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CASE HISTORY PROFORMA FOR DELINQUENT
AND NONDELINQUENT BOYS

(To be filled in by the Examiner)

Name ___________________________ Age ________
Religion ___________ School ___________ Class ________
Residence___________ Occupation ___________ Education ________
Parent's or Guardian's Occupation ___________ Income ________
Crime Section ______________________________________
Medical Examination Report ________________________________
Remarks ____________________________________________

Mohammad Hamid
Research Fellow
HOME CONDITIONS

1. Type of neighborhood in which boy lives: ________________________________

2. Crowding of house: (a) Occupants per room ( );
   (b) Number of rooms ( ).

3. Length of residence in the neighborhood: (a) Since birth ( )
   (b) 3 years or more ( ).

4. Economic condition: (a) Comfortable ( ); (b) Marginals ( );
   (c) Dependent ( ).

5. Bread winner in the family: ________________________________

6. Nature of employment of the bread winner: ________________________________

7. Parental makeup of home (boy with): (a) Both own parents
   (b) One own parent (c) One own, one step
   (d) Both step parents or guardians

SETTING OF FAMILY LIFE

1. History of diseases of parents: (a) Serious physical ailments (F/M),
   (b) Mental retardation (F/M),
   (c) Emotional disturbance (F/M),
   (d) Drunkenness (F/M), (e) Criminality (F/M):

2. Formal schooling of parents: (a) Both had none,
   (b) One or both attended the school,
   (c) One or both completed high school.
QUALITY OF FAMILY LIFE

1. Self-respect of family: (a) Marked, (b) Slight, (c) None
2. Ambitiousness of family: (a) Marked, (b) Slight, (c) None
3. Relations of parents: (a) Good, (b) Fair, (c) Poor
4. Dominant parent: (a) Mother, (b) Father, (Neither)
5. Usual occupation of mother: (a) Housewife, (b) Employed regularly outside home, (c) Employed occasionally outside home.
6. Supervision of children by mother: (a) Suitable, (b) Fair, (c) Unsuitable, (d) No supervision.
7. Family group recreation: (a) Often, (b) Occasional, (c) Never.
8. Attitude of parents regarding entertainment of children's friends at home:
   (a) Warm, (b) Indifferent, (c) Inhosiptable

THE BOY IN THE FAMILY

1. Number of children in family: (1), (2), (3), (4), (5), (6), (7), (8), (9), ( ).
2. Rank of boy among sibs:: ______ out of ______, only ( ).
3. Affection of parents for boy: (a) Warm.(F) (M) even though over-protective,
   (b) Indifferent (F) (M),
   (c) Hostile or rejective (M) (F).
4. Affection of sister and brother for boy: (a) Boy a favorite,
   (b) Boy normally acceptable,
   (c) Boy regarded with difference,
   (d) No affection at all.
5. Boy's estimate of parents' concern for his welfare: (a) Good (M) (F),
   (b) Fair (M) (F), (c) Poor (M) (F).
6. Parents' discipline of boy: (a) Lax (M) (F), (b) Overstrict (M) (F),
   (c) Erratic (M) (F), (d) Firm but kind (M) (F), (e) Any other ________ (M) (F).
7. Method of control of boy by parents: (a) Physical punishment (M) (F),
   (b) Deprivation of privileges (M) (F),
   (c) Threatening or roding (M) (F),
   (d) Reasoning (M) (F), (e) Forgiving (F) (M), (f) Ignoring (M) (F).

BOY IN THE SCHOOL

1. Age of boy first entered in school: ___________________________
2. Attitudes toward school: (a) Favorably inclined, (b) Indifferent,
   (c) Markedly disliked? (d) Any other____
3. Reasons for marked dislikes of school: __________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. School misbehavior: Age when first misbehaved _________________
5. Some characteristics of misbehavior: Disobedience, disorderliness
   in class, defiance; crude; rudeness;
   quarrelsome ness, bullying, domineering,
   destructive of school materials etc.,
   other __________________________.
6. **Some characteristics of withdrawing behavior**: (a) Lack of interest in school work, (b) Inattention, (c) Easy discouragement, (d) Unhappiness, depression, (e) Dreaminess (f) Temper tantrum, (g) Unsociability, (h) Shyness, (i) Sensitiveness, (j) Suspiciousness.

**THE BOY IN THE COMMUNITY**

1. **Departure from home**: (a) Left home, (b) Never left home, (c) Age first left _______.

2. **Reasons first left home**: ___________________________________________________

3. **Household duties**: (a) Regular, (b) Occasionally, (c) None.

4. **Recreational activities**: (a) Adventurous, (b) Active, non-competitive, (c) Competitive, (d) Non-active, (e) No preference.

5. **Movie attendance**: (a) How many times in a week ( ), Any particular type of picture _______
                              Any picture.

6. **Adventurous activities**: ___________________________________________________
                              ___________________________________________________

7. **Play places**: (a) Street corners, (b) Distant neighborhoods, (c) Vacant lots, (d) Waterfronts, (e) Railroad yards, (f) Pool rooms, (g) At home, (h) Play grounds, (i) Any other _____________.

8. **Companions:** (a) Gang, (b) Few friends, (c) Crowds, (d) Delinquents, (e) Nondelinquent, (f) Predominantly older/younger, (g) Same age, (h) Boys only, (i) Some girls, (j) No companion.

9. **Visit to religious places:** (a) Regular, (b) Occasional, (c) Never, (d) Reasons if any ________________.
Definitions and Significance of Various Variables Included in the Case History Proforma

Crowding of House

Crowding of house may cause loss of privacy with resulting social and emotional problems.

Length of Residence in the Neighborhood

This variable was picked up for matching the two groups. Mobility, however, does create difficulty for the child to adjust himself to the new neighboring environment.

Economic Condition of the Family

Comfortable: those who do not need any help from any other source due to lack of their income or because of unplanned expenditure. Marginal: those who occasionally need financial help for their low income and/or due to their inadequate planning. Dependent: those who cannot pull on their families without taking loan or being helped by others.

Parental Make Up of Home

Possible effects of parental make up of home, specially when parents are separated, divorced, or dead, have been regarded as important factors towards delinquency and emotional problems.

Nature of Employment of the Breadwinners

Nature of employment or occupation determines the economic and social status of the family. It also determines the time given by the
parents to their children. Sometimes because of their parents' occupation children (specially in India) feel inferior and uncomfortable.

**History of Disease of Parents**

The excess of serious physical ailments, mental and emotional problems, drunkenness, etc. among parents is reflective of their lesser capacity to cope successfully with the problems of family. Because of this low capacity they may have adverse effects upon children and their behavior.

**Formal Schooling of Parents**

Parents' education has unquestionably been considered to have a direct bearing upon the very development of children.

**Self Respect of the Family**

Respect of the family by the boy reflects his relation with his family, its possible effects on his present and future behavior, and also the cohesiveness of the family life.

**Ambitiousness of the Family**

*High*: to improve their socio-economic status; intention to move upward; have adequacies in their house for their children and better education for their children. *Moderate*: simply wanting to improve their social and economic standards. *Poor*: simply not caring to change their present social and economic status.

**Relations between Parents**

*Good*: parents who are compatible, understand each others problems
and have no undue quarrelling. **Fair:** usually good relations but with frequent misunderstandings and quarrelling. **Poor:** more frequent quarrelling and maladjustment and unusual mutual agreements and relations.

**Dominant Parent**

Dominant parent, whosoever, and his/her personality is bound to influence his/her children's attitude, behavior and his personality make up.

**Usual Occupation of Mother**

Mother's occupation usually determines the amount of time and the quality of care the child may receive from his mother.

**Supervision of Children**

**Suitable:** close watch of children; fair understanding of their problems; better handling from emotional point of view; caring for their recreational activities. **Unsuitable:** occasional or poor supervision; no insight into their problems; neglecting their emotional and recreational needs. **Fair:** parents who occasionally closely watch their children; sometimes understand, sometimes do not understand their (children's) problems and care less than regular about their recreational needs.

**Family Group Recreation**

Family group recreation reflects family's cohesiveness. Also indicates the desire to cooperate and communicate with each other and
influence each other's behavior in a positive manner.

**Attitude of Parents toward Boy's Friends**

*Favorable:* parents who encourage their boy's friendship and also encourage them to bring their friends at homes but keep an eye on their activities. *Indifferent:* parents who neither encourage nor take any particular interest in their boy's friends. *Unfavorable:* parents who not only discourage but dislike their boy's friends coming at their homes.

**Number of Children in the Family**

Number of children has been considered to affect not only the economic condition of the family but also the quality and quantity of the care children receive from their parents. Proper clothing and schooling of children is also affected by the number of children in the family.

**Rank of Boy among Sibling**

It has been generally believed that only children, first children, or youngest children are specially vulnerable to the development of behavior difficulties, because they receive preferential treatment.

**Affection of Parents for Boy**

Affection of parents for their boy is an indicator of their interpersonal relationships and their attitudes towards each other. Affection or lack of it would indicate how (positively or negatively) they influence each other's behavior.
Affection of Siblings for Boy

Relationship between sister and brother and between brother and brother may determine the boy's relative strength and status among siblings. The treatment the boy receives from other siblings may well influence his behavior towards other children.

Boy's Estimate of Parents Concern for his Welfare

Much concerned: affection, education, discipline, recreation, care about his health, etc. Normal: occasional concern for the above. Less concerned: less than occasional concern for the above and much emphasis on discipline. No concern: no concern at all for any of the above, no emphasis on discipline either.

Parents' Discipline of Boy

Lax: do not care what their boy does and do not care who disciplines their boy. Parents who do not care much to discipline their children. Much strict: always emphasize on discipline and always rebuke their boy whether right or wrong. Normal: parents who bother to ask their boy before they take any disciplinary actions, parents who also care to appreciate their boy's right kind of behavior. Inconsistent: parents who sometimes punish and discipline their boy for his wrongdoing and sometimes do nothing at all, do not care much to distinguish between their boy's right and wrong behavior.

Method of Control of Boy by Parents

Corporal Punishment: parents who resort to physical punishment in
disciplining their boys. **Reasoning**: parents who make an effort to reason out things with their boys, who make verbal communication as a means to reach their boys. **Threatening**: parents who threaten their boys that they would call the police, kick them out of the house, or put him in a reformatory or severely punish them, etc. **Forgiving**: parents who occasionally forgive their children for their minor misbehaviors. **Deprivation of privileges**: parents who deprive their children of their food, pocket expenses, restrict their outside activities or just deprive them of their normal activities. **Ignoring**: parents who in order not to reinforce their children's undesirable acts simply ignore them because they think children do so for their undivided attention.

**Age of the Boy When First Entered School**

Sometimes dislike for school is also due to the fact that the boy is either overage or underage. As a result of this, he may fail to have a good adjustment. Or sometimes repeated scolding of the teacher irritates the boy and he begins to feel inadequate as he is older than others.

**Number of Schools Attended**

Frequent change of schools causes adjustment problems. It might also reflect their (children's) disinterest and distraction of attention from their studies.

**Attitude toward School**

This could reflect the boy's adjustment situation in school, his
relationship with his teachers and classmates and his interest and progress in his studies.

Reasons for Marked Dislike for School

**Lack of interest in studies**: boys who feel that somehow they do not have enough interest in their studies or particular subjects.

**Feeling of inadequacy**: those who feel that they are poorer in studies and social status or feel they are overage and underachievers. **Low mental capacity**: those who feel that their IQs are lower and therefore cannot quite understand what is going on in their classes or just cannot grasp the subject. **Strict teacher**: those who dislike their schools because, to them, their teachers are much too strict and believe in strict disciplinary actions.

Age of the Boy When First Misbehaved in School

This may indicate the boy's previous experience in terms of his early training and the extent of maladjustment problems he has had before. This would also indicate how much the new situation (school) is reinforcing the boy's previously learned or newly acquired behavior.

Some Characteristics of Misbehavior in School

This would further clarify the kinds of misbehavior that commonly take place in this situation, or how well the boy has been trained to respect others and in turn be respected by others. It would also indicate that environmental reinforcers were potentially available to make these behaviors occur.
Some Characteristics of Boy's Withdrawing Behavior

Since withdrawal behaviors are generally regarded as characteristics of personality, it was decided to compare the differences between the two groups on each of these characteristics. However, these withdrawal behaviors were to signify the boy's retreat from objective, external reality and interpersonal relationships into a world of his own, in order to avoid the anxiety caused by interpersonal relationships.

Departure from Home and Age When First Departed

Departure in general would indicate the family environment, environment in the school and the community that would force a boy to leave his home. The age of departure should reflect the extent of his frustration and also the tolerance level of the boy's family for his undesirable behavior.

Reason Boy First Left Home

Delinquency: includes behaviors that his family or community disapprove of or those behaviors that necessitate legal actions. Runaway: those who ran away alone or with their friends just for the fun of it or to avoid intolerable family situations and tensions. Broken home: those who left their homes because their broken homes did not fulfill their expectations and they found their homes undesirable. Because of jobs: those who had to leave their homes because of the nature or requirement or place of their jobs.

Household Duties

This would reflect the boy's attitude toward sharing his family's
responsibility and helping others when in need. It also indicates a desire on the part of the boy to learn to accept responsibility and develop trust and self-confidence.

Preference for Recreational Activities

An indicator of what behaviors (and where) are more likely to be accepted or rewarded. Usually the recreational activities are performed in a group situation that may control the boy's behavior.

Adventurous Activities

These activities indicate the undesirable behaviors, including illegal behaviors, that the boys have been generally engaged in. Based on some of these undesirable behaviors, delinquent boys were brought before the court of law.

Movie Attendance

Cinema houses and theaters have been considered places where usually undesirable behaviors are reinforced. And the frequency of movie attendance may indicate the amount and degree of positive reinforcement available there.

Play Places

Choice of play places indicates the environment and situations where children may have the freedom of doing things on their own and at the same time have the kind of companions who would share their experiences with them. Play places also indicate the potential environmental reinforcers available there.
Boy's Companions and Their Age

The boy would like to have company of those people who would approve of his attitudes and behaviors. In other words, his companions positively reinforce his behaviors and activities. Peer's approval is believed to be a powerful reinforcer. As long as his peers have the right kind of positive reinforcers available, the boy would keep seeking their company.

Visit to Religious Places

Since religious and moral values in India still play a dominant role in controlling the individual's behavior, it was decided to observe the influence of these values on children. How much children believe in these values largely depends on how well parents have injected these values in them and how much do they (parents) believe in them (indicated by the frequency of their visits to religious places).
The Rorschach Method of Personality Diagnosis

Individual Record Blank - Revised Edition

Bruno Klopfer
University of California at Los Angeles

Helen H. Davidson
School of Education, City College of New York

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Date of Birth</th>
<th>Age</th>
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</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Phone</th>
<th>Date of Administration</th>
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If subject is adult:  
Marital Status | Occupation |
<table>
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</table>

Highest School Grade Completed

If subject is a child:  
Occupation of Parent

School | Grade
<table>
<thead>
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Examiner

Remarks

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<table>
<thead>
<tr>
<th>Card No., Response No. and Position</th>
<th>LOCATIONS</th>
<th>DETERMINANT</th>
<th>CONTENT</th>
<th>P - O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main Response</td>
<td>Add.</td>
<td>Main Response</td>
<td>Add.</td>
</tr>
<tr>
<td>Reac. Time</td>
<td>W</td>
<td>D</td>
<td>d</td>
<td>Dd</td>
</tr>
<tr>
<td>Main</td>
<td>Add.</td>
<td>Main</td>
<td>Add.</td>
<td>FLR</td>
</tr>
<tr>
<td>Total Time (T) = W + D + d + Dd + S = R</td>
<td>M + FM + m + k + K + FK + F + Fx + c + C' + FC + CF + C = R</td>
<td>H</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>No. of Responses</td>
<td>Main</td>
<td>Add.</td>
<td>Main</td>
<td>Add.</td>
</tr>
<tr>
<td>Sum FLR</td>
<td>A</td>
<td>O—</td>
<td>A</td>
<td>O—</td>
</tr>
<tr>
<td>Average FLR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. BASIC RELATIONSHIPS: Main Responses Only

<table>
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<th>R</th>
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<tbody>
<tr>
<td>Total Time</td>
<td>T sec.</td>
</tr>
<tr>
<td>Average Time per Response</td>
<td>T/R sec.</td>
</tr>
</tbody>
</table>

Average Reaction Time:

<table>
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<tr>
<th>Achromatic Cards (I, IV, V, VI, VII)</th>
<th>sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromatic Cards (II, III, VIII, IX, X)</td>
<td>sec.</td>
</tr>
</tbody>
</table>

F

R

FK + F + Fc

R

A + Ad

R

(H + A) : (Hd + Ad)

Popular Responses

P

Original Responses

O

FC + 2CF + 3C

sum C

2

M : sum C

(FM + m) : (Fc + c + C')

Responses to Cards VIII + IX + X

R

W : M

II. SUPPLEMENTARY RELATIONSHIPS: Main + Add.

<table>
<thead>
<tr>
<th>M : FM</th>
</tr>
</thead>
<tbody>
<tr>
<td>M : (FM + m)</td>
</tr>
<tr>
<td>FK + Fc</td>
</tr>
</tbody>
</table>

F

(Fc + cF + c + C' + C'F + FC') : (FC + CF + C)

(FK + Fc + Fk) : (K + KF + k + kF + c + cF)

FC : (CF + C)

III. MANNER OF APPROACH

<table>
<thead>
<tr>
<th>Manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add.</td>
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</table>

IV. ESTIMATE OF INTELLECTUAL LEVEL

Capacity

Efficiency

V. SUCCESSION

Rigid

Orderly

Loose

Confused

VI. FORM LEVEL SUMMARY

Average Unweighted FLR

Average Weighted FLR
## Rorschach Scoring

### Categories

**Table - 1**

**R (Response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High R</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Low R</td>
<td>84</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
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</table>

Median = 18.5  
chi-square = 1.574  
p = <.30

**Table - 2**

**Cards VIII + IX +X%**

<table>
<thead>
<tr>
<th>VII+IX+X %</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
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</thead>
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<tr>
<td>&lt; 30%</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>30 - 40%</td>
<td>51</td>
<td>60</td>
</tr>
<tr>
<td>&gt; 40%</td>
<td>24</td>
<td>17</td>
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<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
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</table>

chi-square = 2.291  
p = <.50
### Table - 3

**P (Popular response)**

<table>
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<tr>
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<th>Nondelinquent</th>
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<tr>
<td>High P</td>
<td>20</td>
<td>31</td>
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<tr>
<td>Low P</td>
<td>76</td>
<td>63</td>
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<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
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</table>

Median = 3.0  
chi-square = 3.502  
p = \(<0.10

### Table - 4

**0 (Original response)**

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<tr>
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<th>Nondelinquent</th>
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<td>High 0</td>
<td>09</td>
<td>13</td>
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<tr>
<td>Low 0</td>
<td>87</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 3.5  
chi-square = 0.920  
p = \(<0.50

### Table - 5

**W% (Whole response)**

<table>
<thead>
<tr>
<th>W%</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
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<tbody>
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<td>&lt; 20%</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>20 - 30%</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>&gt; 30%</td>
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<tr>
<td>Total</td>
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<td>94</td>
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</table>

chi-square = 0.880  
p = \(<0.70
Table -  6

D% (Large usual details)

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<th>Nondelinquent</th>
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<tbody>
<tr>
<td>&lt; 45%</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>45 - 55%</td>
<td>30</td>
<td>27</td>
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<tr>
<td>&gt; 55%</td>
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<tr>
<td>Total</td>
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<td>94</td>
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</table>

chi-square = 2.047  p = <.50

Table -  7

d% (Small usual details)

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<td>&lt; 05%</td>
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<tr>
<td>05 - 15%</td>
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<tr>
<td>&gt; 15%</td>
<td>11</td>
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<td>Total</td>
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<td>94</td>
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chi-square = 1.980  p = <.50
Table - 8

Dd+S% (Unusual details and space)

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<th>Nondelinquent</th>
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<tr>
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<td>39</td>
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<tr>
<td>&gt; 10%</td>
<td>64</td>
<td>55</td>
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<tr>
<td>Total</td>
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<td>94</td>
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</table>

chi-square = 1.334  p = <.30

Table - 9

F (Form) %

<table>
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<tr>
<th>F%</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20%</td>
<td>02</td>
<td>11</td>
</tr>
<tr>
<td>20 - 50%</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>&gt; 50%</td>
<td>75</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

chi-square - 8.629  p = <.02

Table - 10

M (Human movement)

<table>
<thead>
<tr>
<th>M</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High M</td>
<td>09</td>
<td>16</td>
</tr>
<tr>
<td>Low M</td>
<td>87</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 3.0  chi-square = 02.463  p = <.20
### Table - 11

**FM (Animal movement)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High FM</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Low FM</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 3.5  
chi-square = 0.502  
p = <.50

### Table - 12

**m (Inanimate movement)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High m</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Low m</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 2.0  
chi-square = 0.089  
p = <.80

### Table - 13

**k (Shading response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High k</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Low k</td>
<td>06</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

chi-square not computed
### Table - 14

**K (Shading responses)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High K</td>
<td>07</td>
<td>05</td>
</tr>
<tr>
<td>Low K</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.5  
chi-square = 00.323  
p = <.70

### Table - 15

**FK (Shading responses)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High FK</td>
<td>05</td>
<td>08</td>
</tr>
<tr>
<td>Low FK</td>
<td>91</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 2.5  
chi-square = 00.799  
p = <.50

### Table - 16

**Fc (Differentiated texture response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Fc</td>
<td>05</td>
<td>09</td>
</tr>
<tr>
<td>Low Fc</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.0  
chi-square = 1.304  
p = <.30
Table – 17

c (Undifferentiated Texture response)

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High c</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Low c</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

chi-square not computed

Table – 18

C' (Achromatic Color response)

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High C'</td>
<td>05</td>
<td>09</td>
</tr>
<tr>
<td>Low C'</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 3.0  \( \text{chi-square - } 01.304 \)  \( p = <.30 \)

Table – 19

FC (Form-Color response)

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High FC</td>
<td>05</td>
<td>11</td>
</tr>
<tr>
<td>Low FC</td>
<td>91</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 2.5  \( \text{chi-square } 02.477 \)  \( p = <.20 \)
Table - 20

**CF (Color-form response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>07</td>
<td>08</td>
</tr>
<tr>
<td>Low</td>
<td>89</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.5  \( \chi^2 = 0.087 \)  \( p = .80 \)

Table - 21

**C (Pure color response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>Low</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.0  \( \chi^2 = 0.017 \)  \( p = .90 \)

Table - 22

**A% (Animal response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20%</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>20 - 35%</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>&gt; 35%</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

\( \chi^2 = 1.136 \)  \( p = .70 \)
Table - 23

**H (Human response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>08</td>
<td>17</td>
</tr>
<tr>
<td>Low</td>
<td>88</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 6.0  \[\text{chi-square} = 3.998\]  \[p < .05\]

Table - 24

**Hd (Part of Human Figure)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>07</td>
<td>11</td>
</tr>
<tr>
<td>Low</td>
<td>89</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 6.5  \[\text{chi-square} = 1.036\]  \[p < .50\]

Table - 25

**N (Nature Response)**

<table>
<thead>
<tr>
<th></th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>09</td>
<td>05</td>
</tr>
<tr>
<td>Low</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 2.0  \[\text{chi-square} = 1.179\]  \[p < .30\]
Table - 26

Geog. (Geography response)

<table>
<thead>
<tr>
<th>Geog.</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Geog.</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Low Geog.</td>
<td>79</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 3.0  \( \chi^2 = 1.945 \)  \( p < .20 \)

Table - 27

Sex (Sex response)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Sex</td>
<td>, 05</td>
<td>11</td>
</tr>
<tr>
<td>Low Sex</td>
<td>91</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.5  \( \chi^2 = 2.554 \)  \( p < .20 \)
Table - 28

Anat. (Anatomical response)

<table>
<thead>
<tr>
<th>Anat.</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Anat.</td>
<td>06</td>
<td>10</td>
</tr>
<tr>
<td>Low Anat.</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 1.0  
chi-square = 1.181  
P = <.25

Table - 29

Obj. (Object response)

<table>
<thead>
<tr>
<th>Obj.</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Obj.</td>
<td>14</td>
<td>09</td>
</tr>
<tr>
<td>Low Obj.</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 5.5  
chi-square = 1.095  
P = <.30

Table - 30

Clo. (Cloud response)

<table>
<thead>
<tr>
<th>Clo.</th>
<th>Delinquent</th>
<th>Nondelinquent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Clo.</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Low Clo.</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Median = 2.0  
chi-square = 2.734  
P = <.10