



1965

# A Descriptive Analysis of Responses to the Nuns' Religious Appreception Test

Cel Brocken

*Loyola University Chicago*

---

## Recommended Citation

Brocken, Cel, "A Descriptive Analysis of Responses to the Nuns' Religious Appreception Test" (1965). *Master's Theses*. Paper 1913.  
[http://ecommons.luc.edu/luc\\_theses/1913](http://ecommons.luc.edu/luc_theses/1913)

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact [ecommons@luc.edu](mailto:ecommons@luc.edu).

Copyright © 1965 Cel Brocken

A DESCRIPTIVE ANALYSIS OF RESPONSES TO THE NUNS'

RELIGIOUS APPERCEPTION TEST

By

Sr. M. Noel (Brocken), C.S.J.

A Thesis Submitted to the Faculty of the Graduate School of  
Loyola University in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts

March

1965

## LIFE

Sr. M. Noel, C.S.J. was born in Hodgkins, Illinois, November 4, 1928.

She graduated from Murray High School, St. Paul, in June, 1946, and entered the novitiate of the Sisters of St. Joseph, La Grange, Illinois, September, 1946. Sister received the degree of Bachelor of Science, summa cum laude, from Loyola University, February, 1955. She received a Master of Arts in Speech Pathology from Northwestern University, November, 1961. Sister is a member, and holds clinical certification in the American Speech and Hearing Association.

Sr. M. Noel began her graduate studies in psychology at Loyola University, September, 1964.

## ACKNOWLEDGEMENTS

The author wishes to express her indebtedness to Dr. F. J. Kobler, who directed the thesis, and provided the necessary inspiration and encouragement that was greatly appreciated.

Special thanks is due to my religious superiors and fellow-sisters who cooperated so graciously with all the demands of testing involved in the study. Particularly am I grateful to the sisters with whom I live--for their continued moral support, and valued help in a multitude of clerical minutiae. I am also most thankful to my sister who typed the final copies.

## TABLE OF CONTENTS

Chapter		Page
I.	PROBLEM AND PURPOSE.....	1
	Rationale for the use of projective techniques with religious women--Purpose.	
II.	REVIEW OF RELATED LITERATURE.....	9
	TAT-type tests, similarity between the subject and the stimulus figure--RAT--Critical appraisal of a religious picture stimulus--Development of normative data.	
III.	METHOD.....	26
	Description of test--Description of individual pictures--Description of subjects--Procedure--Method of analyzing data.	
IV.	RESULTS.....	32
V.	SUMMARY AND CONCLUSIONS.....	184
	Summary of related information--Conclusions.	
	REFERENCES.....	195
	APPENDICES.....	200

## CHAPTER I

### PROBLEM AND PURPOSE

#### Rationale for the use of projective techniques with religious women

Since the 1930's, a whole new area of research in psychological testing has attempted to investigate various psychological components of religious life. Most of this research has been devoted to the screening of candidates, to determine whether a person is psychiatrically ill, or potentially so. This has been the logical necessary first step, and has constituted a major clinical contribution. Of more recent development has been the increasing consideration of the role of psychological testing in vocational assessment. It is the contention of this paper, that projective techniques should be able to be utilized in such a way as to aid the individual religious in adjustment and integration throughout the religious life. Further, projective techniques should be advantageous in the evaluation of the religious life itself, in the current movement of renovation and adaptation.

The need to aid individual religious in adjusting throughout

the religious life has been highlighted by several studies of the incidence of mental illness among religious as compared with the incidence in the general population. Between 1935 and 1956, the civilian rate went up from 327 to 368 insane per 100,000 normal; the ratio of insane to normal sisters went up from 30 to 70 per 100,000 (Kelly, 1958). When compared with women in secular life, the religious suffered from a higher incidence of psychotic and psychoneurotic disorders, even though because of prior selection, they have less mental deficiency and chronic brain syndromes. The percentage of teaching sisters requiring hospitalization for mental illness was larger than that of any other specific occupational category of religious women. The usual interpretation of higher than normal insanity rates among religious is that religious life attracts certain pre-psychotics. Pre-schizophrenics are especially attracted to the retirement and seclusion of convent living. Screening out these undesirable candidates is the important function psychology has been performing since the '30's. However, other factors also seem to be operative. Kelly (1958) suggests that the increase of mental disorders among active religious is due to factors of stress, for example, overcrowded classrooms and understaffed hospitals. It is in this gray area that projective techniques might well be helpful--re-

vealing basic attitudes, causes of conflict, unfulfilled needs, insights into meaningful adaptations, etc.

The religious life demands more than ordinary stability for its practice; the number of psychological satisfactions available to religious are considerably reduced; and occasions for frustration are greater. Besides, adjustment is difficult, because although the same psychological resources are used, the demands are different, and different psychological satisfactions are involved (Bier, 1954). Vaughan (1962) enumerates these stresses and strains more specifically: the vows, especially obedience and chastity; confining and close relationships; near absence of tension outlets; strict routine, and overwork.

Bier (1953) clearly shows how psychology enters into both internal and external vocation. Canon 538 lists "right intention" as one of the requisites of a vocation. Human motivation is a very complex affair, and sometimes conscious motives can cloak hidden and undetected tendencies. The masters of the spiritual life have always recognized the possibility of self-deception, and modern psychology reinforces their warnings. The good will of the applicant is not in question--the genuineness of his vocation is. He is deceived himself, and may quite easily deceive others. This orientation verily "demands" the use of



projective techniques. External vocation, "fit to bear the burdens of the religious state," has been traditionally translated into, "a sound mind in a sound body." The superior is faced with a judgment on the psychological fitness of the applicant. A psychological examination offers a more adequate foundation for the estimate of suitability. As Bier says, "New in method--not in purpose."

The possibility of using projective techniques in screening candidates to the religious life, and in assessing personal adjustment in the religious life, has been put to empirical investigation just since the last decade. Even since then, research has been very sparse. However, the idea has grown, and as was seen in Coville's survey (1962), certainly some psychologists are doing it. It was one of the main topics of discussion at the International Catholic Congress of Psychotherapy and Clinical Psychology in 1960, (Denty, 1960).

Wauck (1957) signals out a critical point--psychological tests have been called upon to do a job of differentiation in a difficult setting. The population has already been subjected to several factors of selection. Once adequate selection has taken place in terms of intelligence and academic aptitude, more important variables involve motivation and personality integration.

Projective techniques are promising in terms of getting at the broader and more global aspects of adjustment.

Arnold (1962), who has directed several research studies using TAT Sequential Analysis as a technique for screening religious candidates, voices similar sentiments. She holds that tests used for screening candidates should do more than spot those who are emotionally unstable. She feels they should also show which persons would be an asset to the institute. This means turning from adjustment tests to personality tests. Projective tests are not standardized on the general population, nor do they assess a person's habitual attitudes and actions as he chooses to report them.

The two extremes may be identified easily, it is the person making the marginal adjustment that is of special interest to Greenwald (1963). This is the person who is just "getting by" academically, withdrawn, quarrelsome, experiencing difficulties in attention and concentration, yet able to conform to minimum standards of conduct. These states may be transitory, or may be the forerunners of more serious trouble. We should begin to think of candidates other than as suitable or unsuitable. It is necessary to evaluate broad spectrum of behavior to identify convergent drives and patterns as well as divergent attitudes and

reactions. Greenwald feels that projective tests help best to attain the goal of an accurate reliable picture of a person. Many significant test results are qualitative rather than quantitative. Test evidence which relates to conflictual motivation for the religious life, causation, and purposefulness of behavior can reveal potential difficulties. Greenwald cites Bowes' study as empirical support. In evaluating 7000 seminarians, Bowes found these major problem areas, in order of frequency: obsessive-compulsiveness, depression and affective disorders. Greenwald emphasizes that most of these do not exist at the level of conscious awareness and may go undetected until they generate enough anxiety to interfere with work and meeting demands of reality.

Thus far, some of the rationale for the use of projective techniques in the religious life. Further rationale in defense of a specially adapted form of the TAT will be incorporated in the review of related literature.

### Purpose

The purpose of this thesis is to design an adaptation of the TAT for use with religious women. Sisters are presented as the central figures in a specially prepared set of pictures. At this initial step, the responses given to the Nuns' Religious

Apperception Test, (N-RAT), are descriptively analyzed to obtain normative data. The analysis, then, is a descriptive analysis of manifest content, the picture itself being the unit of analysis. The frequency of actual descriptions of figures, objects, problems and outcomes constitute the descriptive normative data. These norms are based on a sample of religious women, members of a teaching community. Subjects are drawn from the same community in order to allow a comparison of different age groups. Establishing these apperceptive norms provides a framework against which to measure any one subject's response. That is, to what extent does a subject respond according to group norms, and in what respects does she deviate more individually. Hopefully, the test will eventually have clinical value: individual responses might well provide a basis for counseling, and for substantiating diagnoses of abnormality.

From the viewpoint of personality development of the normal sister, the N-RAT stories might also provide content for various modes of group dynamics. One interesting experiment would be to use the N-RAT as a test of group projection. Henry (1951) maintains that the kind of relationships seen, and the feelings deemed relevant by an interacting group, may provide insights into the group's structure and internal processes.

Subsequent to the descriptive analysis performed at this time, it would also be beneficial to analyze each individual N-RAT record, story by story; to relate all of the cases and determine the features that all have in common. The individual as a unit is then dropped, and the prime concern becomes the characteristics of the group. This is one of the ways in which the N-RAT might be valuable in suggesting directions for adaptation.

The N-RAT might also be used profitably to contrast the image of the nun, as projected by the sisters themselves, with the image of the nun projected by various other groups, e.g. priests, sisters' relatives, specific professional groups, non-Catholics, etc.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The bulk of related literature involves TAT-type tests, especially tests where there is a similarity between the subject and the central figure in the stimulus picture. Of particular interest are the adaptations involving religious pictures, especially the Religious Apperception Test, (RAT). Various opinions regarding stimulus variation in a custom built projective technique will also be reviewed. Finally, studies related to the development of thematic norms will be discussed.

#### TAT-type tests--similarity between the subject and the stimulus figure

Thompson's Negro variation of the TAT (1949) did much to stimulate research regarding stimulus variation. Twenty-six Negro college students took both series, Murray's original TAT, and Thompson's Negro variation. Each half of the group received both series with opposite order of presentation. Thompson found a significant increase in story length to his adapted test, and concluded that similarity between subject, and stimulus figure

yielded more significant stories.

Murstein (1963) has an excellent review of the studies subsequent to Thompson's, as well as a critical set of questions.

Murstein concludes:

1) Are Negroes to be treated as a homogeneous class? Korchin, Mitchell, and Meltzoff's study (1950) seems to indicate that they are not to be so treated. They administered the Thompson TAT to 80 Negroes and 80 white males. Half of each group was from the middle class and half from a low socioeconomic status. Their findings showed a significant increase in story length from the middle class of both groups.

2) Background characteristics must be considered as well as similarity between subject and stimulus. For example, Schwartz, Riess, and Cottingham (1951) used a Negro examiner and a white examiner for half of each group of 30 Negro and 30 white college women. They found that the Negro subjects produced the most ideas with a white examiner on either Murray's or Thompson's pictures. The white subjects produced the most ideas with the Negro TAT regardless of the examiner. The number of ideas was low when subject, examiner, and picture stimuli were all the same race.

3) An analysis of variance is more valuable than a t test.

- 4) A quantitative scale measuring personality meaningfulness is preferred to indirect and unproved correlates, like story length and number of ideas.
- 5) Culture plays a crucial role. The majority population is more prone to perceive minorities as different. That is, Negroes must adapt perceptually to the majority white culture if they are to be maximally adjusted to the environment. Cook (1953) interviewed 30 Negro and 30 white college men regarding their perception of the test. The Negroes perceived both TAT's as dealing with "people in general." The white subjects perceived the Thompson TAT as dealing with Negroes.

Another group of studies that Murstein reviews, that is particularly relevant to the present study, is a similarity between subject and stimulus figure regarding socioeconomic factors. Will the subject project more readily with characters in similar occupational or vocational pursuits?

Henry's (1954) adapted TAT for use with American Indians; Briggs (1954) modification for Naval personnel; and Chowdhury's Indian variation, are all based on the supposition that similarity between subject and stimulus figure may produce more meaningful stories. Briggs (1954) feels that through situations peculiar to Navy life, elements of personality might be revealed that



would have direct relevance to the military situation. Chowdhury (1960) states that if human figures and situations are very unlike those of daily life, they are not likely to evoke adequate responses. Henry is famous for his interpretive stance (1956). He holds that stories of persons from similar groups should be expected to show many common features:

Because of communality of training, all individuals within a group will interpret certain behaviors in the same way and will express commonly felt conflicts in the same way. These common behaviors constitute recognizable characteristics of the group--features that make all the members of that group identifiable as such and serve to differentiate them from members of other groups, (Henry, 1956, p.9).

Murstein dismisses the studies cited in the preceding paragraph by saying that no direct test of the superiority of their modification has been presented. Now, while this is a sound scientific dismissal, he seems to say it is not worth further investigation. For example, when he discusses Lasaga and Martinez (1946), he says:

Lasaga y Travieso and Martinez-Arango (1946) in working with nuns, found no improvement in the diagnostic value of the TAT stories when they substituted nuns for the usual TAT figures, (Murstein, 1963, p.209).

Actually, Lasaga and Martinez used only one subject, a schizophrenic nun, and all they proved was that it was not easy to tell which stories had been told the first day, when the re-

gular TAT was used, and which the second day, when the specially prepared set was used.

### RAT

As an outgrowth of an NIMH project on religion and mental health, a special research procedure was devised at Loyola University to evaluate the effect of mental health training on a group of priests (Kobler, et al, 1959). The procedure was named the Religious Apperception Test. The subject was confronted with meaningful problems of a mental health nature involving a priestly function.

Responses to the RAT were subject to a descriptive analysis (Meyer, 1960). The purpose was to establish apperceptive norms for each of the ten pictures to determine the value of the test relative to its original purpose, "...to investigate the ideas, attitudes, problems and needs of seminary administrators, faculty, and students, regarding mental health." Only four of the cards elicited explicit themes concerning mental health principles. The other six elicited themes concerning the role of the seminarian and the priest. This data shows an emphasis on card description, rather than ego-involvement.

Keller (1961) hypothesized that priests with training would show more self-insight, sensitivity, affect, and adequacy. They

would also show less defensiveness. Keller quotes Chase's distinction between defensive projection, whereby one's unacceptable or denied characteristics are attributed to another; and predictive projection, whereby one also attributes his more acceptable and admitted characteristics to others. Keller sees the TAT as facilitating defensive projection; and the RAT as facilitating predictive projection. Actually, that the priest will identify and reflect his own attitudes is paramount to the validity of this particular experiment. In fact, as each of the fourteen cards was presented, the situation was specified. The greatest change between the two groups, priests with mental health training, and priests without it, occurred in self-insight. Other changes, in decreasing order, were: adequacy; warmth of communication; sensitivity; and freedom from defensiveness.

#### Critical appraisal of a religious picture stimulus

The use of a religious picture stimulus is critically questioned in the current literature. Kagan (1959) concludes that with the recent emphasis on defensive organization, (repression, denial, distortion of anxiety arousing motives), it is more profitable to use interpretation of nonambiguous stimuli as indices of conflict and associated defensive responses.

Arnold (1962) is especially adamant on the use of scenes

from ordinary life, rather than pictures that show religious in their official roles. Her sequential analysis method places importance on the story, not the picture. She feels that in order to know what the candidate's attitude is to the great problems of life, we must allow him to tell stories that embrace all of life. Then in a footnote, she adds that the candidate has not yet been in religion, and his knowledge is purely imaginal. Does this seem to leave room for a possible value of religious stimuli if the testees have been in religion and possess experiential knowledge?

One of the biggest needs, stressed by Becker (1962), Wauck (1957), and other authors, is the need for a better concept of psychological suitability for the religious life, and a better understanding of what adjustment in the religious life really means. Greenwald (1963) states it very succinctly. He reasons, for results to be meaningful, they must be correlated with activities, values and demands imposed by one's way of life. Each way of life utilizes different mental mechanisms according to its own needs. Each way of life utilizes different compensations, too, according to its own needs. Each way of life has its own hierarchies of needs and values. Moreover, different Orders make different demands. A RAT-type test holds great promise for help-

ing develop a more definitive psychological concept of the religious life.

Since 1960, the role of the stimulus in custom built projective techniques has received renewed consideration. Kagan and Lesser (1961) point out that one of the most serious errors in the history of psychological methods was the assumption that the TAT picture was sufficiently vague and ambiguous that its manifest perceptual meanings could be ignored in evaluation of story content. Many studies have shown that the objective nature of the picture dictates much of the content, and prediction can be improved if the ambiguity of the stimulus for specific contents, is carefully assessed.

Forer (1961) summarizes some of the basic questions raised by the Society for Projective Techniques during a symposium held to clarify some problems in custom-building projecting techniques:

- 1) What relationship exists between the test stimuli and the psychological structure or function that mediates a response?
- 2) What are the relationships between the test stimuli and the social stimuli?
- 3) What is the role of the stimulus structure in enabling us to describe internal structure and predict overt behavior?

4) How representative of the total personality is the response to any particular test?

5) How important is the degree of stability of the response to specific test stimuli?

According to Kagan and Lesser (1961) this return to the stimulus promises to provide a greater predictive power to the apperceptive method. Tomkins called it, "the return of the repressed."

Lesser (1961) distinguishes between what the subject sees (perceptual distortions); and what the subject does with what he sees (apperceptive responses). He quotes Veroff who says that when a picture is ambiguous, there is great possibility that people will differ in what they say is going on. If everyone agrees, then the individual differences in the kind of story told will reflect individual differences. He sides with Kenny, et al, in that picture stimuli of intermediate ambiguity produces protocols of greater "personality revealingness."

Rabin (1961), too, has taken a stand regarding the desirable characteristics of custom-made projective methods. He thinks that the stimulus should not be identical with the variable of prediction, in order to minimize defensiveness and evasion. However, he adds that the stimulus should present some

elements which it has in common with the situation or characteristic concerning which prediction is desirable.

Birney (1958) states that norms imply some commonness of response due in part to the stimulus properties of the pictures. He sees the basic issue as one of determining how to predict the modal response to pictures so that pictures can be devised for specific problems. He generalizes from studies of picture ambiguity that there exists a definable range of picture cue salience for the most predictive protocols.

#### Development of normative data

Even for projective analysis, to recognize an individual response, it is necessary to know first what is common. Rosenzweig and Fleming (1949) distinguish two types of norms: (1) apperceptive norms are stimulus-oriented; they are descriptive statements about stimulus materials; (2) thematic norms are subject-oriented; they are uniform or congruent repetitions in the sequence of the entire record and involve the needs and personality trends that characterize the subjects in the group. These two authors stress the interdependence of apperception and thematic norms. They point out that the behavior of the average individual in a culture has no final validity apart from its psychodynamic pattern in that culture. They are careful not to i-

identify the statistically normal with the psychodynamically normal. Rosenzweig's and Fleming's system of classifications is used in this study; a detailed description of their method of analysis is given in the next chapter.

Alternate possibilities for establishing normative data are presented by Weisskopf, Kenny, and Murstein. Weisskopf's Transcendence Index quantifies categorizing reactions that go beyond straight description when a subject describes what he sees in a TAT card.

Kenny (1961) sees two primary problems intertwined; the critical relevance of the stimulus properties of pictures in determining the stories; and the level of personality functioning reflected in the stories. Kenny holds that when the picture is presented, the subject attempts to identify, label, categorize or differentiate certain of the stimulus dimensions. This categorization is distinct from the subject's reaction to it. A schema is activated by the differentiating reaction to the picture stimuli. Kenny bemoans the fact that Rosenzweig's and Fleming's apperception norms were obtained from the stories, not the card descriptions. However, in view of the fact that these apperceptive norms are available for the TAT, the same method is used in the N-RAT. This would facilitate the possibility of



future comparisons.

A normative study of TAT ambiguity utilizing Kenny's measure of uncertainty was conducted by Murstein (1964). Stories were categorized according to sex, age, relationship, what is happening, why, and how the story would end. The more uncertainty existing as to who was in the picture, the less uncertainty there would be in what is going on in the themes. The clarity of who is in the picture produces more involvement in story telling and greater variability of themes. The Why and End are the most uncertain, and unlike What are independent of Who is in the picture. Thus they present the greatest opportunity for the projection of personality components.

### Summary

Perhaps the best way to summarize the highpoints in the literature is to begin at the beginning--questioning the value of using projective tests with religious women. Kobler expresses the divided opinion in this regard in his definitive work on screening applicants for the religious life:

A basic issue that remains to be faced is this: do we want to use the MMPI or related tests to identify the seriously disturbed or to select the most promising candidates? . . . The two purposes are easily confused and have been confused by research workers in seminaries. In my judgment, what we want to be

able to do is to make a clinical contribution to the screening process and not one of vocational assessment. Whether a man perseveres in religious life or not, for example, is not the same question, nor is it of the same order of importance as that of determining whether he is psychiatrically ill or potentially so.

However, in the paragraph just preceding the above, he says:

If it is more valid in the selection process to use a test both to predict success and to identify the seriously disturbed, it may be concluded that projective tests should be used with groups. Such a conclusion is highly questionable. Projective tests should be reserved for individual clinical use. The question of the validity of projectives used with groups is still not answered.

The fact that the question is still unanswered is the very point that seems to warrant just such an investigation as the present one. It is just this question of the group procedure that Lindzey (1961) lists as the most important modification of the TAT in regard to administration, stimulus material, and the mode of response. He states further that the method has been used extensively in research and cites the two studies that have investigated the adequacy of the method (Erron & Ritter, 1951; and Lindzey & Heinemann, 1955), as suggesting that the group technique, at least for research purposes, is as useful as the individual technique.

Godin and Coupez (1957) were among the first to apply a projective image method in religious psychology, "to explore certain

aspects of religious psychism considered as a remote disposition towards explicitly religious commitments." The authors used a secular series and a religious series to assess the number of religious associations spontaneously evoked. The religious series produced significantly more religious associations than the non-religious series. However, the religious series were so constructed that secular interpretations were highly improbable. This study is referred to at this juncture to emphasize, in agreement with Keller (1961), that the only time it would seem feasible to overload pictures with religious situations is when the desired effect is a religious association.

However, even when the desired effect is designedly a religious association, one is aware of the difference of opinion regarding the use of specially created sets of pictures. Thus far in the review of the related literature, it has been seen how Korchin, Mitchell, and Meltzoff's study (1950), as well as that of Schwartz, Reiss, and Cottingham (1951), have found Thompson's (1949) claim to the superiority of his Negro variation of the TAT wanting. Cook (1953), too, is critical of the Thompson TAT claims. His statement that the minority population must adapt perceptually to the majority culture in order to be maximally adjusted, has particular relevance to this study. That is, nuns,

a minority population, do not have to adapt completely to the majority culture. The common saying, "Nuns are in the world, but not of it," implies that they do live in their own minority world, or at least a culture within a culture. Therefore, in the light of the crucial role that culture plays, the use of a specially created set of pictures begs investigation.

In terms of occupational and vocational similarity between subject and picture stimulus, Henry (1954), Briggs (1954), and Chowdhury (1960), provide some examples of favorable results. Typical unfavorable results are countered by Lasaga y Travieso and Martinez-Arango (1946), Kagan (1959), and Arnold (1962). It would seem that Murstein's (1963) criticism of the first group of workers--that the superiority of the modification has not been demonstrated--applies as critically to the opposite camp. The real need is to investigate possible differences between results on a TAT and a TAT-type test.

With the realization of the many factors influencing the TAT, for example, the salient role played by the stimulus material, authorities (Forer, 1961) are rethinking problems in custom-building projective techniques for the solution of concrete psychological problems. Kagan and Lesser (1961) stress that many studies have shown that the picture dictates much of the story

content. Typical research of this type has been Kagan and Lesser's work on fantasy versus overt aggression; McClelland, et al, on the achievement motive; and Veroff, et al, on affiliation. Kagan and Lesser reason that prediction could be improved if the ambiguity of the stimulus for specific contents is carefully assessed. Rabin (1961), too, discusses desirable characteristics of custom-made projective methods. He appears to compromise: the stimulus should not be identical with the subject, but should present some elements which it has in common with the desirable prediction. Birney (1958) also maintains that the nature of the stories may vary with both physical and social cues in the picture. Lindzey's (1961) comments relative to anthropological research, would seem to be applicable to groups of religious women as well. He speaks of the simple role of a projective technique to provide descriptive personality findings for some specified group.

This summary of the related literature leads quite naturally to a reiteration of the reasoning basic to this study. The cue characteristics of the stimulus pictures must be considered as a crucial factor in a thematic projective method. Just what dimensions this assumes, particularly relative to a group as specific and unique as religious women, can only be determined by investi-

gation.

## CHAPTER III

### METHOD

#### Description of test

Pictures depicting sisters as central stimulus figures were drawn so that the sisters' habits are not specific to any one community. Slides were then made to permit group administration. The subject matter of the pictures was arbitrarily decided upon.

The number of figures in the pictures varies: in three pictures, the sister is the sole figure; there are three pictures each of two, three, and four figures; two pictures contain more than five figures. The sisters' opinions regarding emotional tone of the stimulus pictures (positive, negative, or neutral); the pictures they especially liked or disliked; and suggestions regarding other situations they felt should have been represented are included in the chapter on results.

Eighteen pictures were used in the pilot study. Five were discarded because they did not yield meaningful stories, generally speaking. One picture has been added to the original set, making a total of fourteen pictures, (see Appendix).

Description of individual pictures

Card 1: A teaching sister, pointer in hand, is facing the blackboard. Three small children are standing at her side. One child has his hand raised.

Card 2: A sister is embracing an elderly woman; an elderly man is in the background. All three persons are smiling. The setting is a living room.

Card 3: A sister is kneeling in the chapel, chin in hands.

Card 4: A scowling sister is dropping glasses from a serving tray.

Card 5: A side view of a confessional prie dieu shows a confessor on one side and a sister on the other side.

Card 6: Novices in wedding attire are presenting habits and rosaries to be blessed at the altar on clothing day.

Card 7: Three fellow students seated in class are looking at a sister student who has her hand raised.

Card 8: An older and a younger sister are seated at a table facing each other; the latter is gesticulating, mouth open.

Card 9: A partially nude sister is on the examining table in a doctor's office. The doctor has a bottle of medicine in his hand. A sister companion is reading in the background.

Card 10: A community recreation scene: three sisters are play-



ing cards, two sisters are walking along conversing, and two sisters are dancing.

Card 11: A suggestive scene in a movie theatre. Sisters are sprinkled throughout the audience, some looking at each other, Others in the audience include back row lovers.

Card 12: A sister is standing, head bent in hands, face completely covered.

Card 13: A smiling sister is clasping the hands of a smiling expectant mother. A young man stands on one side of the mother and a small child is on the other side.

Card 14: A back view of a sister and a priest; the priest's arm is around the sister's shoulders.

#### Description of subjects

Subjects are normally functioning members of a teaching community. All are volunteers, and enjoy complete anonymity. To compare possible age differences, six groups with twenty-five subjects in each group were formed: novitiate; junior-professed; and four groups of professed sisters grouped according to the number of years of final profession: 1-5; 6-15; 16-25; and 26-35. These 150 subjects have an age range from 18-65 years.

#### Procedure

The procedure employed in the pilot study was essentially

the same as that used in the subsequent testing. As was previously mentioned, five of the original pictures were discarded because they did not elicit particularly meaningful stories from the eighteen subjects in the pilot group. One picture, #6, was added to the original thirteen. Subsequent to the pilot study, it was also decided to conduct a practice session prior to the test proper to insure correct understanding of the instructions.

The test was administered to small heterogeneous groups of volunteer sisters in their own convents. A short explanatory talk preceded the test instructions. The purpose of the thesis, i.e. testing the pictures, and not any one individual, was strongly emphasized. Complete anonymity was assured. Because of the sophistication of the group, and varied degrees of familiarity with the TAT, the N-RAT was briefly described as an adaptation of the TAT, as one means, used in conjunction with other techniques, to arrive at personality dynamics. However, it was clearly pointed out, that the purpose at this preliminary level was merely the establishing of norms through a descriptive analysis of the stories for each picture. At no point would there even be an interpretation of one individual's complete set of stories.

Each subject next completed a sheet requesting identifying information. The items were so arranged that individual respon-

ses were made within general broad categories. Previous to the testing session, identification numbers had been written at the top of each sheet and the sheets arranged in random order. Subjects were asked to use that identification number on all papers. They were requested to circle the bracket within which they fell regarding length of time in religion; chronological age; occupation; and education.

The following test instructions were then read:

I'm going to show you a series of pictures, one at a time. Please write a short story about each picture . . . about five minutes for each story. At the end of five minutes, I will insert the next slide. If you have not finished the story you are writing, please finish it before you begin the next one. Tell what the person or persons are thinking and feeling. Tell what has led up to the present scene, and what the outcome will be. In other words, for each picture you will write a short story with a plot. Remember to include a past, present, and future for each story. Please use a separate sheet of paper for each story . . . number it in the upper right hand corner.

Before we begin the test proper, there will be a practice session. Please write a practice story containing a past, present and future for the following practice picture. I'll spot check the practice story to be sure I've made the instructions clear enough. We will then destroy the practice story and begin the test proper.

After Card 1 and Card 4:

Please check your story to be sure it contains a past, present and future.

When the stories had been completed, two additional forms

were distributed. The subjects were given these instructions:

I'm going to show the series of slides once again, quite rapidly. I'd like you to do two things: (1) look at the slide itself, divorced from any story you may have written about it and check in the appropriate column whether you think the picture itself depicts negative emotion, (e.g. sadness, discouragement, anxiety); positive emotion, (e.g. happiness, love, contentment); or do you think the picture is neutral, that is, you can't tell from the picture itself, it could be either positive or negative. (2) Would you also, please, jot down the number of any pictures you especially liked or disliked, and why. When you have finished, please add any other situation(s) you thought should have been represented.

#### Method of analyzing data

Data was analyzed by using Rosenzweig and Fleming's (1949) method of establishing apperceptive norms by means of a descriptive analysis of responses. Classification involved three main areas: figures, objects, problems and outcomes. Subheadings were chosen on an ad hoc basis according to the requirements of the particular card and the productions elicited by it. Presentation of apperceptive frequencies was restricted to counts of 12% or more. The order of subheadings was determined by frequency.

CHAPTER IV

RESULTS

Table 1

Frequencies of Apperceptive Responses by Percentages for RAT Cards  
(N = 150 stories per picture; 25 in each of 6 groups)

---

Picture 1; Group--Novitiate

I. Figures

A. Figure on right (sister)

1. Sex

Female..... 100

2. Age

Undesignated

Young..... 20

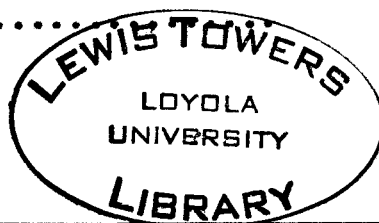
3. Identity

Sister-teacher..... 100

4. Other characterizations

Patient..... 24

Happy.....	12
Nervous.....	12
B. Figure on left (boy)	
1. Sex	
Male.....	40
2. Age	
Child.....	40
3. Identity	
Figure not noted independently.....	60
Student.....	40
4. Other characterizations	
Knows answer.....	24
C. Second figure from left (girl)	
1. Sex	
Female.....	24
2. Age	
Child.....	24
3. Identity	
Figure not noted independently.....	76
Student.....	24
4. Other characterizations	
None	



## D. Third figure from left (boy)

1. Sex	
Male.....	20
2. Age	
Child.....	20
3. Identity	
Figure not noted independently.....	80
Student.....	20
4. Other characterizations	
None	

## II. Objects

## A. Letters on blackboard

Noted.....	52
Designated "cei" and "ie".....	40

## III. Problems and outcomes

A. Difficulty teaching.....	64
Eventual success.....	60
Gives extra help.....	16
Need for patience.....	12
B. Happy in her work.....	12

## I. Figures

## A. Figure on right (sister)

1. Sex	
Female.....	96
2. Age	
Undesignated	
Young.....	32
3. Identity	
Sister-teacher.....	96
4. Other characterizations	
Happy.....	28

## B. Figure on left (boy)

1. Sex	
Male.....	60
2. Age	
Child.....	60
3. Identity	
Figure not noted independently.....	40
Student.....	60
4. Other characterizations	
Knows answer.....	32

## C. Second figure from left (girl)



1. Sex	
Female.....	20
2. Age	
Child.....	20
3. Identity	
Figure not noted independently.....	80
Student.....	20
4. Other characterizations	
Difficulty understanding.....	16
D. Third figure from left (boy)	
1. Sex	
Male.....	20
2. Age	
Child.....	20
3. Identity	
Figure not noted independently.....	80
Student.....	20
4. Other characterizations	
Difficulty understanding.....	12
II. Objects	
A. Letters on blackboard	
Noted.....	36

Designated "cei" and "ie"..... 28

III. Problems and outcomes

A. Difficulty teaching.....	52
Gives extra help.....	28
Eventual success.....	24
B. Happy in her work.....	32

Picture 1; Group--Professed 1-5 Years

I. Figures

A. Figure on right (sister)

1. Sex

    Female..... 100

2. Age

    Undesignated

    Young..... 20

3. Identity

    Sister-teacher..... 100

4. Other characterizations

    Happy..... 28

    Good teacher..... 16

B. Figure on left (boy)

1. Sex

Male.....	44
2. Age	
Child.....	44
3. Identity	
Figure not noted independently.....	56
Student.....	44
4. Other characterizations	
Knows answer.....	40
Enthusiastic.....	20
Difficulty understanding.....	12
C. Second figure from left (girl)	
1. Sex	
Female.....	32
2. Age	
Child.....	32
3. Identity	
Figure not noted independently.....	68
Student.....	32
4. Other characterizations	
Enthusiastic.....	16
Difficulty understanding.....	12
D. Third figure from left (boy)	

1. Sex	
Male.....	24
2. Age	
Child.....	24
3. Identity	
Figure not noted independently.....	76
Student.....	24
4. Other characterizations	
Difficulty understanding.....	20
Enthusiastic.....	16
II. Objects	
A. Letters on blackboard	
Noted.....	76
Designated "cei" and "ie".....	48
III. Problems and outcomes	
A. Difficulty teaching.....	48
Eventual success.....	32
Gives extra help.....	16
B. Happy in her work.....	28

Picture 1; Group--Professed 6-15 Years

I. Figures

## A. Figure on right (sister)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

Young.....	24
------------	----

## 3. Identity

Sister-teacher.....	100
---------------------	-----

## 4. Other characterizations

Patient.....	28
--------------	----

Happy.....	20
------------	----

## B. Figure on left (boy)

## 1. Sex

Male.....	44
-----------	----

## 2. Age

Child.....	44
------------	----

## 3. Identity

Figure not noted independently.....	56
-------------------------------------	----

Student.....	44
--------------	----

## 4. Other characterizations

Knows answer.....	20
-------------------	----

## C. Second figure from left (girl)

1. Sex	
Female.....	16
2. Age	
Child.....	16
3. Identity	
Figure not noted independently.....	84
Student.....	16
4. Other characterizations	
None	
D. Third figure from left (boy)	
1. Sex	
Male.....	24
2. Age	
Child.....	24
3. Identity	
Figure not noted independently.....	76
Student.....	24
4. Other characterizations	
None	
II. Objects	
A. Letters on blackboard	
Noted.....	68

Designated as "cei" and "ie"..... 56

### III. Problems and outcomes

A. Difficulty teaching.....	72
Eventual success.....	48
Gives extra help.....	16
Need for patience.....	16
B. Happy in her work.....	20
C. Students will appreciate sister's interest...	12

### Picture 1; Group--Professed 16-25 Years

#### I. Figures

##### A. Figure on right (sister)

##### 1. Sex

    Female..... 100

##### 2. Age

    Undesignated

##### 3. Identity

    Sister-teacher..... 100

##### 4. Other characterizations

    Patient..... 32

    Happy..... 12

##### B. Figure on left (boy)

1. Sex	
Male.....	48
2. Age	
Child.....	64
3. Identity	
Student.....	64
Figure not noted independently.....	36
4. Other characterizations	
Knows answer.....	40
Difficulty understanding.....	24
C. Second figure from left (girl)	
1. Sex	
Undesignated	
2. Age	
Child.....	44
3. Identity	
Figure not noted independently.....	56
Student.....	44
4. Other characterizations	
Difficulty understanding.....	36
D. Third figure from left (boy)	
1. Sex	



## Undesignated

2. Age	
Child.....	44
3. Identity	
Figure not noted independently.....	56
Student.....	44
4. Other characterizations	
Difficulty understanding.....	36

## II. Objects

A. Letters on blackboard	
Noted.....	60
Designated "cei" and "ie".....	56

## III. Problems and outcomes

A. Difficulty teaching.....	60
Eventual success.....	20
Need for patience.....	20
B. Happy in her work.....	20

## Picture 1; Group--Professed 26-35 Years

## I. Figures

A. Figure on right (sister)	
1. Sex	

	Female.....	100
2.	Age	
	Undesignated	
	Young.....	20
3.	Identity	
	Sister-teacher.....	100
4.	Other characterizations	
	Patient.....	12
B.	Figure on left (boy)	
1.	Sex	
	Male.....	44
2.	Age	
	Child.....	64
3.	Identity	
	Student.....	64
	Figure not noted independently.....	36
4.	Other characterizations	
	Interested.....	16
C.	Second figure from left (girl)	
1.	Sex	
	Female.....	(8)
2.	Age	

	Child.....	40
3.	Identity	
	Figure not noted independently.....	60
	Student.....	40
4.	Other characterizations	
	Interested.....	16
D.	Third figure from left (boy)	
1.	Sex	
	Male.....	(8)
2.	Age	
	Child.....	40
3.	Identity	
	Figure not noted independently.....	60
	Student.....	40
4.	Other characterizations	
	Interested.....	16
II.	Objects	
A.	Letters on blackboard	
	Noted.....	88
	Designated "cei" and "ie".....	52
III.	Problems and outcomes	
A.	Difficulty teaching.....	40

	47
Eventual success.....	20
Gives extra help.....	16
B. Happy in her work.....	16

Picture 2; Group--Novitiate

I. Figures

A. Figure on left (sister)

1. Sex	
Female.....	100
2. Age	
Young.....	68
Undesignated	
3. Identity	
Daughter.....	88
4. Other characterizations	
Happy.....	56
First visit home.....	52

B. Figure on right (woman)

1. Sex	
Female.....	64
2. Age	
Undesignated	

	Elderly.....	16
3.	Identity	
	Mother of sister.....	76
4.	Other characterizations	
	Happy.....	48
C.	Figure in background (man)	
1.	Sex	
	Male.....	88
2.	Age	
	Undesignated	
	Elderly.....	16
3.	Identity	
	Father of sister.....	76
4.	Other characterizations	
	Happy.....	44
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
A.	Returns a happier, better person.....	16
B.	Relates experiences to fellow-sisters.....	12

## I. Figures

### A. Figure on left (sister)

1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Daughter.....	76
4. Other characterizations	
Happy.....	76
Visit anticipated.....	24
Rule changed.....	16
No companion needed.....	12
Home-visiting.....	12

### B. Figure on right (woman)

1. Sex	
Female.....	100
2. Age	
Undesignated	
Elderly.....	36
3. Identity	
Mother of sister.....	72

## 4. Other characterizations

Happy.....	64
Visit anticipated.....	20
Welcoming.....	12

## C. Figure in background (man)

## 1. Sex

Male.....	100
-----------	-----

## 2. Age

## Undesignated

Elderly.....	36
--------------	----

## 3. Identity

Father of sister.....	72
-----------------------	----

## 4. Other characterizations

Happy.....	60
------------	----

Visit anticipated.....	20
------------------------	----

Welcoming.....	12
----------------	----

Proud.....	12
------------	----

## II. Objects

## Undesignated

## III. Problems and outcomes

A. Enjoys visit.....	76
----------------------	----

Picture 2; Group--Professed 1-5 Years

I. Figures

A. Figure on left (sister)

1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	48
3. Identity	
Daughter.....	84
4. Other characterizations	
Happy.....	88
First visit home.....	36
Surprise visit.....	12

B. Figure on right (woman)

1. Sex	
Female.....	96
2. Age	
Undesignated	
Elderly.....	12
3. Identity	
Mother of sister.....	72



4.	Other characterizations	
	Happy.....	68
C.	Figure in background (man)	
1.	Sex	
	Male.....	84
2.	Age	
	Undesignated	
	Elderly.....	12
3.	Identity	
	Father of sister.....	68
4.	Other characterizations	
	Happy.....	64
	Proud.....	12
II.	Objects	
A.	Furniture	
	Noted.....	16
B.	Picture	
	Noted.....	12
III.	Problems and outcomes	
A.	Enjoys visit.....	92

## I. Figures

### A. Figure on left (sister)

1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Daughter.....	68
4. Other characterizations	
Happy.....	60
Rules changed.....	20
No companion needed.....	12
Helpful.....	20
Surprise visit.....	16
Home-visiting.....	12

### B. Figure on right (woman)

1. Sex	
Female.....	96
2. Age	
Undesignated	
Elderly.....	36
3. Identity	

	Mother of sister.....	60
4.	Other characterizations	
	Happy.....	52
C.	Figure in background (man)	
1.	Sex	
	Male.....	92
2.	Age	
	Undesignated	
	Elderly.....	36
3.	Identity	
	Father of sister.....	60
4.	Other characterizations	
	Happy.....	48
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
A.	Returns a happier, better person.....	16
B.	Parents happier as a result of visit.....	16

Picture 2; Group--Professed 16-25 Years

I. Figures

A. Figure on left (sister)

1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	24
3. Identity	
Daughter.....	88
4. Other characterizations	
Happy.....	88
Surprise visit.....	20
<b>B. Figure on right (woman)</b>	
1. Sex	
Female.....	100
2. Age	
Undesignated	
Elderly.....	32
3. Identity	
Mother of sister.....	84
4. Other characterizations	
Happy.....	92
Affectionate.....	20
<b>C. Figure in background (man)</b>	

1. Sex	
Male.....	96
2. Age	
Undesignated	
Elderly.....	28
3. Identity	
Father of sister.....	84
4. Other characterizations	
Happy.....	88
Affectionate.....	20

## II. Objects

### A. Picture

Noted.....	12
------------	----

## III. Problems and outcomes

A. Enjoys visit.....	80
----------------------	----

Parting is difficult.....	12
---------------------------	----

## Picture 2; Group--Professed 26-35 Years

### I. Figures

#### A. Figure on left (sister)

##### 1. Sex

Female.....	100
-------------	-----

2.	Age	
	Undesignated	
	Young.....	44
3.	Identity	
	Daughter.....	84
4.	Other characterizations	
	Happy.....	72
<b>B.</b>	<b>Figure on right (woman)</b>	
1.	Sex	
	Female.....	92
2.	Age	
	Undesignated	
	Elderly.....	32
3.	Identity	
	Mother of sister.....	76
4.	Other characterizations	
	Happy.....	68
<b>C.</b>	<b>Figure in background (man)</b>	
1.	Sex	
	Male.....	96
2.	Age	
	Undesignated	

Elderly.....	36
3. Identity	
Father of sister.....	80
4. Other characterizations	
Happy.....	60

## II. Objects

Undesignated

## III. Problems and outcomes

A. Enjoys visit.....	60
----------------------	----

## Picture 3; Group--Novitiate

### I. Figures

#### A. Sole figure

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

Undesignated

##### 3. Identity

Sister.....	100
-------------	-----

##### 4. Other characterizations

Sad.....	84
----------	----

Hard day.....	24
---------------	----

Interpersonal difficulties..... 20

Death of a loved one..... 16

II. Objects

Undesignated

III. Problems and outcomes

A. Hope is renewed after prayer..... 24

B. Prays but problems remain unsolved..... 16

C. God is only support when loved one dies..... 12

Picture 3; Group--Juniorate

I. Figures

A. Sole figure

1. Sex

Female..... 100

2. Age

Undesignated

Young..... 24

3. Identity

Sister..... 100

4. Other characterizations

Sad..... 68

Hard day..... 60



Studies..... 12

Difficulty in prayer..... 16

Vocation doubts..... 16

Lonely..... 12

Interpersonal difficulties..... 12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Hope and strength are renewed after prayer... 44

B. Prays but problem remains unsolved..... 20

C. Prayer is difficult..... 16

D. Vocation doubts..... 16

Stays..... 12

## Picture 3; Group--Professed 1-5 Years

### I. Figures

#### A. Sole figure

##### 1. Sex

Female..... 100

##### 2. Age

Undesignated

##### 3. Identity

		61
	Sister.....	100
4.	Other characterizations	
	Sad.....	88
	Hard day.....	32
	Interpersonal difficulties.....	28
	Family difficulties.....	16
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
	A. Asking for God's help in prayer.....	48
	Difficulty getting along with others.....	20
	B. Prayer leads to effective resolutions.....	32

Picture 3; Group--Professed 6-15 Years

I.	Figures	
	A. Sole figure	
	1. Sex	
	Female.....	96
	2. Age	
	Undesignated	
	3. Identity	
	Sister.....	96

## 4. Other characterizations

Sad.....	48
Interpersonal difficulties.....	12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Prayer leads to effective resolutions.....	32
---	----

## Picture 3; Group--Professed 16-25 Years

## I. Figures

## A. Sole figure

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

## 3. Identity

Sister.....	100
-------------	-----

## 4. Other characterizations

Sad.....	72
----------	----

Hard day.....	24
---------------	----

Family illness and death.....	16
-------------------------------	----

Interpersonal difficulties.....	12
---------------------------------	----

## II. Objects

Undesignated

## III. Problems and outcomes

A. Prayer leads to resolutions and/or renewed hope	44
B. Prayer for God's help.....	36
C. Mulls over problem - no direction indicated..	24

### Picture 3; Group--Professed 26-35 Years

#### I. Figures

##### A. Sole figure

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

Undesignated

##### 3. Identity

Sister.....	100
-------------	-----

##### 4. Other characterizations

Sad.....	88
----------	----

Family illness and death.....	28
-------------------------------	----

Vocation doubts.....	20
----------------------	----

Lonely.....	12
-------------	----

## II. Objects

Undesignated

III. Problems and outcomes

A. Prayer for help.....	36
B. Prayer leads to resolutions and/or renewed hope	20
C. Receives consolation from Christ.....	20

Picture 4; Group--Novitiate

I. Figures

A. Sole figure

1. Sex

Female.....	100
-------------	-----

2. Age

Undesignated

3. Identity

Sister.....	100
-------------	-----

4. Other characterizations

Making excuses.....	68
---------------------	----

Haste.....	24
------------	----

Busy.....	12
-----------	----

Trying day.....	12
-----------------	----

Blaming something else.....	12
-----------------------------	----

Self-accusation

		65
	Clumsy.....	20
	Task done grudgingly.....	16
II.	Objects	
	A. Glasses	
	Noted.....	84
	B. Tray	
	Noted.....	36
III.	Problems and outcomes	
	A. Concern over having to tell Superior.....	40

Picture 4; Group--Juniorate

I. Figures

A. Sole figure

1. Sex

    Female..... 100

2. Age

    Undesignated

    Young..... 12

3. Identity

    Sister..... 100

4. Other characterizations

    Making excuses..... 64

	66
Haste.....	24
Nervous.....	16
Blaming something else.....	12
Self-accusation.....	32
Clumsy.....	24
Disturbed.....	20
<b>II. Objects</b>	
<b>A. Glasses</b>	
Noted.....	80
<b>B. Tray</b>	
Noted.....	52
<b>III. Problems and outcomes</b>	
<b>A. After initial upset, composes self and resumes</b>	
duties.....	48
Resolves to improve future performance...	20
<b>B. Concern over having to tell superior.....</b>	32
 <b>Picture 4; Group--Professed 1-5 Years</b>	
<b>I. Figure</b>	
<b>A. Sole figure</b>	
<b>1. Sex</b>	
Female.....	100

2. Age		
Undesignated		
3. Identity		
Sister.....		100
4. Other characterizations		
Making excuses.....		48
Haste.....		32
Trying day.....		12
Busy.....		12
Self-accusation.....		12
II. Objects		
A. Glasses		
Noted.....		88
B. Tray		
Noted.....		36
III. Problems and outcomes		
A. After initial upset, composes self, and resumes		
duties.....		44
B. Concern over having to tell superior.....		28

Picture 4; Group--Professed 6-15 Years

I. Figures



## A. Sole figure

## 1. Sex

Female..... 100

## 2. Age

Undesignated

## 3. Identity

Sister..... 100

## 4. Other characterizations

Making excuses..... 72

Haste..... 52

Trying day..... 28

Busy..... 24

Self-accusation..... 32

Clumsy..... 12

Disturbed..... 24

## II. Objects

## A. Glasses

Noted..... 92

## B. Tray

Noted..... 32

## III. Problems and outcomes

A. Concern over having to tell superior..... 40

B. After initial upset, composes self, and resumes duties.....	40
---	----

#### Picture 4; Group--Professed 16-25 Years

##### I. Figures

###### A. Sole figure

1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	16
3. Identity	
Sister.....	100
4. Other characterizations	
Making excuses.....	68
Haste.....	36
Self-accusation	
Clumsy.....	24
Receives help from another sister.....	16

##### II. Objects

###### A. Glasses

Noted.....	84
------------	----

B. Tray	
Noted.....	52

### III. Problems and outcomes

A. After initial upset, composes self, and resumes duties.....	48
Receives help from another sister.....	16
B. Concern over having to tell superior.....	16

### Picture 4; Group--Professed 26-35 Years

#### I. Figures

A. Sole figure	
1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	12
3. Identity	
Sister.....	100
4. Other characterizations	
Making excuses.....	40
Haste.....	28
Blaming something else.....	12

		71
	Self-accusation.....	16
	Clumsy.....	12
	Disturbed.....	16
II.	Objects	
	A. Glasses	
	Noted.....	80
	B. Tray	
	Noted.....	36
III.	Problems and outcomes	
	A. Concern over having to tell superior.....	40
	Will be more careful.....	20
	B. After initial upset, composes self, and resumes duties.....	24

Picture 5; Group--Novitiate

I. Figures

A. Figure on left (sister)

1. Sex

    Female..... 100

2. Age

    Undesignated

3. Identity

Sister.....	100
4. Other characterizations	
Confessing uncharitableness.....	28
Nervous.....	20
Vocation doubts.....	12
Complaining of routine confession.....	12

B. Figure on right (priest)

1. Sex	
Male.....	80
2. Age	
Undesignated	
3. Identity	
Priest.....	80
Figure not noted.....	20
4. Other characterizations	
Gives good advice.....	32
Routine.....	20

II. Objects

Undesignated

III. Problems and outcomes

A. Concentrates on resolutions.....	36
Firmer.....	12

	73
Specific to uncharitableness.....	12
Specific to perseverance.....	12
B. Dissatisfied with confession.....	24
C. Confession leads to renewed hope and fervor..	16

Picture 5; Group--Juniorate

I. Figures

A. Figure on left (sister)

1. Sex

    Female..... 96

2. Age

    Undesignated

3. Identity

    Sister..... 96

4. Other characterizations

    Positive orientation..... 60

    Dissatisfied with confession..... 32

        With confessor..... 20

        With confession arrangements..... 12

B. Figure on right (priest)

1. Sex

    Male..... 64

2. Age	
Undesignated	
3. Identity	
Priest.....	64
Figure not noted.....	36
4. Other characterizations	
Gives good advice.....	20
Very good confessor.....	20
Routine.....	12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Confession leads to renewed hope and fervor..	60
B. Dissatisfied with confession.....	32
With confessor.....	20
With confession arrangements.....	12

## Picture 5; Group--Professed 1-5 Years

### I. Figures

#### A. Figure on left (sister)

##### 1. Sex

Female.....	100
-------------	-----

2.	Age	
	Undesignated	
3.	Identity	
	Sister.....	100
4.	Other characterizations	
	Seeks advice.....	36
	Unable to discuss problem.....	12
	Dissatisfied with confession.....	32
	Lack of direction.....	16
	Routine.....	12
	Positive orientation.....	28
B.	Figure on right (priest)	
1.	Sex	
	Male.....	76
2.	Age	
	Undesignated	
3.	Identity	
	Priest.....	76
	Figure not noted.....	24
4.	Other characterizations	
	Gives good advice and/or encouragement...	24

## II. Objects



Undesignated

III. Problems and outcomes

A. Dissatisfied with confession.....	32
B. Confession leads to renewed hope and fervor..	32
C. Father gives good advice.....	24

Picture 5; Group--Professed 6-15 Years

I. Figures

A. Figure on left (sister)

1. Sex

Female.....	100
-------------	-----

2. Age

Undesignated

3. Identity

Sister.....	100
-------------	-----

4. Other characterizations

Dissatisfied with confession.....	44
-----------------------------------	----

Routine.....	32
--------------	----

Frequency.....	20
----------------	----

Lack of direction.....	16
------------------------	----

Hurried preparation.....	12
--------------------------	----

Seeks advice.....	16
-------------------	----

	Difficulty with interpersonal re-	
	lations.....	12
	Positive orientation.....	12
B.	Figure on right (priest)	
1.	Sex	
	Male.....	60
2.	Age	
	Undesignated	
3.	Identity	
	Priest.....	60
	Figure not noted.....	40
4.	Other characterizations	
	Gives good advice and/or encouragement...	32
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
A.	Dissatisfied with confession.....	60
	Use of English makes it more meaningful.....	20
	Sister makes specific resolutions to improve it	16
	Father offers specific help.....	12
B.	Confession leads to renewed hope and fervor..	32
C.	Father gives good advice.....	12

## Picture 5; Group--Professed 16-25 Years

## I. Figures

## A. Figure on left (sister)

1. Sex		
Female.....		100
2. Age		
Undesignated		
3. Identity		
Sister.....		100
4. Other characterizations		
Dissatisfied with confession.....		48
Frequency.....	32	
Routine.....	12	
Lack of direction.....	12	
Seeks advice.....		24
Positive orientation.....		24

## B. Figure on right (priest)

1. Sex		
Male.....		84
2. Age		
Undesignated		
3. Identity		

	Priest.....	84
	Figure not noted.....	16
4.	Other characterizations	
	Regarded as unsatisfactory.....	28
	Gives good advice and/or encouragement...	24
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
	A. Dissatisfied with confession	
	Use of English makes it more meaningful..	20
	B. Confession leads to renewed hope and fervor..	28
	C. Father gives good advice.....	24
Picture 5; Group--Professed 26-35 Years		
I.	Figures	
	A. Figure on left (sister)	
	1. Sex	
	Female.....	100
	2. Age	
	Undesignated	
	3. Identity	
	Sister.....	100

## 4. Other characterizations

Seeks advice.....	32
Dissatisfied with confession.....	28
Routine.....	24
Frequency.....	20

## B. Figure on right (priest)

## 1. Sex

Male.....	60
-----------	----

## 2. Age

Undesignated

## 3. Identity

Priest.....	60
Figure not noted.....	40

## 4. Other characterizations

Gives good advice and/or encouragement...	40
Regarded as unsatisfactory.....	16

## II. Objects

Undesignated

## III. Problems and outcomes

A. Dissatisfied with confession.....	32
B. Confession leads to renewed hope and fervor..	28
C. Father gives good advice.....	24

## Picture 6; Group--Novitiate

## I. Figures

## A. Figure on left (two brides)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Young.....	100
------------	-----

## 3. Identity

Postulants.....	100
-----------------	-----

## 4. Other characterizations

Joyful.....	28
-------------	----

Excited.....	28
--------------	----

Nervous.....	24
--------------	----

Wondering how they'll look in habit.....	16
--	----

Wondering what new name will be.....	16
--------------------------------------	----

Vocation doubts.....	12
----------------------	----

## B. Figure on right (man)

## 1. Sex

Male.....	24
-----------	----

## 2. Age

Undesignated	
--------------	--

## 3. Identity

Figure not noted..... 76

Cleric..... 24

4. Other characterizations

None

II. Objects

A. Habits

Noted..... 28

B. Rosary

Noted..... 20

III. Problems and outcomes

A. Realization of commitment to Christ and/or

apostolate..... 36

B. Difficulty believing it's true..... 24

Picture 6; Group--Juniorate

I. Figures

A. Figures on left (two brides)

1. Sex

Female..... 96

2. Age

Young..... 96

3. Identity

	Postulants.....	96
4.	Other characterizations	
	Joyful.....	48
	Excited.....	32
	Concern over meaning of habit.....	28
B.	Figure on right (man)	
1.	Sex	
	Male.....	28
2.	Age	
	Undesignated	
3.	Identity	
	Figure not noted.....	72
	Cleric.....	28
4.	Other characterizations	
	None	
II.	Objects	
A.	Habit	
	Noted.....	80
B.	Rosary	
	Noted.....	16
III.	Problems and outcomes	
A.	Realization of commitment to Christ and/or	



apostolate.....	36
B. Regard Reception primarily as a beginning....	36
C. Concern over wearing the habit.....	28
D. Feelings of this day will mature and deepen..	20

### Picture 6; Group--Professed 1-5 Years

#### I. Figures

##### A. Figures on left (two brides)

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

Young.....	100
------------	-----

##### 3. Identity

Postulants.....	96
-----------------	----

##### 4. Other characterizations

Long awaited day.....	48
-----------------------	----

Joyful.....	40
-------------	----

Mixed emotions.....	28
---------------------	----

Excited.....	20
--------------	----

Emphasize that the habit is only a symbol	20
---	----

##### B. Figure on right (man)

##### 1. Sex

	Male.....	40
2.	Age	
	Undesignated	
3.	Identity	
	Figure not noted.....	60
	Cleric.....	40
4.	Other characterizations	
	None	
II.	Objects	
A.	Habit	
	Noted.....	56
III.	Problems and outcomes	
A.	Realization of commitment to Christ and/or apostolate.....	72
B.	Occasion stirs up mixed emotions.....	20
Picture 6; Group--Professed 6-15 Years		
I.	Figures	
A.	Figures on left (two brides)	
1.	Sex	
	Female.....	100
2.	Age	

Young.....	100
3. Identity	
Postulants.....	100
4. Other characteristics	
Joyful.....	52
Long anticipated day.....	32
Excited.....	20
Wondering how they'll look in habit.....	12
Wondering what new name will be.....	12
B. Figure on right (man)	
1. Sex	
Male.....	36
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	64
Cleric.....	36
4. Other characterizations	
None	
II. Objects	
A. Habits	
Noted.....	64

### III. Problems and outcomes

A. Realization of commitment to Christ and/or apostolate.....	32
B. Sister will be happy.....	24

### Picture 6; Group--Professed 16-25 Years

#### I. Figures

##### A. Figures on left (two brides)

1. Sex	
Female.....	100
2. Age	
Young.....	100
3. Identity	
Postulants.....	100
4. Other characterizations	
Joyful.....	80
Long anticipated day.....	44

##### B. Figure on right (man)

1. Sex	
Male.....	48
2. Age	
Undesignated	

3. Identity	
Figure not noted.....	52
Cleric.....	48
4. Other characterizations	
None	
II. Objects	
A. Habit	
Noted.....	64
B. Rosary	
Noted.....	24
III. Problems and outcomes	
A. Realization of commitment to Christ and/or apostolate.....	76
B. Will revive memory of this day through the years.....	36
C. Emphasize that habit is only a symbol.....	20
Picture 6; Group--Professed 26-35 Years	
I. Figures	
A. Figures on left (two brides)	
1. Sex	
Female.....	96

2. Age	
Young.....	96
3. Identity	
Postulants.....	96
4. Other characterizations	
Joyful.....	40
Long anticipated day.....	32
Wondering how they'll look in new habit..	12
Wondering what new name will be.....	12
Misgivings.....	12
<b>B. Figure on right (man)</b>	
1. Sex	
Male.....	32
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	64
Cleric.....	32
4. Other characterizations	
None	

## II. Objects

### A. Habit

Noted..... 76

B. Rosary

Noted..... 24

III. Problems and outcomes

A. Realization of commitment to Christ and/or

apostolate..... 56

B. Emphasis on habit..... 36

Picture 7; Group--Novitiate

I. Figures

A. Figure on right (sister)

1. Sex

Female..... 100

2. Age

Undesignated

3. Identity

Student..... 100

Secular university..... 20

Adult education..... 20

Graduates..... 16

4. Other characterizations

Self-conscious..... 24

Participates.....	12
<b>B. Figure in middle (woman)</b>	
1. Sex	
Female.....	24
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	76
Student.....	24
4. Other characterizations	
Friendly.....	16
<b>C. Figure on left (man)</b>	
1. Sex	
Male.....	16
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	84
Student.....	16
4. Other characterizations	
None	
<b>D. Class as a whole</b>	



1. Sex	
Heterogeneous	
2. Age	
Undesignated	
3. Identity	
Students.....	88
4. Other characterizations	
Disgusted with sister.....	20
Friendly.....	16
Consider sister odd.....	12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Class resents sister.....	28
Sister changes this.....	16
B. Sister exerts good influence on class.....	16

## Picture 7; Group--Juniorate

### I. Figures

#### A. Figure on right (sister)

##### 1. Sex

Female.....	100
-------------	-----

2. Age	
Undesignated	
3. Identity	
Student.....	100
4. Other characterizations	
Participates.....	56
Questioning.....	24
Arouses rejection.....	12
Self-conscious.....	24
Improving self and/or apostolate.....	20
<b>B. Figure in middle (woman)</b>	
1. Sex	
Female.....	40
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	60
Student.....	40
4. Other characterizations	
None	
<b>C. Figure on left (man)</b>	
1. Sex	

	Male.....	16
2.	Age	
	Undesignated	
3.	Identity	
	Figure not noted.....	84
	Student.....	16
4.	Other characterizations	
	None	
D.	Class as a whole	
1.	Sex	
	Heterogeneous.....	60
2.	Age	
	Undesignated	
3.	Identity	
	Figures not noted.....	40
	Class.....	60
4.	Other characterizations	
	Rejects sister.....	20
	Accepts sister.....	12
II.	Objects	
A.	Empty chair	
	Noted.....	12

III.	Problems and outcomes	
A.	Class resents sister.....	44
	Sister is "curve raiser".....	24
B.	Sister participates.....	28
	Evokes discussion.....	12
	Generates resentment.....	12
C.	Presence in class helps break down barriers between sister and laity.....	12

Picture 7; Group--Professed 1-5 Years

I. Figure

A.	Figure on right (sister)	
1.	Sex	
	Female.....	100
2.	Age	
	Undesignated	
3.	Identity	
	Student.....	100
	Summer school.....	20
4.	Other characterizations	
	Knows difficult answers.....	32
	Participates.....	28

Is asking question.....	20
Insecure and fearful.....	16
<b>B. Figure in middle (woman)</b>	
1. Sex	
Female.....	32
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	68
Student.....	32
4. Other characterizations	
None	
<b>C. Figure on left (man)</b>	
1. Sex	
Male.....	24
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	76
Student.....	24
4. Other characterizations	
None	

## D. Class as a whole

## 1. Sex

Heterogeneous..... 28

## 2. Age

Undesignated

## 3. Identity

Figures not noted..... 72

Students..... 28

## 4. Other characterizations

Regard sister as a "curve raiser"..... 12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Knows difficult answers..... 32

B. Participates in discussion..... 28

C. Fearful..... 16

D. Finds class relationships beneficial..... 16

E. Concerned with showing that "nuns are human". 16

## Picture 7; Group--Professed 6-15 Years

## I. Figures

A. Figure on right (sister)

1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Student.....	100
Teacher also.....	16
Adult education.....	12
4. Other characterizations	
Participates.....	32
Insecure and fearful.....	28
Knows difficult answer.....	28
<b>B. Figure in middle (woman)</b>	
1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	72
Student.....	28
4. Other characterizations	
Listens attentively to sister.....	16

## C. Figure on left (man)

## 1. Sex

Male.....	16
-----------	----

## 2. Age

Undesignated

## 3. Identity

Figure not noted.....	84
-----------------------	----

Student.....	16
--------------	----

## 4. Other characterizations

None

## D. Class as a whole

## 1. Sex

Heterogeneous.....	36
--------------------	----

## 2. Age

Undesignated

## 3. Identity

Students.....	64
---------------	----

Figure not noted.....	36
-----------------------	----

## 4. Other characterizations

None

## II. Objects

Undesignated



### III. Problems and outcomes

A. Participates in discussions.....	32
B. Knows answer.....	28
C. Fearful.....	16
D. Experiences difficulty in class.....	16
E. Exerts good influences.....	12
F. Finds class beneficial.....	12

### Picture 7; Group--Professed 16-25 Years

#### I. Figures

##### A. Figure on right (sister)

##### 1. Sex

Female..... 96

##### 2. Age

Undesignated

##### 3. Identity

Student..... 96

Part-time..... 12

Graduate..... 12

##### 4. Other characterizations

Asks question..... 28

Knows difficult answer..... 24

Enjoys class.....	20
Insecure and fearful.....	20
Participates.....	16
<b>B. Figure in middle (woman)</b>	
1. Sex	
Female.....	24
2. Age	
Undesignated	
3. Identity	
Figure noted.....	76
Student.....	24
4. Other characterizations	
None	
<b>C. Figure on left (man)</b>	
1. Sex	
Male.....	(8)
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	92
4. Other characterizations	
None	

## D. Class as a whole

## 1. Sex

Heterogeneous..... 56

## 2. Age

Undesignated

## 3. Identity

Student..... 48

Figure not noted..... 44

## 4. Other characterizations

All lay but sister..... 20

## II. Objects

Undesignated

## III. Problems and outcomes

A. Shy and/or fearful..... 36

Speaks anyway..... 24

B. Knows answer..... 28

C. Finds class beneficial..... 24

D. Participates..... 20

E. Asks question..... 20

F. Class gets to know and like sister..... 16

## I. Figures

## A. Figure on right (sister)

1. Sex		
Female.....		100
2. Age		
Undesignated		
3. Identity		
Student.....		100
Part-time.....	16	
4. Other characterizations		
Knows difficult answer.....		52
Participates.....		32

## B. Figure in middle (woman)

1. Sex		
Female.....		12
2. Age		
Undesignated		
3. Identity		
Figure not noted.....		76
Student.....		24
4. Other characterizations		
None		

## C. Figure on left (man)

## 1. Sex

Male..... (1)

## 2. Age

Undesignated

## 3. Identity

Figure not noted..... 92

## 4. Other characterizations

None

## D. Class as a whole

## 1. Sex

Heterogeneous..... 48

## 2. Age

Undesignated

## 3. Identity

Figures not noted..... 52

Students..... 48

## 4. Other characterizations

All lay except sister..... 12

## II. Objects

Undesignated

## III. Problems and outcomes

A. Knows difficult answer.....	56
B. Participates in discussion.....	32

Picture 8; Group--Novitiate

I. Figures

A. Figure on right (sister without glasses)

1. Sex

Female..... 100

2. Age

Undesignated

3. Identity

Sister..... 100

4. Other characterizations

Seeking advice..... 36

Difficulty at scheduled conference..... 16

Asking permission..... 12

B. Figure on left (sister with glasses)

1. Sex

Female..... 100

2. Age

Undesignated

3. Identity

	106
Sister.....	100
Superior.....	56
Friend.....	28
4. Other characterizations	
Helpful and understanding.....	36
II. Objects	
Undesignated	
III. Problems and outcomes	
A. Sister has problem and receives help.....	40
From superior.....	20
From friend.....	20
B. Difficulty expressing problem to superior....	20
Picture 8; Group--Juniorate	
I. Figures	
A. Figure on right (sister without glasses)	
1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	44
3. Identity	

Sister.....	100
4. Other characterizations	
Seeking advice.....	52
Difficulty expressing self.....	24
At a scheduled conference.....	16
Happy to be able to talk to friend.....	12
B. Figure on left (sister with glasses)	
1. Sex	
Female.....	96
2. Age	
Undesignated	
Older.....	12
3. Identity	
Sister.....	96
Superior.....	56
Friend.....	20
4. Other characterizations	
Helpful and understanding.....	40
Not too helpful.....	24

## II. Objects

Undesignated

## III. Problems and outcomes



	108	
A. Sister has problem and receives help.....		40
From superior.....	20	
From friend.....	20	
B. Sister has problem but does not receive help.		24
C. Difficulty expressing problem to superior....		24
Not too successful.....	16	
D. Happy for joys of friendship.....		12

Picture 8; Group--Professed 1-5 Years

I. Figures

A. Figure on right (sister without glasses)		
1. Sex		
Female.....		100
2. Age		
Undesignated		
3. Identity		
Sister.....		100
4. Other characterizations		
Seeking advice.....		64
School problem.....	16	
Presenting case to superior.....		20
Discussion with another sister.....		16

	Difficulty expressing herself to superior	16
B.	Figure on left (sister with glasses)	
1.	Sex	
	Female.....	100
2.	Age	
	Undesignated	
	Older.....	20
3.	Identity	
	Sister.....	100
	Superior.....	44
4.	Other characterizations	
	Helpful and understanding.....	60
	Non-receptive.....	20
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
A.	Sister has problem and receives help.....	60
	From friend.....	32
	From superior.....	28
B.	Presents case to superior, who is non-receptive	20

## I. Figures

## A. Figure on right (sister without glasses)

1. Sex		
Female.....		100
2. Age		
Undesignated		
Young.....		20
3. Identity		
Sister.....		100
4. Other characterizations		
Seeking advice.....		64
School problem.....	12	
Difficulty expressing herself to superior		12
Offers suggestions.....		12

## B. Figure on left (sister with glasses)

1. Sex		
Female.....		100
2. Age		
Undesignated		
Older.....		24
3. Identity		
Sister.....		100

	111
Superior.....	72
Friend.....	20
4. Other characterizations	
Helpful and understanding.....	52
Open to suggestions.....	12
II. Objects	
Undesignated	
III. Problems and outcomes	
A. Sister has problem and receives help.....	44
From superior.....	28
From friend.....	16
B. Difficulty experienced during counseling.....	20
On sister's part.....	12
C. Superior is open to suggestions.....	12

Picture 8; Group--Professed 16-25 Years

I. Figures

A. Figure on right (sister without glasses)

1. Sex

    Female..... 100

2. Age

    Undesignated

	112
Young.....	16
3. Identity	
Sister.....	100
4. Other characterizations	
Seeking advice.....	56
School problem.....	28
Discussing.....	24
With friend.....	16
Presenting case to superior.....	16
B. Figure on left (sister with glasses)	
1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Sister.....	100
Superior.....	64
Friend.....	24
4. Other characterizations	
Helpful and understanding.....	56
Open to suggestions.....	12

II. Objects

Undesignated

III. Problems and outcomes

A. Sister has problem and receives help.....	56
From superior.....	40
From friend.....	16
B. Discussion.....	24
Enjoyed with friend.....	16

Picture 8; Group--Professed 26-35 Years

I. Figures

A. Figure on right (sister without glasses)

1. Sex

Female.....	96
-------------	----

2. Age

    Undesignated

Young.....	32
------------	----

3. Identity

Sister.....	96
-------------	----

4. Other characterizations

Seeking advice.....	72
---------------------	----

School problem.....	36
---------------------	----

Presenting case to superior.....	24
----------------------------------	----

B. Figure on left (sister with glasses)

1. Sex		
Female.....		96
2. Age		
Undesignated		
Older.....		20
3. Identity		
Sister.....		96
Superior.....	76	
4. Other characterizations		
Helpful and understanding.....		28
Listens well.....		28
II. Objects		
Undesignated		
III. Problems and outcomes		
A. Sister has problem.....		60
Receives help from superior.....	52	
B. Presents case to superior.....		24
Superior is receptive.....	12	
Superior is non-receptive.....	12	

## I. Figures

### A. Figure on left (woman on table)

1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Sister.....	96
4. Other characterizations	
Embarrassed.....	24
Fearful.....	12

### B. Figure on right (man)

1. Sex	
Male.....	88
2. Age	
Undesignated	
3. Identity	
Doctor.....	88
Figure not noted.....	12
4. Other characterizations	
None	

### C. Figure in background (sister)



1. Sex	
Female.....	72
2. Age	
Undesignated	
3. Identity	
Companion.....	72
Friend.....	12
Figure not noted.....	28
4. Other characterizations	
Minds her own business.....	20
Embarrassed.....	20
II. Objects	
A. Bottle of medicine	
Noted.....	20
III. Problems and outcomes	
A. Illness is minor; all will be well.....	44
B. Must return for further decision.....	12

Picture 9; Group--Juniorate

I. Figures

A. Figure on left (woman on table)

1. Sex

Female.....	96
2. Age	
Undesignated	
3. Identity	
Sister.....	96
4. Other characterizations	
Nervous.....	16
Embarrassed.....	12
<b>B. Figure on right (man)</b>	
1. Sex	
Male.....	52
2. Age	
Undesignated	
3. Identity	
Doctor.....	52
Figure not noted.....	48
4. Other characterizations	
None	
<b>C. Figure in background (sister)</b>	
1. Sex	
Female.....	88
2. Age	

## Undesignated

## 3. Identity

Companion..... 88

Figure not noted..... 12

## 4. Other characterizations

Minds her own business..... 28

Feels there is no need for her presence.. 20

Embarrassed..... 16

Curious..... 12

Reassuring..... 12

## II. Objects

## Undesignated

## III. Problems and outcomes

A. Sister companion is present..... 88

Minds her own business..... 28

Feels there is no need for her presence.. 24

Comfortable..... 12

Reassuring..... 12

Curious..... 12

B. Illness is minor; all will be well..... 28

C. Embarrassed..... 16

## Picture 9; Group--Professed 1-5 Years

## I. Figures

## A. Figure on left (woman on table)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

## 3. Identity

Sister.....	100
-------------	-----

## 4. Other characterizations

Embarrassed.....	20
------------------	----

Fearful.....	12
--------------	----

## B. Figure on right (man)

## 1. Sex

Male.....	84
-----------	----

## 2. Age

Undesignated

## 3. Identity

Doctor.....	84
-------------	----

Figure not noted.....	16
-----------------------	----

## 4. Other characterizations

Feels he nor nuns are trusted.....	16
------------------------------------	----

## C. Figure in background (sister)

## 1. Sex

Female.....	76
-------------	----

## 2. Age

Undesignated

## 3. Identity

Companion.....	76
----------------	----

Figure not noted.....	24
-----------------------	----

## 4. Other characterizations

Embarrassed.....	32
------------------	----

Minds her own business.....	28
-----------------------------	----

Feels there is no need for a companion...	16
---	----

## II. Objects

Undesignated

## III. Problems and outcomes

A. Sister companion is present.....	76
-------------------------------------	----

Minds her own business.....	28
-----------------------------	----

Feels there is no need for her presence..	28
---	----

B. Embarrassed.....	48
---------------------	----

Companion.....	36
----------------	----

Patient.....	16
--------------	----

Doctor.....	16
-------------	----

C. Illness is minor; all will be well.....	24
--	----

Picture 9; Group--Professed 6-15 Years

I. Figures

A. Figure on left (woman on table)

1. Sex

Female.....	100
-------------	-----

2. Age

Undesignated

3. Identity

Sister.....	100
-------------	-----

4. Other characterizations

Embarrassed.....	36
------------------	----

Fearful.....	12
--------------	----

B. Figure on right (man)

1. Sex

Male.....	88
-----------	----

2. Age

Undesignated

3. Identity

Doctor

Figure not noted.....	12
-----------------------	----

## 4. Other characterizations

None

## C. Figure in background (sister)

## 1. Sex

Female..... 72

## 2. Age

Undesignated

## 3. Identity

Companion..... 72

Figure not noted..... 28

## 4. Other characterizations

Minds her own business..... 24

Embarrassed..... 12

## II. Objects

## A. Bottle of medicine

Noted..... 16

## III. Problems and outcomes

## A. Embarrassed..... 48

Patient..... 36

Companion..... 12

## B. Sister companion is present..... 40

Minds her own business..... 24

C. Illness is minor; all will be well.....	20
--	----

Picture 9; Group--Professed 16-25 Years

I. Figures

A. Figure on left (woman on table)

1. Sex	
Female.....	92
2. Age	
Undesignated	
3. Identity	
Sister.....	88
4. Other characterizations	
Embarrassed.....	28
Fearful.....	16

B. Figure on right (man)

1. Sex	
Male.....	36
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	64
Doctor.....	36



4.	Other characterizations	
	Giving medication.....	20
C.	Figure in background (sister)	
1.	Sex	
	Female.....	68
2.	Age	
	Undesignated	
3.	Identity	
	Companion.....	68
	Figure not noted.....	32
4.	Other characterizations	
	Minds her own business.....	44
	Feels there is no need for a companion...	16
II.	Objects	
A.	Bottle of medicine	
	Noted.....	20
III.	Problems and outcomes	
A.	Sister companion is present.....	64
	Minds her own business.....	52
	Feels there is no need for her presence..	20
B.	Embarrassed.....	36
	Patient.....	28

Companion.....	16
----------------	----

## Picture 9; Group--Professed 26-35 Years

### I. Figures

#### A. Figure on left (woman on table)

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

Undesignated

##### 3. Identity

Sister.....	96
-------------	----

##### 4. Other characterizations

Fearful.....	20
--------------	----

Embarrassed.....	12
------------------	----

#### B. Figure on right (man)

##### 1. Sex

Male.....	88
-----------	----

##### 2. Age

Undesignated

##### 3. Identity

Doctor.....	84
-------------	----

Figure not noted.....	12
-----------------------	----

## 4. Other characterizations

None

## C. Figure in background (sister)

## 1. Sex

Female..... 68

## 2. Age

Undesignated

## 3. Identity

Companion..... 64

Figure not noted..... 28

## 4. Other characterizations

Minds her own business..... 28

Embarrassed..... 24

## II. Objects

## A. Bottle of medicine

Noted..... 52

## III. Problems and outcomes

A. Embarrassed..... 36

Companion..... 24

Patient..... 12

B. Sister companion is present..... 36

Minds her own business..... 28

C. Illness is minor; all will be well.....	12
--	----

Picture 10; Group--Novitiate

I. Figures

A. Three at card table

1. Sex

Female.....	12
-------------	----

2. Age

Undesignated

3. Identity

Group noted independently.....	12
--------------------------------	----

Sisters.....	12
--------------	----

4. Other characterizations

None

B. Two standing

1. Sex

Female.....	(8)
-------------	-----

2. Age

Undesignated

3. Identity

Pair noted independently.....	(8)
-------------------------------	-----

Sisters.....	(8)
--------------	-----

4.	Other characterizations	
	Having disagreement.....	(8)
C.	Two dancing	
1.	Sex	
	Female.....	(8)
2.	Age	
	Undesignated	
3.	Identity	
	Sisters.....	(8)
	Pair noted independently.....	(8)
4.	Other characterizations	
	None	
D.	Group in general	
1.	Sex	
	Female.....	72
2.	Age	
	Heterogeneous	
3.	Identity	
	Figures noted as a group.....	72
	Sisters.....	72
4.	Other characterizations	
	Long hard day.....	60

	Time to relax.....	16
II.	Objects	
	A. Games.....	52
	Cards.....	44
	B. Music	
	Noted.....	28
III.	Problems and outcomes	
	A. Activities end in general conversation.....	12
	B. Source of joy and strength.....	12

Picture 10; Group--Juniorate

I. Figures

A. Three at card table

1. Sex

    Female..... 48

2. Age

    Undesignated

3. Identity

    Group noted independently..... 48

    Sisters..... 48

4. Other characterizations

    None

## B. Two standing

## 1. Sex

Female..... 20

## 2. Age

Undesignated

## 3. Identity

Pair noted independently..... 20

Sisters..... 20

## 4. Other characterizations

None

## C. Two dancing

## 1. Sex

Female..... 40

## 2. Age

Young..... 24

Undesignated

## 3. Identity

Pair noted independently..... 40

Sisters..... 40

## 4. Other characterizations

None

## D. Group in general

1. Sex	
Female.....	52
2. Age	
Heterogeneous.....	48
3. Identity	
Figures noted as group.....	52
Sisters.....	52
4. Other characterizations	
Sharing and enjoying each other's company	24
Happy.....	20
Time of release and relaxation.....	16
Difficulty in interpersonal relationships	16
<b>II. Objects</b>	
A. Cards	
Noted.....	72
B. TV	
Noted.....	12
<b>III. Problems and outcomes</b>	
A. Enjoying recreation and/or each other's company.....	40
Free to choose.....	16
B. Element of dissatisfaction.....	24



Individual groups separate..... 12

Picture 10; Group--Professed 1-5 Years

I. Figures

A. Three at card table

1. Sex

Female..... 68

2. Age

Undesignated

Older..... 20

3. Identity

Group noted independently..... 68

Sisters..... 68

4. Other characterizations

Unhappy..... 28

B. Two standing

1. Sex

Female..... 32

2. Age

Undesignated

3. Identity

Group noted independently..... 32

Sisters.....	32
4. Other characterizations	
None	
C. Two dancing	
1. Sex	
Female.....	36
2. Age	
Undesignated	
3. Identity	
Pair noted independently.....	40
4. Other characterizations	
None	
D. Groups in general	
1. Sex	
Female.....	52
2. Age	
Undesignated	
3. Identity	
Figures noted as a group.....	52
4. Other characterizations	
Enjoying recreation and/or each other....	40
Free to choose activity.....	24

II.	Objects	
A.	Cards.....	52
B.	Music	
	Noted.....	28
III.	Problems and outcomes	
A.	Source of joy and strength.....	40
B.	Dissatisfied with recreation.....	32
C.	Each enjoys herself according to choice.....	24

Picture 10; Group--Professed 6-15 Years

I.	Figures	
A.	Three at card table	
	1. Sex	
	Female.....	24
	2. Age	
	Undesignated	
	3. Identity	
	Group noted independently.....	24
	Sisters.....	24
	4. Other characterizations	
	Playing against their will.....	12
B.	Two standing	

1. Sex	
Female.....	12
2. Age	
Undesignated	
3. Identity	
Group noted independently.....	12
Sisters.....	12
4. Other characterizations	
None	
C. Two dancing	
1. Sex	
Female.....	(8)
2. Age	
Undesignated	
3. Identity	
Pair noted independently.....	(8)
Sisters.....	(8)
4. Other characterizations	
None	
D. Group in general	
1. Sex	
Female.....	60

2.	Age	
	Heterogeneous.....	60
3.	Identity	
	Figures noted as a group.....	60
4.	Other characterizations	
	Enjoying recreation and/or each other....	36
	Free to choose activity.....	24
	Long hard day.....	16
II.	Objects	
A.	Cards	
	Noted.....	68
B.	TV	
	Noted.....	24
C.	Rocker	
	Noted.....	24
III.	Problems and outcomes	
A.	Source of joy and strength.....	24
B.	Each enjoys herself according to choice.....	24
C.	Dissatisfied with recreation.....	20

Picture 10; Group--Professed 16-25 Years

I. Figures

## A. Three at card table

## 1. Sex

Female.....	52
-------------	----

## 2. Age

Undesignated

## 3. Identity

Group noted independently.....	52
--------------------------------	----

Sisters.....	52
--------------	----

## 4. Other characterizations

Unhappy.....	44
--------------	----

Playing against their will.....	12
---------------------------------	----

Playing "for blood".....	12
--------------------------	----

Complaining about other sisters.....	12
--------------------------------------	----

Enjoying it.....	32
------------------	----

## B. Two standing

## 1. Sex

Female.....	36
-------------	----

## 2. Age

Undesignated

## 3. Identity

Group noted independently.....	36
--------------------------------	----

## 4. Other characterizations

	Friendly talk.....	24
C.	Two dancing	
1.	Sex	
	Female.....	40
2.	Age	
	Undesignated	
3.	Identity	
	Pair noted independently.....	40
4.	Other characterizations	
	Enjoying it.....	32
D.	Group in general	
1.	Sex	
	Female.....	44
2.	Age	
	Undesignated	
3.	Identity	
	Figures noted as a group.....	44
4.	Other characterizations	
	Enjoying recreation and/or each other....	32
II.	Objects	
A.	Cards	
	Noted.....	80

B. TV	
Noted.....	28
C. Rocker	
Noted.....	16
III. Problems and outcomes	
A. Dissatisfied with recreation.....	44
Card players.....	24
B. Each enjoys herself according to choice.....	32
C. Source of joy and strength.....	20

Picture 10; Group--Professed 26-35 Years

I. Figures

A. Three at card table	
1. Sex	
Female.....	72
2. Age	
Undesignated	
Older.....	12
3. Identity	
Group noted independently.....	72
Sisters.....	72
4. Other characterizations	



	Difficulty with interpersonal relations..	28
B.	Two standing	
1.	Sex	
	Female.....	52
2.	Age	
	Undesignated	
3.	Identity	
	Group noted independently.....	52
	Sisters.....	52
4.	Other characterizations	
	None	
C.	Two dancing	
1.	Sex	
	Female.....	40
2.	Age	
	Young.....	20
3.	Identity	
	Pair noted independently.....	40
	Sisters.....	40
4.	Other characterizations	
	None	
D.	Group in general	

1. Sex	
Female.....	32
2. Age	
Undesignated	
3. Identity	
Figures noted as a group.....	32
4. Other characterizations	
Enjoying recreation and/or each other....	16
Free to choose activity.....	12
II. Objects	
A. Cards	
Noted.....	84
B. Rocker	
Noted.....	12
III. Problems and outcomes	
A. Source of joy and strength.....	40
B. Each enjoys herself according to choice.....	32
C. Dissatisfied with recreation.....	24
Interpersonal difficulties related to	
card game.....	16

## I. Figures

### A. Sisters in audience

#### 1. Sex

Female..... 92

#### 2. Age

Undesignated

#### 3. Identity

Sisters..... 92

#### 4. Other characterizations

Not what they expected..... 16

Movie is unacceptable..... 12

### B. Lay people in audience

#### 1. Sex

Heterogeneous..... 44

#### 2. Age

Undesignated

#### 3. Identity

Figure not noted..... 56

"People"..... 36

#### 4. Other characterizations

None

<b>II.</b>	<b>Objects</b>	
	<b>A. Movie</b>	
	Noted.....	100
<b>III.</b>	<b>Problems and outcomes</b>	
	<b>A. Stay at movie.....</b>	<b>60</b>
	Will investigate further prior to going	
	next time.....	12
	Worried over what people will think.....	12
	Had a legitimate reason for staying.....	12
	<b>B. Walk out.....</b>	<b>24</b>
	Set a good example.....	16

Picture 11; Group--Juniorate

<b>I.</b>	<b>Figures</b>	
	<b>A. Sisters in audience</b>	
	<b>1. Sex</b>	
	Female.....	100
	<b>2. Age</b>	
	Undesignated	
	<b>3. Identity</b>	
	Sisters.....	100
	<b>4. Other characterizations</b>	

Movie is unacceptable, at least in part..	80
Disgusted and/or disturbed.....	68
Movie is acceptable.....	28
Required for class.....	12
Not what they expected.....	28

## B. Lay people in audience

### 1. Sex

Heterogeneous.....	36
--------------------	----

### 2. Age

Undesignated

### 3. Identity

Figures not noted.....	64
------------------------	----

"People".....	36
---------------	----

### 4. Other characterizations

Making love.....	12
------------------	----

## II. Objects

### A. Movie

Noted.....	100
------------	-----

## III. Problems and outcomes

A. Stay at movie.....	72
-----------------------	----

    Some feel movie is acceptable; others don't 32

Movie is unacceptable.....	28
----------------------------	----

	145
Movie is acceptable.....	12
B. Walk out.....	20

Picture 11; Group--Professed 1-5 Years

I. Figures

A. Sisters in audience

1. Sex

Female.....	92
-------------	----

2. Age

    Undesignated

3. Identity

Sisters.....	92
--------------	----

4. Other characterizations

Some feel the movie is acceptable; others don't.....	48
---	----

Disgusted and/or disturbed.....	36
---------------------------------	----

Movie is acceptable.....	20
--------------------------	----

Required for class.....	20
-------------------------	----

Not what they expected.....	16
-----------------------------	----

B. Lay people in audience

1. Sex

Heterogeneous.....	20
--------------------	----

2.	Age	
	Undesignated	
3.	Identity	
	Figures not noted.....	80
	"People".....	20
4.	Other characterizations	
	Surprised at nuns' presence.....	12
II.	Objects	
A.	Movie	
	Noted.....	92
III.	Problems and outcomes	
A.	Stay at movie.....	64
	Movie is unacceptable.....	24
	Movie is acceptable.....	20
	Legitimate reason for staying.....	20
B.	Divided opinion.....	52
	Some feel movie acceptable; others don't- stay.....	32
	Some stay; some leave.....	12

Picture 11; Group--Professed 6-15 Years

I. Figures

## A. Sisters in audience

1. Sex	
Female.....	100
2. Age	
Undesignated	
3. Identity	
Sisters.....	100
4. Other characterizations	
Disgusted and/or disturbed.....	56
Movie is acceptable.....	36
Required for class.....	20
Not what they expected.....	16

## B. Lay people in audience

1. Sex	
Heterogeneous.....	20
2. Age	
Undesignated	
3. Identity	
Figures not noted.....	80
"People".....	20
4. Other characterizations	
None	



## II. Objects

### A. Movie

Noted..... 100

## III. Problems and outcomes

A. Stay at movie..... 76

Movie is acceptable..... 40

Legitimate reason for staying..... 24

Movie is unacceptable..... 16

B. Walk out..... 24

## Picture 11; Group--Professed 16-25 Years

### I. Figures

#### A. Sisters in audience

##### 1. Sex

Female..... 100

##### 2. Age

Undesignated

##### 3. Identity

Sisters..... 100

##### 4. Other characterizations

Movie is unacceptable..... 64

Some feel movie is acceptable; others don't 32

	Not what they expected.....	32
	Required for class.....	24
<b>B.</b>	<b>Lay people in audience</b>	
<b>1.</b>	<b>Sex</b>	
	Heterogeneous.....	32
<b>2.</b>	<b>Age</b>	
	Undesignated	
<b>3.</b>	<b>Identity</b>	
	Figures not noted.....	68
	"People".....	32
<b>4.</b>	<b>Other characterizations</b>	
	Making love.....	24
<b>II.</b>	<b>Objects</b>	
<b>A.</b>	<b>Movie</b>	
	Noted.....	100
<b>III.</b>	<b>Problems and outcomes</b>	
<b>A.</b>	<b>Divided opinion.....</b>	<b>44</b>
	Trying to decide whether to go or stay... 16	
	Some stay; some leave..... 16	
	Some feel movie is acceptable; others	
	don't - stay..... 12	
<b>B.</b>	<b>Stay at movie.....</b>	<b>36</b>

	150
Movie is unacceptable.....	32
At least in part.....	16
Legitimate reason for staying.....	12
C. Walk out.....	16

Picture 11; Group--Professed 26-35 Years

I. Figures

A. Sisters in audience

1. Sex

Female..... 100

2. Age

Undesignated

3. Identity

Sisters..... 100

4. Other characterizations

Movie is unacceptable..... 68

Movie is acceptable..... 12

B. Lay people in audience

1. Sex

Heterogeneous..... 56

2. Age

Undesignated

3.	Identity	
	"People".....	56
	Figure not noted.....	44
4.	Other characterizations	
	Making love.....	12
II.	Objects	
	A. Movie	
	Noted.....	88
III.	Problems and outcomes	
	A. Stay at movie.....	52
	Movie is unacceptable.....	36
	Movie is acceptable.....	12
	B. Walk out.....	24
	C. Trying to decide whether to leave or stay....	12

Picture 12; Group--Novitiate

I. Figures

A. Sole figure

1. Sex

    Female..... 100

2. Age

    Undesignated

3. Identity	
Sister.....	100
4. Other characterizations	
Sad and/or discouraged.....	60
Family troubles.....	24
Death.....	12
Studies are hard.....	16
Interpersonal relations difficult....	12

## II. Objects

None

## III. Problems and outcomes

A. Turns to spiritual thoughts.....	20
-------------------------------------	----

## Picture 12; Group--Juniorate

### I. Figures

#### A. Sole figure

1. Sex	
Female.....	100
2. Age	
Undesignated	
Young.....	20
3. Identity	

Sister..... 100

4. Other characterizations

Sad and/or discouraged..... 88

School problems..... 24

Lonely..... 20

Interpersonal relations difficult.... 20

Everything seems to have gone wrong.. 16

II. Objects

None

III. Problems and outcomes

A. Releases emotion in tears and begins again... 40

B. Takes counsel with self and uses some natural  
 motive to resume efforts..... 20

Picture 12; Group--Professed 1-5 Years

I. Figures

A. Sole figure

1. Sex

Female..... 100

2. Age

Undesignated

3. Identity

Sister.....	100
4. Other characterizations	
Sad and/or discouraged.....	72
Interpersonal relations difficult....	36
Everything seems to have gone wrong..	12
School problems.....	12

## II. Objects

None

## III. Problems and outcomes

A. Mulls over problem - no outcome indicated....	24
B. Prays for strength and help.....	20

## Picture 12; Group--Professed 6-15 Years

### I. Figures

#### A. Sole figure

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

    Undesignated

##### 3. Identity

Sister.....	100
-------------	-----

##### 4. Other characterizations

Sad and/or discouraged.....	72
Everything seems to have gone wrong..	32
Family death.....	20
Interpersonal relations difficult....	12
Vocation doubts.....	12

## II. Objects

None

## III. Problems and outcomes

A. Prays for strength and help.....	32
B. Consoles the rest of the family.....	12

## Picture 12; Group--Professed

### I. Figures

#### A. Sole figure

##### 1. Sex

Female.....	100
-------------	-----

##### 2. Age

    Undesignated

##### 3. Identity

Sister.....	100
-------------	-----

##### 4. Other characterizations

Sad and/or discouraged.....	68
-----------------------------	----



		156
	Job difficulty.....	24
	Interpersonal relations difficult....	24
II.	Objects	
	None	
III.	Problems and outcomes	
	A. Mulls over problem.....	36
	No outcome indicated.....	20
	Future looks bright.....	16
	B. Prays for strength and help.....	28
	"Christ is one's best friend".....	12

Picture 12; Group--Professed 26-35 Years

I. Figures

A. Sole figure

1. Sex

    Female..... 100

2. Age

    Undesignated

    Young..... 20

3. Identity

    Sister..... 96

4. Other characterizations

		157
	Sad and/or discouraged.....	72
	Death.....	20
	Interpersonal relations difficult....	20
II.	Objects	
	None	
III.	Problems and outcomes	
	A. Prays for strength and help.....	20
	B. Mulls over problem - no outcome indicated....	16
	C. Difficult reporting to superior.....	16
	D. Counsels self and resumes efforts.....	16

Picture 13; Group--Novitiate

I. Figures

A. Figure on left (sister)

1. Sex

    Female..... 100

2. Age

    Undesignated

3. Identity

    Sister..... 100

        Teacher..... 24

4. Other characterizations

Happy.....	60
Reassuring and helpful.....	20
Home-visiting.....	16

B. Figure on right (woman)

1. Sex

Female.....	84
-------------	----

2. Age

Undesignated

3. Identity

Mother of pupil.....	24
----------------------	----

Sister's relative.....	24
------------------------	----

4. Other characterizations

Pregnant.....	64
---------------	----

Happy.....	32
------------	----

Worried parent.....	12
---------------------	----

C. Figure in background (man)

1. Sex

Male.....	88
-----------	----

2. Age

Undesignated

3. Identity

Sister's relative.....	28
------------------------	----

	Father of pupil.....	24
4.	Other characterizations	
	Happy.....	32
	Worried parent.....	16
D.	Figure in foreground (child)	
1.	Sex	
	Undesignated	
	Male.....	40
	Female.....	12
2.	Age	
	Child.....	68
3.	Identity	
	Figure not noted.....	32
	Sister's relative.....	20
	Sister's pupil.....	16
4.	Other characterizations	
	None	
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
A.	Enjoy visit.....	36
	Both parties realize happiness of each	

	160
other's vocation.....	12
B. Parent-teacher conference is helpful.....	24
Emphasis on sister's reassurance.....	12
Emphasis on parents' reassurance.....	12
C. Sister promises prayers.....	12

Picture 13; Group--Juniorate

I. Figures

A. Figure on left (sister)

1. Sex

    Female..... 100

2. Age

    Undesignated

3. Identity

    Sister..... 100

    Teacher..... 40

4. Other characterizations

    Enjoy visit..... 44

    Friendly and helpful..... 36

    Home-visiting..... 20

    Edified by married love..... 16

B. Figure on right (woman)

1. Sex	
Female.....	68
2. Age	
Undesignated	
3. Identity	
Mother of pupil.....	40
Figure not noted.....	32
Sister's relative.....	16
Sister's friend.....	12
4. Other characterizations	
Pregnant.....	40
Happy.....	20
C. Figure in background (man)	
1. Sex	
Male.....	52
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	48
Father of pupil.....	40
Sister's relative.....	12
4. Other characterizations	

None

## D. Figure in foreground (child)

## 1. Sex

Male..... 40

## 2. Age

Child..... 44

## 3. Identity

Figure not noted..... 56

Sister's pupil..... 24

Sister's relative..... 16

## 4. Other characterizations

None

## II. Objects

Undesignated

## III. Problems and outcomes

A. Enjoy visit..... 40

B. Sister is friendly and helpful..... 36

C. Sister is committed to home-visiting apostolate 20

D. Sister is edified by married love..... 16

E. Parent-teacher conferences lead to better  
understanding..... 16

## Picture 13; Group--Professed 1-5 Years

## I. Figures

## A. Figure on left (sister)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated	
--------------	--

## 3. Identity

Sister.....	100
-------------	-----

Teacher.....	20
--------------	----

## 4. Other characterizations

Happy.....	44
------------	----

Reassuring and helpful.....	40
-----------------------------	----

Friends.....	32
--------------	----

Home-visiting.....	28
--------------------	----

## B. Figure on right (woman)

## 1. Sex

Female.....	80
-------------	----

## 2. Age

Undesignated	
--------------	--

## 3. Identity

Sister's friend.....	36
----------------------	----



Mother of pupil.....	16
Figure not noted.....	16
Sister's relative.....	12
4. Other characterizations	
Pregnant.....	44
Happy.....	40
Worried parent.....	24
Grateful.....	12
C. Figure in background (man)	
1. Sex	
Male.....	60
2. Age	
Undesignated	
3. Identity	
Figure not noted.....	40
Husband of woman.....	36
Father of pupil.....	12
Sister's relative.....	12
4. Other characterizations	
Worried parent.....	20
D. Figure in foreground (child)	
1. Sex	

	Male.....	60
2.	Age	
	Child.....	68
3.	Identity	
	Figure not noted.....	32
	Sister's friend's child.....	32
	Sister's pupil.....	20
4.	Other characterizations	
	None	
II.	Objects	
	Undesignated	
III.	Problems and outcomes	
	A. Enjoy visit.....	52
	B. Sister is helpful.....	44
	Parent-teacher conferences.....	12
	C. Sister is committed to home-visiting apostolate	20
Picture 13; Group--Professed 6-15 Years		
I.	Figures	
	A. Figure on left (sister)	
	1. Sex	
	Female.....	100

2. Age	
Undesignated	
3. Identity	
Sister.....	100
Teacher.....	32
4. Other characterizations	
Happy.....	40
Home-visiting.....	36
Reassuring and helpful.....	20
Friendly.....	20

**B. Figure on right (woman)**

1. Sex	
Female.....	96
2. Age	
Undesignated	
3. Identity	
Mother of pupil.....	28
Sister's friend.....	28
Sister's relative.....	20
4. Other characterizations	
Pregnant.....	36
Happy.....	24

Worried parent.....	12
Grateful.....	12
C. Figure in background (man)	
1. Sex	
Male.....	84
2. Age	
Undesignated	
3. Identity	
Father of pupil.....	28
Husband of woman.....	28
Figure not noted.....	16
Sister's relative.....	12
4. Other characterizations	
Happy.....	12
Worried parent.....	12
D. Figure in foreground (child)	
1. Sex	
Female.....	24
Male.....	20
Undesignated	
2. Age	
Child.....	60

3. Identity	
Figure not noted.....	40
Sister's pupil.....	24
Sister's relative.....	16
4. Other characterizations	
None	

## II. Objects

Undesignated

## III. Problems and outcomes

A. Sister is committed to home-visiting apostolate	36
B. Enjoy visit.....	32
C. Sister is helpful.....	20

## Picture 13; Group--Professed 16-25 Years

### I. Figures

A. Figure on left (sister)	
1. Sex	
Female.....	96
2. Age	
Undesignated	
3. Identity	
Sister.....	96

	Teacher.....	68
4.	Other characterizations	
	Reassuring and helpful.....	32
	Happy.....	24
	Home-visiting.....	16
	Enjoying visit.....	16
	School problem.....	12
B.	Figure on right (woman)	
1.	Sex	
	Female.....	(8)
2.	Age	
	Undesignated	
3.	Identity	
	Mother of pupil.....	32
	Former pupil.....	24
	Sister's relative.....	12
4.	Other characterizations	
	Happy.....	32
	Pregnant.....	28
	Worried parent.....	12
C.	Figure in background (man)	
1.	Sex	

Male.....	84
2. Age	
Undesignated	
3. Identity	
Father of pupil.....	32
Husband of woman.....	24
Sister's relative.....	12
4. Other characterizations	
Happy.....	16
Worried.....	12
D. Figure in foreground (child)	
1. Sex	
Male.....	32
Female.....	16
Undesignated	
2. Age	
Child.....	68
3. Identity	
Child of former pupil.....	24
Sister's pupil.....	12
Sister's relative.....	12
4. Other characterizations	

None

## II. Objects

Undesignated

## III. Problems and outcomes

A. Enjoy visit.....	40
Convinced past efforts have been worth- while.....	12
B. Sister is helpful.....	36

## Picture 13; Group--Professed 26-35 Years

## I. Figures

## A. Figure on left (sister)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

## 3. Identity

Sister.....	100
-------------	-----

Teacher.....	40
--------------	----

## 4. Other characterizations

Enjoys visit.....	40
-------------------	----

Unexpected.....	16
-----------------	----



Reassuring and helpful.....	24
Home-visiting.....	20
<b>B. Figure on right (woman)</b>	
1. Sex	
Female.....	84
2. Age	
Undesignated	
3. Identity	
Mother of pupil.....	36
Sister's relative.....	24
4. Other characterizations	
Happy.....	12
Poor.....	12
<b>C. Figure in background (man)</b>	
1. Sex	
Male.....	72
2. Age	
Undesignated	
3. Identity	
Father of pupil.....	24
Sister's relative.....	24
4. Other characterizations	

None

## II. Objects

Undesignated

## III. Problems and outcomes

A. Enjoy visit.....	40
B. Sister is committed to home-visiting.....	20
C. Sister is helpful.....	20

## Picture 14; Group--Novitiate

## I. Figures

## A. Figure on left (sister)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

Young.....	36
------------	----

## 3. Identity

Sister.....	100
-------------	-----

## 4. Other characterizations

Close to brother.....	28
-----------------------	----

Happy for chance to talk.....	28
-------------------------------	----

Discussing ups and downs.....	12
-------------------------------	----

	174
Vocation doubts.....	28
Attracted to priest.....	12
Family troubles.....	24
Death.....	16
 B. Figure on right (priest)	
1. Sex	
Male.....	100
2. Age	
Undesignated	
Young.....	16
3. Identity	
Priest.....	92
Sister's brother.....	48
4. Other characterizations	
Giving advice.....	40
Close to sister.....	28
Family sorrows.....	24
Death.....	16
Enjoying chance to talk.....	16
Attracted to sister.....	12

II. Objects

None

### III. Problems and outcomes

A. Closer and happier after visit.....	28
B. Seeks advice regarding vocation doubts.....	28
Perseveres.....	12
C. Priest - member brings consolation at time of family death.....	16
D. Attracted to each other.....	12

### Picture 14; Group--Juniorate

#### I. Figures

##### A. Figure on left (sister)

##### 1. Sex

Female.....	96
-------------	----

##### 2. Age

    Undesignated

##### 3. Identity

Sister.....	96
-------------	----

##### 4. Other characterizations

Enjoying visit.....	48
---------------------	----

With brother.....	28
-------------------	----

With friend.....	20
------------------	----

Seeking advice.....	28
---------------------	----

B. Figure on right (priest)

1. Sex		
Male.....		96
2. Age		
Undesignated		
3. Identity		
Priest.....		88
Sister's brother.....	36	
4. Other characterizations		
Enjoying visit.....		48
Giving advice.....		28
Reassuring.....		16

II. Objects

None

III. Problems and outcomes

A. Enjoy visit.....		48
With brother.....	28	
With friend.....	20	
B. Receives advice.....		28
C. Demonstration of affection from priest-friend		16
Acceptable.....	(8)	
Unacceptable.....	(8)	

## Picture 14; Group--Professed 1-5 Years

## I. Figures

## A. Figure on left (sister)

## 1. Sex

Female.....	100
-------------	-----

## 2. Age

Undesignated

## 3. Identity

Sister.....	100
-------------	-----

## 4. Other characterizations

Being counseled.....	40
----------------------	----

Receiving consolation and/or encouragement	24
--	----

Enjoying visit.....	24
---------------------	----

Proud and pleased brother is priest.....	12
--	----

## B. Figure on right (priest)

## 1. Sex

Male.....	100
-----------	-----

## 2. Age

Undesignated

## 3. Identity

Priest.....	100
-------------	-----

Brother.....	44
--------------	----

Friend..... 24

4. Other characterizations

Counseling..... 40

Consoling and/or encouraging..... 24

Enjoying visit..... 24

II. Objects

None

III. Problems and outcomes

A. Counseling helps sister..... 40

B. Enjoy visit..... 24

C. Demonstration of affection from priest-friend 24

    Considered acceptable..... 16

    Considered unacceptable..... (8)

D. Priest is source of consolation at time of  
family illness or death..... 20

Picture 14; Group--Professed 6-15 Years

I. Figures

A. Figure on left (sister)

1. Sex

    Female..... 100

2. Age

Undesignated	
Young.....	12
3. Identity	
Sister.....	100
4. Other characterizations	
Being counseled.....	32
Vocation doubts.....	12
Enjoying visit.....	28
Receiving consolation.....	20
Wishes brother were a priest.....	12
B. Figure on right (priest)	
1. Sex	
Male.....	100
2. Age	
Undesignated	
3. Identity	
Priest.....	96
Sister's brother.....	44
4. Other characterizations	
Counseling.....	32
Enjoying visit.....	28
Consoling.....	20



II.	Objects	
	None	
III.	Problems and outcomes	
A.	Counseling helps sister.....	28
	Vocation doubts.....	12
B.	Closer and/or happier after visit.....	28
C.	Priest is source of consolation at time of family illness and death.....	20
D.	Demonstration of affection from priest-friend is considered acceptable.....	20

Picture 14; Group--Professed 16-25 Years

I.	Figures	
A.	Figure on left (sister)	
1.	Sex	
	Female.....	96
2.	Age	
	Undesignated	
3.	Identity	
	Sister.....	96
4.	Other characterizations	
	Receiving consolation and/or encouragement	36

Family illness or death.....	24
Being counseled.....	28
Enjoying visit.....	16
Saying good-bye - new assignment.....	16

**B. Figure on right (priest)**

1. Sex	
Male.....	96
2. Age	
Undesignated	
3. Identity	
Priest.....	96
Sister's brother.....	52
Friend.....	32
4. Other characterizations	
Consoling and/or encouraging.....	36
Counseling.....	28
Enjoying visit.....	16
Saying good-bye.....	16

**II. Objects**

None

**III. Problems and outcomes**

A. Consoling and/or encouraging.....	36
--------------------------------------	----

	182
Family illness or death.....	24
B. Counseling helps sister.....	28
C. Enjoying visit.....	16
D. Saying good-bye - new assignment.....	16

Picture 14; Group--Professed 26-35 Years

I. Figures

A. Figure on left (sister)

1. Sex

Female..... 100

2. Age

Undesignated

Young..... 20

3. Identity

Sister..... 96

4. Other characterizations

Being counseled..... 40

Vocation doubts..... 20

Receiving consolation and/or encouragement 24

Enjoying visit..... 12

Saying good-bye - new assignment..... 12

B. Figure on right (priest)

1. Sex	
Male.....	100
2. Age	
Undesignated	
Young.....	12
3. Identity	
Priest.....	96
Sister's brother.....	36
4. Other characterizations	
Counseling.....	40
Consoling and/or encouraging.....	24
Enjoying visit.....	12
Saying good-bye - new assignment.....	12

## II. Objects

None

## III. Problems and outcomes

A. Counseling helps sister.....	40
Vocation doubts.....	20
Perseveres.....	16
B. Visit brings consolation and/or encouragement	24
C. Enjoys visit.....	12
D. Saying good-bye - new assignment.....	12

## CHAPTER V

### SUMMARY AND CONCLUSIONS

It is the purpose of this study to design a TAT-type test, the Nuns' Religious Apperception Test, (N-RAT), picturing religious women as the central stimulus figures. Specifically, the necessary first step has been to obtain normative data by means of a descriptive analysis of manifest content, the picture itself being the unit of analysis. The frequency of actual descriptions of figures, objects, problems and outcomes, constitute the normative data. Six groups of sisters, (N = 150), have been formed according to the number of years spent in the religious life, to allow a comparison of different age groups.

The reasons for designing a N-RAT are varied: (1) Is it possible that a TAT-type test, presenting stimulus figures that closely resemble the subject, might yield more significant information than the TAT? (2) Is it possible that N-RAT responses might supplement the battery of tests traditionally utilized for screening purposes? That is, might not the screening program be

broadened to include, not only the selection of subjects who are free from actual or potential psychiatric illness, but also the selection of those subjects who are most promising? (3) Might not a projective instrument obtain the type of information that could be advantageously utilized to facilitate individual adjustment and integration throughout the religious life? (4) In terms of modern renovation of religious life, is it not conceivable that the N-RAT responses might provide valuable insights regarding those psychological needs to be considered in the varied directions of adaptation?

In order to answer these questions, it is first necessary to investigate what type of information is obtained from normally functioning sisters. Therefore, this study is in the first instance, a test of the pictures. Moreover, to evaluate the individual uniqueness of any one response, it is next important to determine group norms. Both of these considerations have been incorporated in the tabulation of results which can now be summarized, picture by picture, from the viewpoint of similarities and differences among the six age groups. Only those responses of at least 12% frequency are considered.

In Picture 1, the sister-teacher is described as young by 20-30% in each group; the others do not designate an age. The

most frequently occurring characterizations are patience and happiness. The most oft-occurring problem is the expression of some difficulty teaching; in more than half of the stories success is eventually realized. A less frequently occurring theme is that the teacher is happy in her work. The three children do not figure dominantly in the stories.

The most widely differing age designation occurs in Picture 2. It would seem that the novitiate group, understandably looking forward to their first visit home, have strongly identified with the "young" sister. In direct contrast, the junior professed group have left her age undesignated. It is also somewhat surprising that so many in the older groups have designated sister as young. The almost universal projection is the happiness experienced during a visit home, on the part of both daughter and parents. The juniorate group and three older groups perceive the parents as elderly in 28-36% of the stories.

Sadness and discouragement are projected by practically all subjects for Picture 3. Reasons vary from overall depression to unpleasant interpersonal relations to death to doubts regarding one's vocation. Once again, it is the oldest group that presents interesting deviations. It seems plausible that they would project more death themes; it is somewhat surprising that they pre-

sent as many vocational doubt themes as they do. Recourse to prayer, often resulting in renewed hope, is the most common outcome.

Rationalizations and projections regarding the broken glasses are utilized in 40-72% of the stories for Picture 4; haste being postulated most frequently. Self-blame, particularly clumsiness, is also projected. Concern about reporting the accident to the superior is widespread throughout all age groups. Only the 16-25 year group differs in this respect. The other outcome characteristic of Picture 4 is more positive: the accident assumes more normal dimensions and life resumes.

Confession, depicted in Picture 5, elicits complaints commonly heard: routine, frequency, and lack of spiritual direction. A more positive reaction is the appreciation of the availability of advice in the confessional. The junior-professed group project an unusually high percentage of positive orientations. This might well be a function of recent instructions and emphasis in their formation program.

Clothing Day, shown in Picture 6, is repeatedly described as a joyful day. Several groups reflect current interest regarding adaptation of religious garb. However, the most prevalent outcome is a realization of one's commitment.



For the most part, very little attention is given to the lay members of the class in Picture 7. There appears to be a difference in attitude toward the sister-student between the novitiate and juniorate groups, and the finally professed groups. The two youngest groups project feelings of resentment towards, and rejection of the sister-student. The older groups stress sister's ability to participate, and to answer difficult questions. Possible explanations for the younger groups' sensitivity to reactions center around the fact that they currently have a student status. One might alternately postulate that they are not happy with the image created by sister-students; or that these are reflections of what they themselves felt towards sister-students not too many years ago.

The majority of themes projected for Picture 8 center on seeking advice. The two oldest groups propose a school problem as the basic issue. The juniorate group seems to have identified quite strongly with this picture. The sister is designated as young by nearly half of the group. She often expresses her difficulty communicating with the superior whom she often describes as understanding, but not always too helpful. It might very well be that the counseling type sessions set up in the juniorate are responsible, at least in part, for this type of projection. In

each group there are at least twice as many subjects who viewed the "other sister" as a superior, in contrast to a friend. In fact, the increase in frequency in this regard occurs with increasing time spent in religion, and is strikingly present in the oldest group. This same stress on the superior recurs in the outcome of the problem in which sister is striving to obtain some help. In the three youngest groups, help is obtained as equally often from a friend as from a superior. In the three oldest groups, there is an increasing dependency on the superior.

The most frequent characterization of the sister and her companion in the doctor's office, Picture 9, is embarrassment. The usual outcome to the companion's presence is that she minds her own business and that there is really no need for her presence.

Stories to Picture 10 are more often descriptive than to any other Picture. The most ordinary comment is that recreation is enjoyed, particularly from the standpoint of freedom to choose one's activity. The card table appears to be the locus for strained interpersonal relationships.

Picture 11 evokes a general pattern of reaction. The "shocking" scene is incorporated into an otherwise acceptable movie; or is perceived as entirely unacceptable. The 1-5 and 6-15 year

groups make some efforts to create a legitimate reason for remaining at the movie, e.g. a course requirement. However, in five of the groups, the percentage of stories in which the sisters remain at the movie ranges from 50-75%. An element of ambivalence is seen in many of the stories. For example, although the sisters remained in many of the stories written by the subjects in the juniorate, and 1-5 year group, contrary opinions are voiced relative to the acceptability of the movie.

A great variety of reasons are postulated for the generally ascribed characterization of sadness and/or discouragement of the sole figure in Picture 12. Difficulty in interpersonal relations looms as the most common reason.

In Picture 13, sister is designated as a teacher by 20%+ in each group. In most stories a pleasant visit is being enjoyed, either with family or friends, or in the home-visiting apostolate. In both instances, sister is often characterized as happy and helpful.

Recurring themes for Picture 14 include enjoying a visit, being counseled, and receiving consolation and/or encouragement. Vocation doubts reach the 20% frequency only in the youngest and oldest groups.

Summary of related information

As was previously mentioned, after the subjects had completed writing the stories, the Pictures were shown once again and all were asked to complete two additional forms (see Appendix).

In the first form, subjects were asked to designate whether the Picture portrays negative or positive emotions, or whether it appears to be neutral. Results indicate that Pictures 3, 4, and 12 generally seem to portray negative emotions; Pictures 2, 6, 10, and 13 commonly suggest positive emotions; Pictures 1, 5, and 7 apparently are neutral; and a diversity of opinion is held regarding Pictures 8, 9, 11, and 14.

Subjects were also requested to note any picture(s) they especially liked or disliked, and why. Only those Pictures are considered here whose frequency reached at least 20%.

<u>Pictures Liked</u>	<u>Groups</u>	<u>Reasons</u>
1	1-5; 16-25; 26-35	love of teaching
2	all	happy family love
3	novitiate; juniorate	common experience
4	novitiate	humorous

<u>Pictures Liked</u>	<u>Groups</u>	<u>Reasons</u>
6	novitiate; 16-25; 26-35	joyful
10	novitiate; 16-25; 26-35	happiness
13	all	happy in family and apostolate
<u>Pictures Disliked</u>	<u>Groups</u>	<u>Reasons</u>
5	novitiate	too personal
9	novitiate; juniorate; 16-25; 26-35	too personal
11	16-25; 26-35	too sugges- tive
14	novitiate	needs ex- planation

The subjects were asked to submit suggestions regarding any other situation(s) they felt should have been represented in the Pictures. Five suggestions attained a frequency of 12%: meal time; anger; group scene, with one person on the outside; rising or retiring; and manual labor. Actually, the last two situations were used in the pilot study, but were discarded because they did not provoke very significant stories.

## Conclusions

This preliminary establishment of apperceptive norms seems to show patterns of responses among normal religious women. These group norms would hopefully be serviceable to determine the uniqueness of any one response. Necessary subsequent steps would include a comparison of TAT and N-RAT results, to determine whether the N-RAT yields significant information not obtained through the TAT. It would also be necessary to determine not only what constitutes a unique response, but also to establish criteria for a normal vs an abnormal response. In both of the above, it would be necessary not only to establish group norms, but also to analyze individual sets of stories and begin typing common patterns.

The second main purpose for designing the test--obtaining insights into the directions renovation should take--also seem to hold promise of being fulfilled. Certain individual pictures elicit specific information: e.g. Pictures 2 and 13--broadening the apostolate to include home-visiting; Pictures 4 and 8--attitudes towards superiors; Pictures 2, 9, and 13--desire to change rules. Many more subtle leads can be seen in an individual's story by story analysis. In terms of early formation, much could be gleaned from the image of the nun, not only as

projected by an individual subject, but also the various aspects of that image as projected commonly by many members in the community.

## References

- Arnold, M. A screening test for candidates for religious life.  
In M. Arnold, et al, Screening candidates for the priest-  
hood and religious life. Chicago: Loyola Univ. Press, 1962.
- Becker, J. Study of personality traits of successful religious  
women of teaching orders. Unpublished doctoral dissertation,  
Loyola Univer., 1962.
- Bier, W. Psychological testing of candidates and the theology of  
vocation. Rev. for Religious. Part I - 1953, 12, 291-304;  
Part II - 1954, 13, 13-27.
- Birney, R. Thematic content and the cue characteristics of  
pictures. In J. Atkinson (Ed.), Motives in fantasy, action,  
and society. New York: D. Van Nostrand, 1958. Pp. 630-643.
- Briggs, D.L. A modification of the Thematic Apperception Test  
for naval enlisted personnel. J. Psychol. 1954, 37, 233-241.
- Chowdhury, U. An Indian modification of the Thematic Apperception  
Test. J. soc. Psychol., 1960, 51, 245-263.
- Cook, R. Identification and ego-defensiveness in thematic  
apperception. J. proj. Tech., 1953, 17, 312-319.



- Coville, W. Psychologists and the assessment of candidates for religious life. ACPA Newsletter Supplements, 60, 1962.
- Denty, V. International Catholic Congress of Psychotherapy and Clinical Psychology. ACPA Newsletter Supplement, 48, 1960.
- Forer, B. Custom-built projective methods: a symposium. (Society for Projective Techniques & APA Division 12, Sept. 1960, Chicago) J. proj. Tech. 1961, 25, 3-5.
- Godin, A., & Coupez, A. Religious projective pictures: a technique of assessment of religious psychism. Lumen Vitae, 1957, XII, 260-274.
- Greenwald, A. Psychological assessment of religious aspirants. Rev. for Religious, 1963, 22, 280-300.
- Henry, W. The thematic apperception technique in the study of group & cultural problems. In H. Anderson & G. Anderson (Eds.), An introduction to projective Techniques. Englewood Cliffs, New Jersey: Prentice-Hall, 1951. Pp. 230-278.
- Henry, W. The analysis of fantasy. New York: John Wiley, 1956.
- Kagan, J. The stability of TAT fantasy and stimulus integrity. J. consult. Psychol., 1959, 23, 266-271.
- Kagan, J., & Lesser, G., (Eds.) Contemporary issues in thematic apperceptive methods. Springfield: Charles C. Thomas, 1961.
- Keller, J. Comparison between priests with pastoral counseling

training and priests without it, as measured by the religious apperception test. Unpublished doctoral dissertation, Loyola Univer., 1961.

Kelly, Sr. M. William, I.H.M. The incidence of hospitalized mental illness among religious sisters in the United States. Amer. J. Psychiatry. 1958, 115, 72-75.

Kenny, D. A theoretical and research reappraisal of stimulus factors in the TAT. In J. Kagan, & G. Lesser (Eds.), Contemporary issues in thematic apperceptive methods. Springfield: Charles C. Thomas, 1961. Pp. 288-314.

Kobler, F.J. Screening applicants for religious life. J. of Relig. Hlth. 1964, 3, 161-170.

Kobler, F., Webb, N., Herr, V., & Devlin, W. Loyola University N.I.M.H. project on religion and mental health: report on research procedures. Pastoral Psychol., 1959, 10, 44-46.

Korchin, S., Mitchel, H., & Meltzoff, J. A critical evaluation of the Thompson Thematic Apperception Test. J. proj. Tech., 1950, 14, 445-452.

Lasaga y Travieso, J.I., & Martinez-Arango, C. Some suggestions concerning the administration and interpretation of the TAT. J. Psychol., 1946, 22, 117-163.

Lesser, G. Custom-making projective tests for research. J. proj.

Tech., 1961, 25, 21-31.

Lindzey, G. Projective techniques and cross-cultural research.

New York: Appleton-Century-Crofts, 1961.

Meyer, R. A descriptive analysis of responses to the religious apperception test. Unpublished master's thesis, Loyola

Univer., 1960.

Murstein, B. Theory and research in projective techniques (emphasizing the TAT). New York: John Wiley, 1963.

Murstein, B. A normative study of TAT ambiguity. J. proj. Tech., 1964, 28, 210-218.

Rabin, A. Devising projective methods for personality research. J. proj. Tech. 1961, 25, 6-10.

Rosenzweig, S. & Fleming, E.E. Apperceptive norms for the Thematic Apperception Test: the problem of norms in projective methods. Personality, 1949, 17, 475-482.

Schwartz, E., Reiss, B., & Cottinghaus, A. Further critical evaluation of the negro version of the TAT. J. proj. Tech., 1951, 15, 394-400.

Thompson, C. The Thompson modification of the Thematic Apperception Test. Rorschach Res. Exch., 1949, 13, 469-478.

Vaughan, R. The psychological screening of candidates. In M.M. Florence, (Ed.), Religious life in the Church today. Univ.

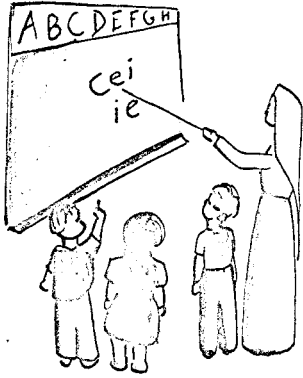
of Notre Dame Press, 1962.

Wauck, L. An investigation into the use of psychological tests as an aid in the selection of candidates for the diocesan priesthood. Unpublished doctoral dissertation, Loyola Univ., 1957.

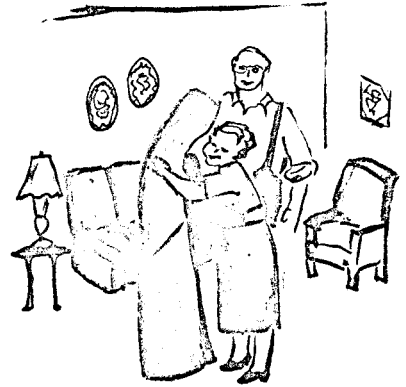
APPENDIX I

THE NUNS' RELIGIOUS APPERCEPTION TEST

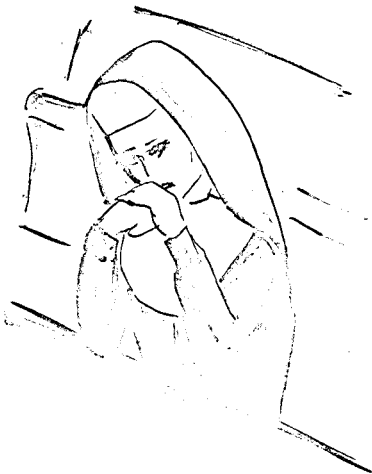
1



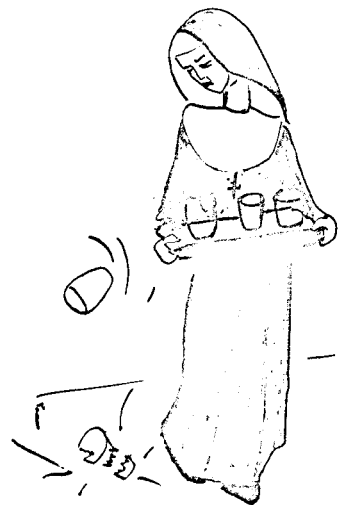
2



3



4



5



6



7



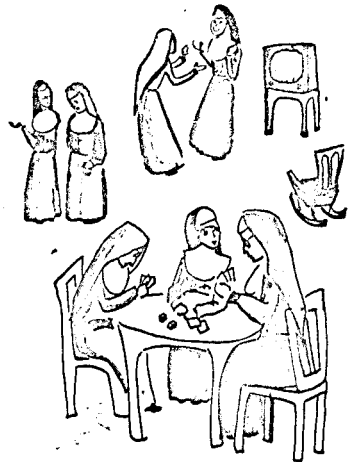
8



9



10



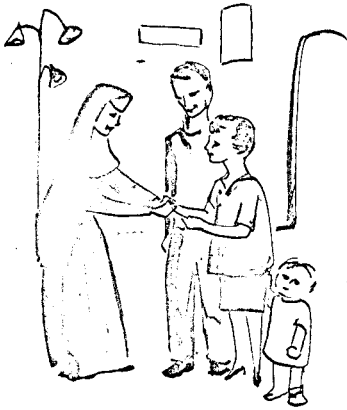
11



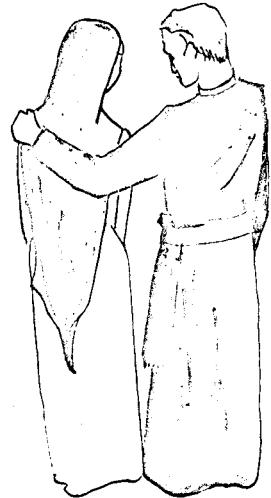
12



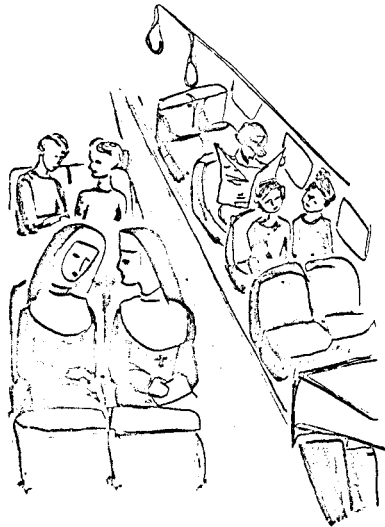
13



14



Practice Picture





APPENDIX II

FORMS USED IN COLLECTING DATA

J.M.J.

1) Identification Number:

2) Status in Religion: (Please Circle)

Postulant	Professed:	1-5
Novice 1		6-15
Novice 2		16-25
Junior 1		26-35
Junior 2		36-45
Junior 3		46-55+

3) Chronological Age: (Please Circle)

18-25  
26-35  
36-45  
46-55  
56-65  
66-75+

4) Occupation: (Please Circle)

Administration  
Student  
Teacher:  
    Grades 1-4  
        5-8  
        H.S.  
        College  
Other

5) Education: (Please Circle)

High School  
Bachelor  
Master

J.M.J.

Id No.

	NE	PE	Neutral
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			

J.M.J.

Id No.

List any picture(s) you especially liked. Why?

List any picture(s) you especially disliked. Why?

Describe any other situation(s) you thought should have been represented.

APPROVAL SHEET

The thesis submitted by Sr. M. Noel (Brocken), C.S.J. has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

May 20, 1965  
Date

Frank Kotler  
Signature of Adviser