaners, paint brushes, paddles, etc.) are perceived as aids in controlling the environment.

Elevated figures - that figure (whoever it represents) is placed high above everyone else.

Erasures - conflicts, ambivalence.

Lining individual figures or edging indicates feelings of anxiety regarding the underline figure as well as folding compartmentalization.

Symbols - as shown below are objects used in the drawings to perform a particular action, found to have particular meanings as follows: in the cases where the symbols are not listed, use your judgement as to the general meaning in the culture:

Beds - sexual or depressive terms.

Bikes - over emphasis of masculinity strivings.

Brooms - in the hands of a mother makes her a witch mother. Too much emphasis on cleaning.

Butterflies - illusive search for love and beauty.

Cats - conflict in identification with mother - ambivalence and conflict.

Clowns - feelings of inferiority.

Cribs - reflects reactions of child, usually to a new baby.

Dirt - Negative connotation - negative feelings, dirty thoughts.

Drums - symbols of displaced anger.

Garbage - Taking out the garbage, taking out unwanted and dirty parts.

Ironing board - if drawn through the body like an X, indicates ambivalence, anger.

Jump rope - encapsulative device.

Kites - tension and precarious balance.

Lamps - symbol of warmth and love.

Lawnmowers - cutting symbol, most frequently associated with castrating figures.

Leaves - are usually associated with dependency. Symbol of that which clings to the source of nurturance.

Light bulbs - need for love.

Logs - masculinity striving.

Paint brush - extension of hard punishing figure.

Rain - depression.

Refrigerators - deprivation and depressive reactions to deprivation.

Skin diving - excess interest associated with withdrawal and depressive tendencies.

Snakes - sexual symbol.

Stars - deprivation, something cold and distant.

Stop signs - keep out attempts to impulse control.

Train - power symbol.

Water - depression.

The most common actions found by Burns and Kaufman

are as follows:

Babysitting	Hitting	Sewing
Batting	Hosing	Shooting
Being Hurt	Hurting	Shopping
Burning	Ironing	Shouting
Catching	Jumping	Sitting
Cleaning	Kicking	Skiing
Climbing	Kite Flying	Skin Diving
Coloring	Knitting	Sleeping
Cooking	Listening	Smoking
Crawling	Looking	Spraying
Crying	Lying in Bed	Standing
Cutting	Making Beds	Sun Bathing
Digging	Mowing	Sweeping
Drawing	Ordering	Swimming
Dressing	Painting	Talking
Driving	Picking Up	Telephoning
Eating	Planting	Throwing
Falling	Playing Alone	Vacuuming
Feeding Animals	Playing Music	Waiting
Feeding People	Playing with Someone	Walking
Fighting	Raking	Washing Clothes
Fishing	Reading	Washing the Car
Flying	Repairing	Watching
Grooming	Riding	Watching TV
Hammering	Rivaling	Waving
Hanging	Running	Whistling
Helping	Sailing	Working
Hiding	Schoolwork (doing)	Writing (typewriting)

The most frequent actions for father: Reading, cooking, working, burning, mowing, helping, cutting, repairing, painting, watching TV, working.

The most frequent actions by mothers: Playing, eating, walking, riding, dishwashing, throwing, watching TV.

Appendix A-4

Scoring Sheet for K-F-D

Name of Child: _____

Style: (circle)

Age: _____

1. Compartmentalization
2. Edging
3. Encapsulation
4. Folded Compartmentalization
5. Lining on the Bottom
6. Lining on the Top
7. Underlining Individual Figures
8. Omission of Parents
9. Symbols
10. Drawing of parents on other side of page

Judge: _____

Symbols: Using the attached list of symbols, enter the appropriate one below:

A. _____ D. _____
B. _____ E. _____
C. _____ F. _____

Actions:

Figure

Self _____ Older Sis. _____
Mother _____ Y. Bro. _____
Father _____ Y. Sis. _____
Older Bro. _____ Other (Specify) _____

Actions Between Individual Figures

<u>Figure</u>	<u>Action</u>	<u>Recipient</u>
Self	_____	_____
Mother	_____	_____
Father	_____	_____
Older Bro.	_____	_____
Older Sis.	_____	_____
Y. Bro.	_____	_____
Y. Sis.	_____	_____
Other (Specify)	_____	_____

Characteristics of Individual K-F-D Figures

A. Arm Extension (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

G. Omission of Figures (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

B. Elevated Figures (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

H. Rotated Figures (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

C. Erasures (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

K-F-D Grid

A. Height

1. Self _____
2. Mother _____
3. Father _____
4. Older Bro. _____
5. Older Sis. _____
6. Y. Bro. _____
7. Y. Sis. _____
8. Other (Specify) _____

D. Figures on Back (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

B. Location of Self

E. Hanging (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

C. Distance of Self From:

F. Omission of Body Parts (Circle)

Self	Older Sis.
Mother	Y. Bro.
Father	Y. Sis.
Older Bro.	Other

Mother _____

Father _____

Other (Specify) _____

Appendix A-5

Criteria for Scoring House-Tree-Person Test based on I. Jolles (1971) Qualitative Interpretation of H-T-P

The criteria will encompass qualitative aspects of the drawings of H-T-P that have been found to relate to the concepts of Security and Adequacy. In this study, security will refer to lack of excessive anxiety present regarding the self; insecurity will refer to the opposite. Adequacy will refer to how sufficient and capable a subject feels about himself/herself as reflected in the drawings. Security and adequacy together will refer to a sense of self-esteem.

Two judges will analyze the drawings and arrive at a clinical picture, which will indicate the existence of poor or high self-esteem in each subject as indicated by their drawings. This clinical picture will be based on the absence or presence of the following guidelines and analysis of Post-Drawing-Interrogation:

Security vs. Insecurity

For Drawings of the House

Use of groundline in the drawings usually indicates insecurity.

The quality of the groundline is significant. For example, is it wavy like a sea? Groundline that slopes toward the right usually indicates insecurity as well.

Lines faintly drawn or lines that are interrupted and never joined also indicate feelings of insecurity.

Mountains in background usually indicate a need for dependence and insecurity.

Paper basing indicates generalized insecurity, more so if the house is small. In the case where the house is big, judge by the quality of lines; how strong a structure is conveyed in the drawing is also very important.

Placement of the whole house in absolute center of form page usually indicates insecurity.

Placement of the house below average mid-point of form page usually indicates insecurity as well.

Constriction of house usually indicates feelings of insecurity.

Irrelevant details in drawing of house such as flowers, cars, ambulances, flags, fruits, as well as specific details such as shrubs, walkways, writing description of drawings by subject, etc. usually indicates insecurity.

An occupied house indicates feelings of insecurity. This is usually manifested by the transparent drawings of human figures inside of the house.

Adequacy vs. Inadequacy

For Drawings of the House

Lines faintly drawn throughout are indicative of feelings of inadequacy.

Irrelevant details such as cars, ambulances, flags, flowers, fruits, as well as specific details such as shrubs, walkways, furniture, etc. are indicative of inadequacy.

A very small house indicates reluctance to permit access to self, hence feelings of inadequacy. A house that lacks door and windows or an entrance is also indicative of inadequacy.

The adequacy of the walls as far as quality of the lines indicate considerable inner tension and inadequacy. Profusion of smoke also indicates tension and inadequacy.

Transparency of walls indicate feelings of inadequacy (after mental defective possibility is ruled out - this has already been done by writer).

For Drawings of the Tree

Security vs. Insecurity

A very small tree indicates feelings of inferiority.

A tiny trunk indicates feelings of inferiority.

A trunk narrower at base than at higher points usually indicates insecurity.

A groundline under the tree usually indicates insecurity.

Groundline sloping toward the right usually signifies feelings of insecurity.

Mountains in the background usually signify insecurity.

Paper basing is a sign of insecurity.

Placement of tree in absolute center of page is considered a sign of insecurity.

Placement of tree below average mid-point of form page indicates insecurity as well.

Roots entering ground, over-emphasis upon them, indicates great need to grasp reality and generalized insecurity.

For Drawings of the Tree

Adequacy vs. Inadequacy

Apple trees are usually drawn by dependent children with a sense of inadequacy.

Drawing of bark in a rough way rather than a smooth way, indicates inadequacy.

Branch structure overly large in relation to trunk usually indicates inadequacy.

Dead roots indicate inadequacy.

Tiny trunks are usually drawn by inadequate children.

Trunk truncated with tiny branches growing from stump also are drawn by children that feel inadequate.

For Drawings of the Person

Security vs. Insecurity

Presence of the following indicates insecurity:

- Feet disproportionately long
- Absence of legs
- Paper siding
- Tiny shoulders
- Trunk unusually small
- Use of groundline
- Groundline sloping toward the right
- Lines faintly drawn throughout
- Lines that are interrupted and never joined
- Mountains in background
- Placement of person in absolute center
- Placement of person below average mid-point of form page
- Constriction of figure

For Drawings of the Person

Adequacy vs. Inadequacy

Presence of the following has been found to indicate inadequacy:

- Arms omitted - strong feeling of inadequacy
- Very short arms
- Multiplicity of buttons
- Cartoon-like person
- Drawings of clowns
- Feet disproportionately tiny

Omission of feet

Absence of hands

Small head

Absence of legs

Paper siding

Lines faintly drawn throughout

Appendix B-1

Instructions and Rationale for Instrumentation to be used
in Dissertation Research with Bilingual Children
at P.S. 192, NYC

As a BUFFER TO EASE OFF ANXIETY prior to the test, the examiner should tell the child when alone in the examination room the following in whichever language the child chooses:

This is not a test connected with school or with grades. This is a test where you are participating as a bilingual child for a study with bilingual children like yourself. I would like to see your drawings and hear your stories.

Este es un examen que no esta relacionado con la escuela ni con tus notas. Este es un examen donde tu estas participando como nino bilingue que eres. Me gustaria mirar tus dibujos y oir tus cuentos.

As suggested by Murray (1943), it is important that the examiner adopt a position of encouragement and appreciation in order to avoid stories that would be more in response to the rigidity of the examiner than to the subject's inner world. This also applies to the drawings.

Proceed to give the tests in the following order:

Test No. 1 = TAT

Test No. 2 = H-T-P

Test No. 3 = K-F-D

Test No. 4 = TEMAS

Record reaction time (RT) before each card.

Indicate every mispronunciation, misuse of words, peculiar

word construction, and peculiar phrase, by underlining it.¹

The examiner should note whenever subject shows visual signs of anxiety when referring to any specific parts or characters of these tests. For example, general affect and mood shifts, voice changes, excitement, perspiration, trembling, evasiveness, etc.

Test No. 1 - Thematic Apperception Test (TAT) - This instrument was designed by H.A. Murray (1935) to tap drives, emotions, sentiments and conflicts of the personality, through fantasies evoked by twenty (20) cards. In this research only seven (7) cards will be used. Cards 1, 2, 5 and 13B were chosen because they emphasize child-adult relationships and usually evoke fantasies of parental interactions. Cards 13G and 17BM were chosen because they usually reflect relationships of the individual with the environment and anxieties relating to it. Card 16 usually reflects accumulated anxieties or problems in the individual not expressed in other cards.

Murray (1943) describes the above seven (7) cards as follows:

Card 1: Boy holding violin.

Card 2: Country scene - Young woman or girl holding books, man in background ploughing, older woman looking.

¹Diagnostic Psychological Testing, Rappaport, Gill, Schaeffer

Card 5: Woman looking into a room through half open door.

Card 13B: A little boy is sitting on the door-steps of a log cabin.

Card 13G: Little girl is climbing a winding flight of stairs.

Card 17: A naked man is clinging to a rope.

Card 16: Blank card.

The cards should be presented to the subjects in the above order. They should be presented to both boys and girls.

Instructions for Administration - Administration will be carried out individually. The stories should be tape recorded.

The instructions used in administering this test are based on Murray's original instructions, but modified by Tomkins (1947) to omit mentioning a time limit. After sitting the child comfortably in a chair, the examiner should read to the subject in the language chosen by him/her the following:

"Este es un examen de cuentos. Yo tengo algunas tarjetas que te voy a enseñar, por cada una inventate un cuento y dimelo. Dime lo que ha pasado, lo que esta pasando y lo que va a pasar. Dime lo que las personas sienten y piensan, y lo que va a ocurrir. Tu puedes

inventar el cuento que quieras. entiendes? Muy bien, aqui esta la primera tarjeta."

"This is a storytelling test. I have some pictures here that I am going to show you, and for each picture I want you to make up a story. Tell me what has happened before and what is happening now. Say what the people are feeling and thinking and how it will come out. You can make up any kind of story you please. Do you understand? Then here is the first picture." (If the subject said yes, the card is handed, if not, repeat instructions.)

For card 16 say: "Ve a ver lo que puedes mirar en esta tarjeta en blanco. Imaginate alguna pintura en esta y dimelo en detalle." Luego que el sujeto haya descrito la imagen, se le dice "ahora cuentame un cuento sobre lo que te imaginaste." Si esto no da resultado, entonces di "cierra tus ojos e imaginate also. Ahora cuentame un cuento sobre lo que te imaginaste."

"See what you can see on this blank card. Imagine some picture there and describe it to me in detail, now tell me a story about it." If this doesn't work, say to the subject "close your eyes and picture something." After subject gives full description of his/her imagery, say, "now tell me a story about it" (Murray, 1943).

An inquiry should be made after each card when: lack of clarity appears on either the perceptual, the verbal or the story-meaning level (Rappaport, Gil, Schaeffer, 1974).

Test No. 2 - House-Tree-Person (H-T-P) - This instrument has been chosen because of its suitability for usage with children, and as pointed out by Stern (1952) and Hammer (1958). "It seems that the affect emanating from a picture reaches into the unconscious more deeply than does that of language." The house and the tree are inanimate objects and it might be easier for the child for this reason to attribute more conflictful or emotional disturbing negative traits and/or attitudes to them than to a picture of a person without having to incur in ego-defensive tactics.

Instructions for Administration - Administration will be carried out individually. The instructions for this test will be based on Buck's H-T-P technique (1948) as used by Emmanuel Hammer (1958). The achromatic version will be used only.

The examiner should present to the child a No. 2 pencil and three pieces of 8½ x 11 bond paper, one at a time. The first piece of paper should be presented in a horizontal manner and the child instructed as follows: ✓

"Dibuja una casa, lo mejor que puedas y dejame saber cuando hayas terminado."

Papel de manera vertical: "Dibuja un arbol, lo mejor que puedas, y dejame saber cuando hayas terminado."

Papel de manera vertical: "Dibuja una persona, lo mejor que puedas, y dejame saber cuando hayas terminado."

Paper in a horizontal manner: "Draw a picture of a house, the best you can, and let me know when you are finished."

Paper in a vertical manner: "Draw a picture of a tree, the best you can, and let me know when you are finished."

Paper in a vertical manner: "Draw a picture of a person, the best you can, and let me know when you are finished."

If the child asks what kind of person, the examiner should say any kind you wish.

Inquiry - An inquiry should be conducted after the drawings are finished. The inquiry used in this research is based on Isaac Jolles (1964) method as follows:

Post Drawing Interrogation (PDI)

House

1. Esa casa tiene un piso arriba?
Does that house have an upstairs?
2. Esa es tu casa? (sino) De quien es esa casa?
Is that your house? (if not) Whose house is it?
3. Te gustaria que esa fuera tu casa?
Would you like to own that house yourself?
4. a) Que piso tu cogieras para ti?
Which room would you take for your own?

b) Quien te gustaria que viviera en esa casa contigo?
Whom would you like to have lived in that house with you?

5. Cuando tu miras esa casa, te pareces cerca o lejos?
As you look at that house, does it seem to be close by
or far away?
6. Te parece estar encima, debajo o al mismo nivel que tu?
Does it seem to be above you, below you, or about even
with you?
7. En que te hace pensar esa casa?
What does that house make you think of?
8. Es esa una casa feliz, o mas o menos amigable?
Is that a happy sort of house?
9. Como esta el tiempo en este dibujo?
10. A quien que tu conoces, te recuerda esa casa?
What person that you know does that house make you
think of?
11. Alguien o algo le ha hecho dano a esa casa?
Has anyone or anything hurt that house?
12. (if applicable) Si este sol fuera alguna persona que
tu conoces, quien tu dirias que es?
Suppose this sun were some person you know, whom would
it be?
13. Que es lo que mas necesita esa casa?
What does that house need most?
14. (if applicable) Hacia donde lleva esa chimenea en la
casa?
Where does that chimney lead to in the house?

Tree

1. Que tipo de arbol es ese?
What kind of tree is that?
2. Donde se encuentra ese arbol?
Where is that tree?
3. Como que edad tiene ese arbol?
About how old is that tree?
4. Ese arbol esta vivo?
Is that tree alive?

5. A-a (if applicable) Que te haces pensar que ese arbol
esta vivo?
What is there about that tree which makes you think
it's alive?

A-b (if applicable) Ese arbol tiene alguna parte muerta?
Is any part of that tree dead?

A-c (if applicable) Que tu crees lo hizo morir?
What do you think caused it to die?

B-a (if applicable) Ese arbol volvera a vivir?
Will it ever be alive again?
6. Ese arbol se parece mas a un hombre o a una mujer?
Does that tree look more like a man or a woman to you?
7. Si ese arbol fuera una persona, hacia donde estaria
mirando?
If that tree were a person, which way would that person
be facing?
8. Ese arbol esta solo o en un grupo de arboles?
Is that tree by itself or in a group of trees?
9. Cuando tu miras a ese arbol, esta encima, debajo o al
mismo nivel que tu?
Looking at that tree, does it seem above you, below
you or about even with you?
10. Como luce el tiempo en este dibujo?
What is the weather like in this picture?
11. Que tipo de tiempo te gusta mas?
What kind of weather do you like best?
12. Hay algun viento soplando en este dibujo?
Is there any wind blowing in this picture?
13. (if applicable) Ensename hacia donde esta el viento
soplando.
Show me which way the wind is blowing.
14. (if applicable) Que tipo de viento es este?
What type of wind is that?
15. (if applicable) Suponiendo que este sol fuera alguna
persona, quien tu dirias que es?
Suppose this sun were some person you know, who would
it be?

16. En que te haces pensar ese arbol?
Of what does that tree make you think?
17. Es este un arbol saludable?
Is it a healthy tree?
18. Es este un arbol fuerte?
Is it a strong tree?
19. A que persona que tu conoces te recuerda ese arbol?
Of which person you know does that tree remind you?
20. Also o alguien le ha hecho dano a ese arbol alguna vez?
Has anyone or anything ever hurt that tree?
21. Que es lo que mas necesita ese arbol?
What does that tree need most?

Person

1. Eso es un hombre, una mujer, un muchacho o una muchacha?
Is that a man, woman, boy or girl?
2. Que edad tiene el (ella)?
How old is he (she)?
3. Quien es el (ella)?
Who is he (she)?
4. Que hace el (ella)?
What is he (she) doing?
5. Donde esta el (ella) haciendo eso?
Where is he (she) doing it?
6. En que esta el (ella) pensando?
What is he (she) thinking about?
7. Como se siente el (ella)?
How does he (she) feel?
8. En que te haces pensar esa persona?
What does that person make you think of?
9. Esa persona se siente bien?
Is that person well?

10. Esa persona esta feliz?
Is that person happy?
11. Como esta el tiempo en este dibujo?
What is the weather like in this picture?
12. A que persona que tu conoces te recuerda esta persona?
Of which person you know does this person remind you?
13. Que tipo de ropa esta usando esa persona?
What type of clothing is this person wearing?
14. Que es lo que mas necesita esa persona?
What does that person need most?
15. Alguien alguna vez le ha hecho dano a esa persona?
Has anyone ever hurt that person?
16. (if applicable) Suponte que ese sol fuera alguien que tu conoces - quien seria esa persona?
Suppose that sun were some person you know, who would it be?

Test No. 3 - Kinetic Family Drawings (K-F-D) - A projective technique chosen for use in this research because it focuses on relationships (child and family), and its primary aim is to understand children's conflicts (Burns and Kaufman, 1972).

Administration - Administration will be carried out individually. Burns and Kaufman technique will be used. The child should be seated comfortably and provided with a No. 2 pencil and a piece of bond paper 8½ by 11" in a horizontal manner. The examiner should read to the subjects clearly and slowly, the Spanish version or whichever language the child has been using.

"Dibuja todas las personas de tu familia, incluyendo tu, HACIENDO algo. Tratas de dibujar personas,

no palitos ni munequitos. Recuerdas, dibuja a todos HACIENDO algo - algun tipo de accion." Dejame saber cuando hayas terminado.

Since in the Hispanic culture the concept of the extended family is very prevalent, if the child expresses the wish to include some of his extended family members, he should be told: if you wish - SI TU DESEAS.

"Draw a picture of everyone in your family, including you, DOING something. Try to draw whole people, not cartoons or stick people. Remember, make everyone DOING something - some kind of action." Let me know when you are finished.

No time limit will be mentioned to the child, but the time allowed should not exceed half an hour. If it does, the child should be gently told that the time is up. Throughout the test, the examiner should check the drawings to make sure the child is complying with the given instructions. If the child is experiencing difficulties, he/she should be encouraged to do the best and to draw people DOING something.

Inquiry - When the child finishes the drawings, an inquiry should be conducted by the examiner as to who are the members of the family drawn and what are they doing, their names and siblings' ages. If a drawing is not clear, the child should be asked to explain what it is.

Everything the child says about the actions or drawings throughout the test and during the inquiry should be taken down, even if the child changes his/her mind.

Test No. 4 - Tell-Me-A-Story (TEMAS) - This instrument is designed to assess ego functions and development of special subgroups such as Black children living in the ghettos or Hispanic children living in the "barrios." It is intended to bring out fantasies dealing with their conflicts and experiences. TEMAS consists of 50 cards, but only six (6) will be used in this research. Both the designer of the instrument, Dr. G. Costantino and the researcher, agreed on the relevance of the six cards for the intended purpose of this study. Card 16 (the blank TAT card) has been added at the end of the six TEMAS cards in the hope it will bring out anxieties not expressed throughout the test, but mobilized by same. Cards 1B, 2G, 12, 13 and 14 emphasize interpersonal relationships, Card 7B self-concept and competence, Cards 22B and 23G reflect identification.

The above seven cards are described as follows:

- Card 1B - A mother talking to her son. Peers calling the boy to join them.
- Card 2G - A mother talking to her daughter. Peers inviting the girl to play jump rope.
- Card 7 - Classroom. Teacher presenting two students with a certificate of merit. Teacher complaining to a mother and her two children about a broken window.

- Card 12 - Family situation. Father watching TV and drinking beer. Boy next to father. Mother holding an infant and vacuuming with two other children around her.
- Card 13 - Family situation. Father helping boy and girl with their homework. Mother is cooking. Infant is seated in a high chair and eating. Two older children (boy and girl) are watching TV.
- Card 14 - Family situation. Mother helping boy and girl with their homework. One other boy and girl are watching TV. Father physically cohercing a reluctant boy who wants to watch TV, instead of doing his homework.
- Card 22B- A boy with shaving cream on his face looking in the bathroom mirror. A man shaving and a woman standing behind him are reflected in the mirror.
- Card 23G- A girl putting on lipstick looking in a dresser's mirror. Reflected in the mirror are a man and a woman.
- Card 16 - (TAT) Blank card.

The cards should be presented to the subject in the above order. Cards B to boy, and Cards G to girl. The rest of the cards to both boys and girls.

Administration - Administration should be carried out individually. The examiner should establish rapport with the child by saying: Clear and slow:

"Este examen se llama TEMAS, o sea cuentame un cuento. Te voy a mostrar algunas tarjetas interesantes. Por cada tarjeta inventate un cuento y dimelo. Tratas lo mejor que puedas (entrega la tarjeta al nino(a)). Quiero que me digas lo que las personas estan diciendo y pensando, y que paso anteriormente, y como el cuento terminara."

"This is Tell-Me-A-Story Test or TEMAS. I have some interesting pictures I am going to show to you. For each picture, I would like you to tell me a story. Try your best. (hand the card). I would like you to tell me what the people are doing now; what are the people saying and thinking. What happened before now? How will the story end?

For Card 16 TAT say:

"Ve a ver lo que puedes mirar en esta tarjeta en blanco. Imaginate alguna pintura en esta y dimelo en detalle."

Si esto no resulta, entonces la persona administrando el examen debe decir al nino(a).

"Cierra tus ojos e imaginate also." "Ahora cuentame un cuento sobre lo que te imaginaste."

"See what you can see on this blank card. Imagine some picture there and describe it to me in detail." If this doesn't work, the examiner should then say: "Close your eyes and picture something." After the subject has given a full description of his/her imagery, the examiner says, "now tell me a story about it" (Murray, 1943).

Inquiry - When the seven cards are completed by the subject, the examiner should conduct an inquiry geared to free association. This could be obtained by asking the subject if the story in each card reminds him/her about any

situations in their lives or people they know, as follows

(based on Rappaport, Gil and Schaefer's method):

1. Dime si el primer cuento te recuerdas also o a alguien en particular?
2. Este cuento fue relacionado con algun cuento que tu has oido o alguna pelicula que has visto?
3. Deseas decirme algo mas sobre este cuento?
1. Tell me, does the first story remind you of something or someone in particular?
2. Is this story related to any story you have heard or movie you have seen?
3. Do you wish to tell me something else about this story?

Do this for each card in the applicable order.

10. Tu mama trabaja? _____
Does your mother work?
11. Que tipo de trabajo? _____
What type of work?
12. Tu papa trabaja? _____
13. Que tipo de trabajo? _____
What type of work?
14. Tu mama habla ingles? _____ mucho _____, nada _____,
Does your mother speak English?
un poco _____
15. Tu papa hable ingles? _____ mucho _____, nada _____,
Does your father speak English?
un poco _____
16. Donde tu naciste? _____
Where were you born?
If not born here, then ask:
17. Que tiempo tienes viviendo en los Estados Unidos? _____
How long have you been living in the U.S.? _____

Appendix B-3

JACOB H. SCHIFF ELEMENTARY SCHOOL
Community School 192 Manhattan
500 West 138th Street
New York, New York 10031

Alejandro Rodriguez, Principal

Estimados padres:

La Sra. Carmen Vazquez de la Universidad de la Ciudad de Nueva York esta haciendo estudios con ninos bilingues cuyos resultados prodrian beneficiar a neustros ninos.

Me gustaria que sus ninos participaran conmigo en una series de examenes psicologicos que ella les dara en la escuela. Esto, en nada afectara en forma negativa a su nino. Es posible, que le ayudara a su labor escolar. Durante el curso de los examenes, usted puede retirar a su nino(a) si asi lo desea. Esta sera una buena experiencia para su nino. Si desea que el(ella) tome ventaja de esta oportunidad, por favor, devuelva el talonario abajo incluido, con su firma.

Sincerament,

Alejandro Rodriguez
Director

Nombre del nino _____

Clase _____

Doy permiso para que mi nono participe en el estudio

Firma del padre

Appendix C-1

List of Variables Used in Analysis of TEMAS and TAT Stories

Sex

Age in months at time of testing

Months in the United States at time of testing

Mental maturity score - derived from the Goodenough-Harris scoring system especially designed by Kopitz to be used with elementary school-age children

Dwells with mother

Dwells with father

Dwells with other

Number of siblings older than subject

Number of siblings younger than subject

Mother's language(s)

Father's language(s)

Mother's birthplace

Father's birthplace

Mother's employment

Father's employment

Language in TAT

Language in TEMAS

Appendix C-2

"Rationale. The development of TEMAS as a thematic apperception test is based on the following theoretical assumptions:

1. The usefulness of culture-specific and familiar stimuli in assessing the interaction of affective/cognitive/interpersonal functions of both minority and non-minority children.
2. The positive effects of non-ambiguous and familiar stimuli on the verbal productivity and on the understanding of personality and behavior dynamics.
3. The positive effects of color pictures on verbal productivity.
4. The bipolarities of ego functions, that is the dialectic processes of the motivational-cognitive functions as expounded in the theoretical models of ego-cognitive psychology and interpersonal psychology.
5. The importance of the imaginal system on the human learning process.
6. The use of story telling as a technique to assess ego functions and development."

Costantino, 1981

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